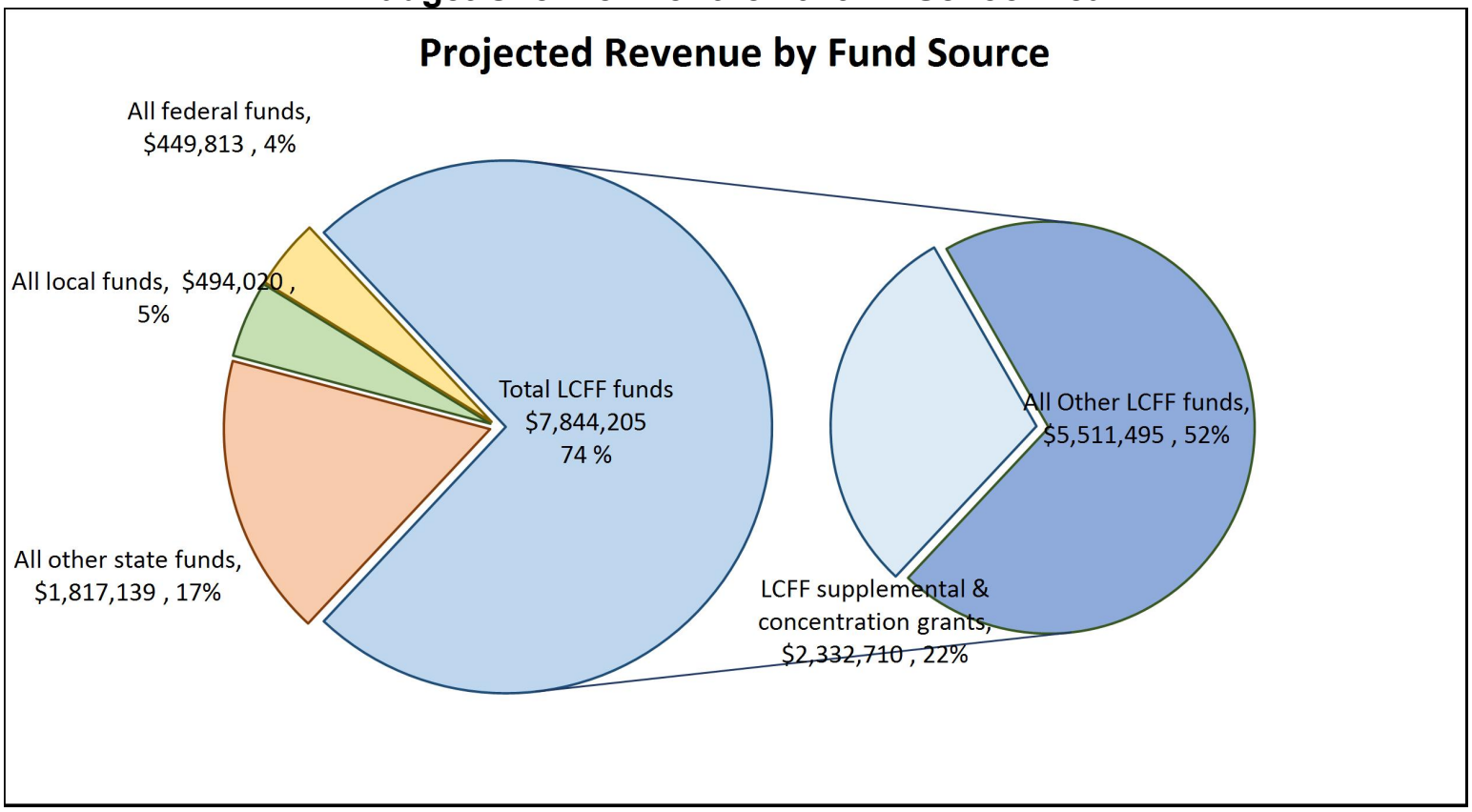
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tipton Elementary School District
CDS Code: 54 72215 6054431
School Year: 2026-27
LEA contact information:
Stacey Bettencourt
Superintendent
sbettencourt@tipton.k12.ca.us
(559)752-4213

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

Budget Overview for the 2026-27 School Year

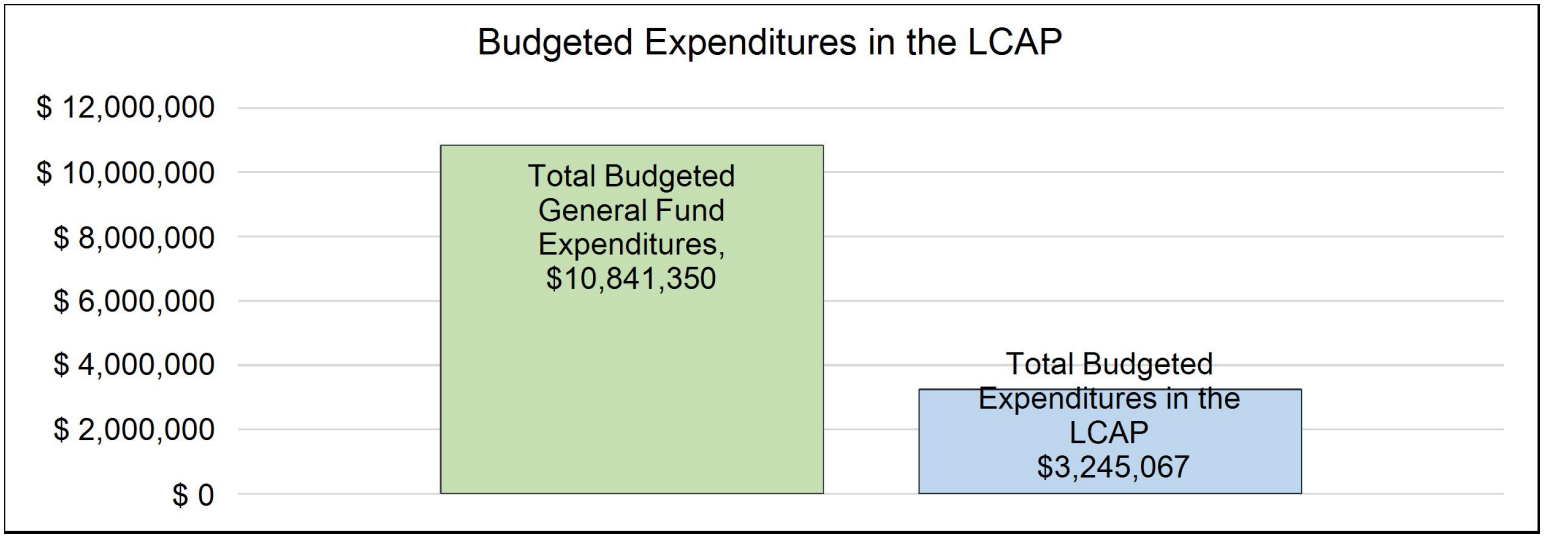


This chart shows the total general purpose revenue Tipton Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tipton Elementary School District is $10,605,177, of which $7,844,205 is Local Control Funding Formula (LCFF), $1,817,139 is other state funds, $494,020 is local funds, and $449,813 is federal funds. Of the $7,844,205 in LCFF Funds, $2,332,710 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tipton Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tipton Elementary School District plans to spend $10,841,350 for the 2026-27 school year. Of that amount, $3,245,067 is tied to actions/services in the LCAP and $7,596,283 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

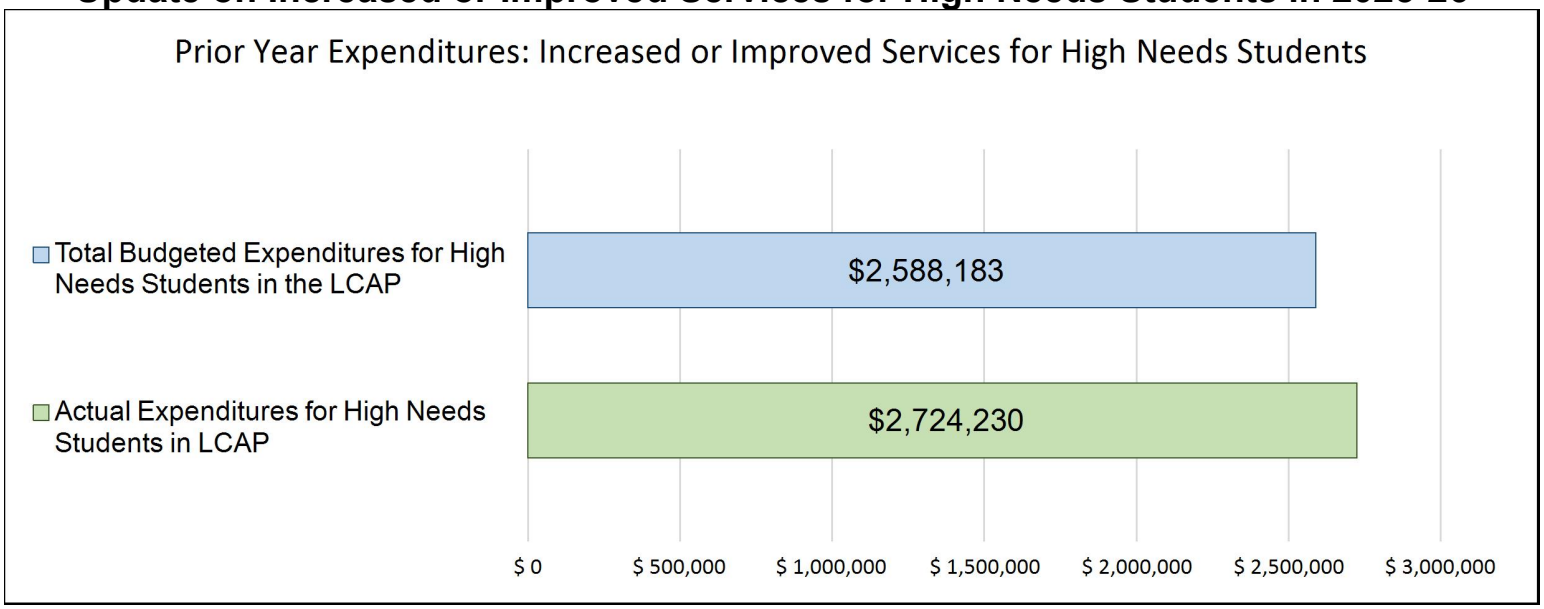
Expenditures in the LCAP include: Most teachers, administrators, classified staff salaries and benefits, purchase of state adopted curriculum and materials, maintenance, cafeteria, transportation, and other costs incurred that are necessary in the operation of the school district.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Tipton Elementary School District is projecting it will receive $2,332,710 based on the enrollment of foster youth, English learner, and low-income students. Tipton Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tipton Elementary School District plans to spend $2,337,303 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Tipton Elementary School District's LCAP budgeted $2,588,183 for planned actions to increase or improve services for high needs students. Tipton Elementary School District actually spent $2,724,230 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tipton Elementary School District	Stacey Bettencourt Superintendent	sbettencourt@tipton.k12.ca.us (559)752-4213

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Tipton Elementary School's community treasures each of our students. Our commitment to each child is to provide an educational experience that promotes their academic progress in meeting or exceeding state grade level standards. Tipton Elementary is the main hub of the community. The school is a safe, caring place for all students. Currently, Tipton's student enrollment consists of 485 students with a 96.30% Latino population, 2.83% white, 0.43% Black/African American, and 0.22% Asian. 221 students were identified as English Learners, of which 100% are Spanish speakers. Tipton Elementary is a Provision II school, and all students receive a free breakfast and lunch. 4.74% of the school's student population is homeless, and 0.006% of the school's population is foster youth.

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

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

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

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

Reflections: Annual Performance

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

Annual Reflection on Dashboard Performance
2024–2025 California School Dashboard (2025 Dashboard)

MATHEMATICS
Overall mathematics performance was maintained, increasing by 1.5 points. The district remains in the “Orange” performance level and is 66.3 points below standard.

- Socioeconomically Disadvantaged: Maintained performance (+0.6); 69.1 points below standard
- Hispanic: Maintained performance (+0.5); 65.7 points below standard
- English Learners: Maintained performance (+2.7); 70.7 points below standard
- Homeless: Declined by 15.1 points; 111.3 points below standard (Red)
- Long-Term English Learners: Declined by 3.5 points; 110.5 points below standard (Red)

Reflection on Trends:
Mathematics performance has stabilized overall; however, Homeless students and Long-Term English Learners remain in the Red performance level, indicating the need for intensified targeted supports.

ENGLISH LANGUAGE ARTS (ELA)
Overall ELA performance declined by 5.4 points, remains in the “Orange” performance level, and is 37.4 points below standard.

- Socioeconomically Disadvantaged: Declined by 6.9 points; 39.4 points below standard
- Hispanic: Declined by 7.9 points; 37.8 points below standard (Orange)
- English Learners: Declined by 4.5 points; 43.1 points below standard (Orange)
- Homeless: Declined by 47 points; 103.6 points below standard
- Long-Term English Learners: Maintained performance (+0.1); 47.7 points below standard

Reflection on Trends:

After modest improvements in prior years, ELA performance declined across most student groups in 2024–25, signaling the need to strengthen core literacy instruction and intervention supports.

CHRONIC ABSENTEEISM
Overall chronic absenteeism was maintained with a slight decrease of 0.3%. 15.5% of students were chronically absent, placing the district in the Orange performance level.

- Socioeconomically Disadvantaged: Declined by 0.7%; 15.8% chronically absent (Yellow)
- Hispanic: Declined by 0.6%; 15.3% chronically absent (Yellow)
- English Learners: Declined by 1.7%; 11.9% chronically absent (Yellow)
- Homeless: Increased by 7.7%; 32.7% chronically absent (Red)
- Long-Term English Learners: Declined by 9%; 5.9% chronically absent (Green)
- Students with Disabilities: Increased by 0.6%; 25.6% chronically absent (Red)

Reflection on Trends:
Attendance outcomes improved for several student groups; however, Homeless students and Students with Disabilities continue to experience high levels of chronic absenteeism.

SUSPENSION RATES
Overall suspension rates declined by 1.8%, with 1.4% of students suspended for at least one day, placing the district in the Green performance level.

- Socioeconomically Disadvantaged: Declined by 1.7%; 1.4% suspended
- Hispanic: Declined by 1.1%; 1.4% suspended
- English Learners: Declined by 1.3%; 1.7% suspended
- Homeless: Declined by 1.3%; 1.8% suspended
- Long-Term English Learners: Declined by 11%; 3.9% suspended (Yellow)
- Students with Disabilities: Declined by 0.5%; 2.2% suspended

Reflection on Trends:
Suspension outcomes continue to improve across nearly all student groups, reflecting the effectiveness of positive behavior supports and proactive discipline practices.

LOWEST PERFORMANCE LEVEL INDICATORS – 2024–2025 (2025 Dashboard)

- English Language Arts:

Homeless students received the lowest performance level, declining by 47 points and remaining 103.6 points below standard.

- Mathematics:

Homeless students declined by 15.1 points and are 111.3 points below standard.
Long-Term English Learners declined by 3.5 points and are 110.5 points below standard.

- Chronic Absenteeism:

Homeless students increased by 7.7%, with 32.7% chronically absent.
Students with Disabilities increased by 0.6%, with 25.6% chronically absent.

LOWEST PERFORMANCE LEVEL INDICATORS – 2022-2023 (2023 Dashboard)
TESD received the lowest performance level for Suspension for all students. 5.7% were suspended at least one day. This is an increase of 2.2%.
The English learner group received the lowest performance level for suspensions.

LOWEST PERFORMANCE LEVEL INDICATORS – 2023–2024 (2024 Dashboard)

- Suspension:

Long-Term English Learners increased by 4.3%, with 14.9% suspended for at least one day.

- Mathematics:

Homeless students declined by 53.2 points and were 96.2 points below standard.
Long-Term English Learners declined by 9 points and were 107 points below standard.

FINAL REFLECTION SUMMARY
Overall, 2024–25 Dashboard results show continued improvement in suspension outcomes and stabilization in mathematics; however, academic performance in English Language Arts and persistent attendance challenges for the district's most vulnerable student groups remain areas of concern. These results will inform adjustments to LCAP actions to strengthen targeted instruction, attendance interventions, and wraparound supports aligned to district goals.

Local Assessments

Writing benchmarks
Overall: 53% of TK-8th-grade students met or exceeded the standard on the TESD writing benchmark
Socioeconomically disadvantaged: 50% TK-8th
Hispanic group: 52% TK-8th
English language learners: 39% TK-8th
LTELS: 49% 6th -8th
Homeless: 30%

DRA
40% of K-5 students measured at or above proficiency in DRA for End of Year
All students: Kindergarten 36%, first 25%, second 30%, third 35%, fourth 58%, fifth 57%
Socioeconomically disadvantaged: Kinder 34%, first 24%, second 28%, third 28%, fourth 45%, fifth 50%
The Hispanic student group: Kinder 36%, first 24%, second 28%, third 36%, fourth 58%, fifth 57%

English Language Learners: Kinder 32%, first 21%, second 19%, third 16%, fourth 42%, fifth 33%
Homeless: Kinder 0%, first 0%, second 0%, third 100%, fourth 0%, fifth 0%

Math benchmarks:
43% K-8th grade at or above grade level on TESD spring math benchmark
Overall: Kinder 50%, first 86%, second 70%, third 27%, fourth 50%, fifth 20%, sixth 2%, seventh 39%, eighth 41%
Socioeconomically disadvantaged: Kinder 48%, first 86%, second 71%, third 27%, fourth 42%, fifth 17%, sixth 2%, seventh 41%, eighth 44%
The Hispanic student group: Kinder 52%, first 86%, second 70%, third 24%, fourth 50%, fifth 20%, sixth 0%, seventh 39%, eighth 41%
English Language Learners: Kinder 39%, first 83%, second 63%, third 23%, fourth 33%, fifth 12%, sixth 0%, seventh 21%, eighth 12%
LTELs: 6th 0%, 7th 22%, 8th 14%
Homeless: Kinder 0%, first 100%, second 100%, third 0%, fourth 0%, fifth 0%, sixth 0%, seventh none, eighth 0%

STAR Reading:
Overall at/above grade level 2nd-8th grade: 66%
At/above grade level: second 80%, third 79%, fourth 56%, fifth 56%, sixth 59%, seventh 56%, eighth 77%
Socioeconomically disadvantaged at/above grade level: second 78%, third 78%, fourth 47%, fifth 51%, sixth 57%, seventh 57%, eighth 76%
The Hispanic student group at/above grade level: second 79%, third 81%, fourth 56%, fifth 54%, sixth 58%, seventh 56%, eighth 78%
English Language Learners at/above grade level: second 71%, third 65%, fourth 44%, fifth 31%, sixth 47%, seventh 26%, eighth 60%
LTELs: sixth 50%, seventh 28%, eighth 53%
Homeless: second 0%, third 100%, fourth 0%, fifth 0%, sixth 0%, seventh none, eighth 0%

STAR Math:
Overall at/above grade level 2nd-8th grade: 63%
At/above grade level by grade: second 56%, third 50%, fourth 63%, fifth 66%, sixth 60%, seventh 67%, eighth 80%
Socioeconomically disadvantaged at/above grade level: second 55%, third 49%, fourth 55%, fifth 59%, sixth 58%, seventh 68%, eighth 83%
The Hispanic student group at/above grade level: second 53%, third 50%, fourth 63%, fifth 65%, sixth 59%, seventh 68%, eighth 81%
English Language Learners at/above grade level: second 55%, third 39%, fourth 55%, fifth 42%, sixth 60%, seventh 49%, eighth 53%
LTELs: sixth 38%, seventh 56%, eighth 43%
Homeless: second 50%, third 50%, fourth 100%, fifth 100%, sixth 0%, seventh none, eighth 100%

Successes:
The 2024–2025 California School Dashboard and local assessment data reflected several areas of success across the district. Suspension rates improved significantly across nearly all student groups, with the district achieving a Green performance level overall and reducing suspensions by 1.8%. These results demonstrate the effectiveness of positive behavior supports, restorative practices, and proactive interventions. Chronic absenteeism also improved for several student groups, particularly English Learners and Long-Term English Learners, with LTELs reaching the Green performance level at 5.9%. Family engagement remained strong, with 97% of parents attending parent-teacher conferences, reflecting continued collaboration and communication between families and schools.

The district also experienced growth in family engagement efforts that supported student learning and strengthened stakeholder involvement.

Parents participated in workshops focused on supporting academic success at home, including understanding the leveled reading system, accessing online literacy resources, using games to reinforce math skills, and promoting reading at home. In addition, the district conducted parent empathy interviews to gather family feedback and better understand parent perspectives regarding school programs, student needs, and district priorities.

Academic data also highlighted positive outcomes. Mathematics performance stabilized overall, increasing by 1.5 points, while English Learners showed growth in mathematics performance. Local math benchmark data demonstrated strong foundational skills in the early grades, with 86% of first-grade students and 70% of second-grade students meeting grade-level standards. STAR Reading and STAR Math results showed strong achievement in multiple grade levels, particularly grades 2, 3, 7, and 8. Hispanic students and Socioeconomically Disadvantaged students frequently performed near or above district averages. Writing benchmark data further showed that 53% of TK–8 students met or exceeded writing standards districtwide.

Challenges:
Despite areas of progress, the data also identified ongoing challenges. Overall ELA performance declined by 5.4 points, with declines seen across most student groups, including Socioeconomically Disadvantaged students, Hispanic students, and English Learners. Mathematics performance remains significantly below standard overall, particularly for Homeless students and Long-Term English Learners, who remained in the Red performance level. Local benchmark data also revealed continued concerns in upper-grade mathematics achievement, especially in grades 5–8 and among English Learners and LTELs.

Literacy outcomes also indicate a continued need for support in early reading and intervention services. DRA proficiency rates remained low in kindergarten through third grade, while some English Learner groups demonstrated lower proficiency rates in STAR Reading, particularly in grades 5 and 7. Chronic absenteeism continues to be a challenge for Homeless students and Students with Disabilities, both of whom remained in the Red performance level. These trends indicate the need for continued targeted academic interventions, attendance supports, and differentiated instruction for student groups experiencing the greatest barriers to success.

Learning Recovery and Emergency Block Grant
TESD has unexpended LREBG funds for the 2026-2027 school year.

TESD has unexpended LREBG funds for the 2026-2027 school year and will be applying the funds to actions 1.1, 3.3, 3.4, and 3.5.

TESD will be continuing to fund action 3.5 using LREBG funds. The needs assessment conducted after the release of the 2024 dashboard revealed that 15.8% of students were identified as chronically absent. Subgroup rates included 16.5% for Socioeconomically Disadvantaged (SED) students, 13.6% for English Learners, 15.9% for Hispanic/Latino students, 25% for homeless students, and 14.9% for Long-Term English Learners (LTELs). Additional 2023–2024 Dashboard indicators showed a student expulsion rate of 0.4% for all students and a middle school dropout count of zero students. According to the 2024–2025 student LCAP survey, 17% of students reported a need for additional counseling services. Furthermore, ongoing input from educational partners highlights a continued need to expand Behavioral Health Services (BHS) to better support student well-being.

Research strongly supports the connection between providing mental health services in schools and improvements in both student attendance and behavior. Key findings from multiple studies and organizations include:

1. Improved Attendance

Mental health challenges are a leading cause of chronic absenteeism. Students struggling with anxiety, depression, trauma, or other mental health conditions are more likely to miss school. Access to mental health services helps reduce these barriers.
A report from the National Center for Mental Health in Schools (UCLA) found that integrating mental health services in schools significantly reduced absenteeism by addressing emotional and psychological needs early on.
Early intervention programs—including counseling, trauma-informed care, and social-emotional learning (SEL)—have been shown to help students feel safer and more supported at school, which encourages regular attendance.

2. Reduction in Behavioral Issues

The Substance Abuse and Mental Health Services Administration (SAMHSA) reports that school-based mental health services are linked to decreases in disruptive behaviors, suspensions, and office discipline referrals.
According to the American Psychological Association, students receiving mental health support demonstrate improved self-regulation, reduced aggression, and stronger relationships with peers and staff.
Positive behavior interventions paired with counseling can help students develop coping strategies, leading to fewer behavioral incidents.

3. Academic and Social Benefits

When students' mental health needs are met, they are more engaged in learning. The CDC states that students with better mental health are more likely to have higher grades and test scores.
Programs like Multi-Tiered Systems of Support (MTSS) that include mental health services show improvements not just in behavior and attendance, but in overall school climate.
Additionally, Goal 3, Action 3.5 addresses the need to increase student engagement and attendance by providing accessible counseling services and crisis intervention. This action aligns with allowable uses of LREBG funds related to mental health supports and services, which are essential in addressing the underlying causes of chronic absenteeism.

TESD conducted another needs assessment after the release of the 2025 dashboard. The needs assessment substantiated findings related to chronic absenteeism and academic performance in English Language Arts (ELA).

The needs assessment validated findings from the 2025 Dashboard, identifying chronic absenteeism as a significant area of concern. Overall, 15.5% of students were identified as chronically absent. The highest rates were observed among our most vulnerable student groups, with homeless students at 32.7%, followed by students with disabilities at 25.6%. Additional subgroup data show Socioeconomically Disadvantaged (SED) students at 15.8%, Hispanic/Latino students at 15.3%, Long-Term English Learners (LTELs) at 14.9%, and English Learners at 11.9%.

The data indicate that students with the greatest needs are disproportionately impacted by chronic absenteeism, resulting in significant lost instructional time and barriers to academic success. The elevated rates among homeless students and students with disabilities highlight the need for targeted supports that address underlying barriers, including health-related concerns. To address these findings, TESD will be funding Action 3.3: LVN and Action 3.4 RN with LREBG funds.
The rationale for selecting Action 3.3 and 3.4 is grounded in the identified need to reduce chronic absenteeism by addressing student health barriers that directly impact attendance. This action aligns with the allowable uses of LREBG funds as it provides evidence-based services and supports to improve student engagement and access to instruction by addressing health-related barriers to school attendance.
This action is expected to address the identified areas of need by providing immediate and ongoing health support to students, particularly those in high-need groups such as homeless students and students with disabilities. Access to on-site health services will reduce the frequency of absences due to manageable health concerns, increase the likelihood that students remain in school throughout the day, and support consistent attendance, thereby improving overall student outcomes.

Research demonstrates a strong connection between student health and attendance. The Centers for Disease Control and Prevention identifies unmet health needs—such as chronic illness, dental issues, and mental health challenges—as key contributors to chronic absenteeism. Additionally, the American Academy of Pediatrics notes that access to school-based health services improves attendance and student outcomes by reducing barriers to care, particularly for underserved populations.
Further research supports the role of school-based health professionals in improving attendance outcomes. The National Association of School Nurses reports that access to school nurses is associated with reduced absenteeism and fewer early dismissals, as students are more likely to remain in school when immediate health needs are addressed on campus. Studies have also found that students with chronic conditions, such as asthma, are more likely to attend school regularly when they receive consistent monitoring and support from school health staff.

The needs assessment in ELA identified very low performance levels among homeless students, as well as low performance among English Learners, Hispanic students, Long-Term English Learners (LTELs), and Socioeconomically Disadvantaged (SED) students. In response, Goal 1, Action 1.1 aligns with allowable LREBG uses by providing targeted academic support through one-on-one and small group instruction delivered by classified staff. This action also includes the use of diagnostic, progress monitoring, and benchmark assessments to support student learning and track growth.
The needs assessment confirmed the findings from the 2025 Dashboard regarding ELA performance levels. A review of state and local data identified very low proficiency among Homeless students and low proficiency among English learners, Hispanic, Long-Term English Learners, and Socioeconomically Disadvantaged students. To address these gaps, this initiative focuses on providing small-group learning support with targeted instructional interventions to assist struggling students. Progress will be measured through ongoing monitoring and benchmark assessments. This action aligns with the allowable use of funds by providing targeted academic support through one-on-one and small group instruction delivered by classified staff, as well as facilitating progress monitoring and benchmark assessments.

Research shows that strong early literacy skills are a key predictor of long-term academic success, with students who read proficiently by third grade more likely to excel in later grades and graduate high school. Early intervention is essential, as targeted support significantly improves reading skills and prevents long-term academic struggles. Effective literacy instruction includes phonemic awareness, phonics, vocabulary development, fluency, and comprehension, all of which are crucial for reading success. To address these needs, we will provide targeted literacy interventions through small-group and one-on-one instruction using research-based strategies. Our approach will include structured early intervention programs, progress monitoring, and benchmark assessments to ensure students receive the necessary support

to build a strong literacy foundation.

Overall, Actions 1.1, 3.3, 3.4 and 3.5 are aligned with the Learning Recovery Emergency Block Grant and represent allowable expenditures that address both academic recovery and student well-being.

Reflections: Technical Assistance

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

The district became eligible for technical assistance (Differentiated Assistance) through the 2024 Dashboard due to the academic performance results of its LTELs and the suspension rate of its LTELs. To meet the technical assistance (Differentiated Assistance) requirements, the district participated in the TCOE Continuous Improvement for Equity Year 1 sessions.

The Tipton Elementary team did a dashboard analysis on January 28, 2025. The Fidelity Assessment (self-assessment was completed on February 20, 2025). The results of both the dashboard and FIA self-assessment led the team to further investigate Math instruction. Student and teacher empathy interviews were conducted from February 3rd to 19th. The student interviews showed that some students feel confused or anxious about math in some grade levels; however, other grade levels' students look forward to math. Many noted feeling uncomfortable asking for help. The teacher interviews indicated that the top reasons for math being a challenge to teach is the student's mindset, stamina, motivation, and engagement. It was shared that the support from TCOE has had a positive impact on math instruction. The teachers were able to go back and try strategies that were learned with the consultant. After looking at the data, FIA, and empathy interviews, the team determined that the focus would be engagement, educators' alignment, and strategies.

The team started to develop a theory of improvement with the aim of increasing mathematics achievement for all students, especially long-term English learners and English Language Learners.

The team met with the entire teaching staff on April 23, 2025, to discuss and gain their perspective on building out the theory for improvement.
Teachers named engagement as a top priority
Teachers named students being able to ask questions
Teachers named Intervention/more practice equally as important as engagement
Teachers named students being able to explain their thinking in mathematics

At the May 7th staff meeting, staff participated in a census building activity and confirmed the priorities that were established by the team.

The team first tested implementing a word wall and individual notebooks to support the priorities.
The district certificated staff participated in math professional development opportunities during the 2025-26 school year (Goal 2, Action 3) as part of the technical assistance work.

Staff continued to implement the language supports introduced in Spring 2025. Ongoing data collection focused on student participation in mathematical discourse. Teachers tracked participation using tally marks to record the number of students contributing to class discussions,

as well as the frequency of individual student responses. In addition, students engaged in self-reflection through exit tickets, indicating whether they participated in math discussions.

During the 2025–2026 school year, teachers participated in professional development focused on strategies to support language development in mathematics and increase student participation. These strategies were implemented during instructional learning cycles. This work was designed to improve mathematics achievement for all students, with a particular focus on Long-Term English Learners (LTELs) and English Learners (ELs), by strengthening their ability to ask questions and explain their mathematical thinking. The team will continue to build on this work in the upcoming year.

At a staff meeting on May 13, 2026, the team presented their two-year journey focused on closing achievement gaps for Long-Term English Learners and homeless students. The presentation highlighted actions implemented by the team, successes and effective practices identified throughout the process, as well as ongoing challenges and areas for continued growth. The team also shared next steps moving forward, which include expanding efforts to involve the entire teaching staff through the implementation of instructional modeling and whiteboard strategies, data-driven student supports, and monthly resource check-ins facilitated by the resource teacher.

The district was identified for Differentiated Assistance through the 2025 California School Dashboard due to the performance of homeless youth in English language arts, mathematics, and chronic absenteeism. The district prioritized addressing chronic absenteeism as the initial focus area. This prompted a deeper analysis of systems used to monitor and support homeless students.

The Parent Liaison played a critical role in strengthening connections with homeless students and their families. Supports included daily phone calls and home visits to promote consistent school attendance (Goal 3, Action 7). Ongoing efforts include the development of a formal attendance team and a review of existing systems to ensure sustainability and effectiveness of outreach practices.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Surveyed staff to request input related to student needs, possible actions to address needs, potential updates to the LCAP and Safety and Connectedness, February 2026 Discussions were held with teachers regarding the mathematics adoption process, and a committee was formed to support the review and selection of instructional materials, November 2025 and December 2025 Discussion with teachers to determine ELD needs of students and teacher placement to provide ELD instruction. February 2026 Discussion with teachers at staff meetings and or professional development on student data related to the LCAP specifically, English learners. 2025-2026 Teachers and administrators participated in Continuous Improvement for Equity with TOCE, focusing on improvement in Math for all students, but most specifically LTELs. September 2025, November 2025, February 2026, March 2026, April 2026 Teachers and administrators participated in the Small Schools Collaborative, September 2025, October 2025, November 2025, February 2026, March 2026

Educational Partner(s)	Process for Engagement
	MTSS leadership team is comprised of teachers and reviewed data to determine areas of need across the school and shared those needs with administrators. November 2025, March 2026, May 2026
Principal and Superintendent	Surveyed administrators to request input related to student needs, possible actions to address needs, potential updates to the LCAP and Safety and Connectedness, February 2026 Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided. (Monthly 2025-2026)
Other School Personnel (Classified Staff)	Surveyed other school personnel to request input related to student needs, possible actions to address needs, safety concerns, potential updates to the LCAP, and Safety and Connectedness, February 2026 Met with other personnel to request feedback to inform the LCAP development. November 2025, January 2026, March 2026, April 2026, May 2026
School Site Council/Parent Advisory Committee (PAC) (The PAC included two student members from the 8th Grade)	SSC Meetings: October 2025, January 2026, April 2026, May 2026 Throughout the year, the group had discussions on the LCAP goals and progress and shared feedback. Presented the final draft of the LCAP to the School Site Council and the PAC in May 2026. The district Superintendent was present at the meetings and responded to questions in response to input and comments from the PAC.
Local bargaining Units (CTA & CSEA)	Surveyed Local Bargaining Units to request input related to student needs, possible actions to address needs, potential updates to the LCAP, and Safety and Connectedness, February 2026
Parents	Surveyed parents to request input related to student needs, possible actions to address needs, and potential updates to the LCAP. March 2026 Engagement Nights: October 2025, November 2025, February 2026, March 2026, April 2026, and May 2026

Educational Partner(s)	Process for Engagement
	Community Outreach Parent Events: January 2026, February 2026, March 2026, April 2026, and May 2026. Parents/community members shared information relative to school programs and district functioning during these outreach opportunities. Title I Meeting: August 2025: The district provided information on the availability of Title funding and its uses. This provided an opportunity of the district to gather input from parents on continuing student needs and possible areas of focus on a broader scale, including relating to possible areas within the LCAP. Parent Liaison meetings: September 2025, October 2025, November 2025, January 2026, March 2026, April 2026: Specific educational discussion topics are presented, thus providing parents with the opportunity to share important information to further inform on possible areas of need and areas of success. Empathy Interviews: February 2026 and April 2026 involve targeted, one-on-one conversations with a small sample of parents which included parents of Unduplicated Pupils. Parents participated in a Safety and Connectedness Survey: March 2026
Students	5th-grade and 7th-grade students participated in the Safety and Connectedness Survey: March 2026 and May 2026 Empathy Interviews: February 2026 The staff math focus group conducted individual interviews with Unduplicated students to gather their thoughts on when they feel most successful with math, their biggest challenge when learning something new, and something they wish teachers knew about them. Student Advisory Committee: Three students represent the committee. These students attend the SSC/ELAC meetings. The LCAP is reviewed and students have provided input on activities and

Educational Partner(s)	Process for Engagement
	awards that they would like to be considered for the upcoming school year. October 2025, January 2026, April 2026, May 2026
English Learner Advisory Committee (ELAC): This group also represented the English Learner Parent Advisory Committee (ELPAC) for purposes of LCAP development.	ELAC Meetings: October 2025, January 2026, April 2026, May 2026 Met several times across the school year to discuss progress towards LCAP goals, any suggestions or comments they have for school site council. Reviewed and analyzed specific academic progress for English learners. Presented the final draft of the LCAP to the ELAC/ELPAC in May 2026 for input and feedback. The district Superintendent was present at the meetings and responded to questions in response to input and comments from the ELAC/ELPAC.
SELPA	The district consulted with the area SELPA relative to the addressing of SPED student needs and delivery of services. This informed the district on possible areas to address within the services provided to Unduplicated Pupils on IEPs. Attendance at Special Education Meetings (TCOE DOSE meeting) occurred on: August 2025, October 2025, November 2025, December 2025, February 2026, March 2026, April 2026, and June 2026
Community Partners	Collected input from families and community members related to student needs and safety in December 2025, January 2026, March 2026, and April 2026 Shared results from local surveys. April 2026 Posted the LCAP for public comment prior to the public hearing in June 2026. Held a public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. June 2026

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

In response to the input and feedback gathered from educational partners during the 2025–2026 school year, there continues to be strong support for maintaining the Actions identified below.

Based on the literacy and language proficiency needs identified through educational partner feedback and student performance data, TESD will implement a broad ELA goal that includes actions designed to:

Goal 1:

- Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. (Action 1)
- Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning (Action 2)
- Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. (Action 3)
- Provide all students and students with special needs and EL students with incentives and awards to recognize and encourage increased achievement in language proficiency and ELA (Action 4)
- Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (Action 5)
- Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students. This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts. (Action 6)
- Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences. (Action 7)
- Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Action 9)
- Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners. (Action 10)

- Implement web-based programs aimed at improving the academic achievement of disadvantaged students. (Action 11)
- Provide instructional materials and supplies to support classroom activities and enhance supplemental learning opportunities. (Action 12)
- Enhance and expand the variety of library resources available to all students. (Action 13)
- Provide an MTSS Coach to enhance the multi-tiered system of support for students by fostering teacher understanding. (Action 14)
- Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas. (Action 15)
- Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes. (Action 16)
- Provide professional development in the content area of writing which will support all learners, especially English learners and LTELs. (Action 17)
- Provide reading intervention during the afterschool program focusing on phonological awareness, synthetic phonics, fluency, vocabulary and reading comprehension using air Reading. (Action 18)

Goal 2:
In response to the math proficiency needs identified by educational partners, TESD will implement a broad goal for Math that includes actions designed to:

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

Goal 3:
In response to the needs that educational partners identified related to school connectedness, safety, attendance, and suspension rates identified by educational partners, TESD will implement a broad goal that includes actions designed to:

- Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrate positive character traits. (Action 1)

- Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates. Their involvement will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process. (Action 2)

- Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families. (Action 3)

- Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families. (Action 4)

- BHS mental health professional services will encompass a range of offerings such as staff and parent trainings, brief mental health support, interim mental health assistance, crisis intervention, support for the School Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, and mindfulness. (Action 5)

-Provide a parent liaison that functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students. (Action 7)

- Provide Infrastructure/Software ActVnet.Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts. (Action 9)

- Provide Early Warning System (EWS) Aeries Analytics which will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism. (Action 10)

-Provide CPR Training for staff to ensure the safety of all students and staff. (Action 11)

- Provide updated door locks with a keyless entry door lock to increase a safer and more secure campus (Action 12)

Goal 4:
In response to the needs that educational partners identified related to improving the participation and increase learning opportunities for parents, TESD will implement a broad goal that includes actions designe to:

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

-Provide parent access to real-time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated. (Action 2)

Goal 5:
In response to the needs that educational partners identified related to improving school facilities, which will assist with the implementation of a broad range of studies, increase pupil achievement, and help facilitate parental involvement, TESD will implement a broad goal that includes actions designed to:

-Providing adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds. (Action 1)

-Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities. (Action 2)

-Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities. (Action 3)

-Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant. (Action 4)

-Provide materials, supplies and equipment needed for enrichment and extracurricular activities which include but are not limited to sports and clubs. (Action 5)

-Provide a Music Teacher. (Action 6)

-Provide supplies essential for a broad range of study, facilitating the elective courses offered. (Action 7)

Goal 6:
In response to the needs that educational partners identified related to maintaining class sizes of 24:1 or less across grades TK-8, TESD will implement a broad goal that includes actions designed to:

- Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement (Action 1)

- Provide additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant) (Action 2)

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed through data analysis and input from educational partners. The data analysis of CAASPP indicates a clear need to continue supporting ELA and ELD. The California School Dashboard (Dashboard) reports that all students in grades 3 through 8 performed (-34.5) points from standard on the CAASPP. Dashboard shows that English learner students performed (-44) points from standard on CAASPP. However, low income students performed (-35.2) points from standard, Hispanic students performed (-33.3) points from standard, and 3.3% of English learners maintained ELPI level 4, 34.8% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level. Need for support is mirrored in the LEA assessments as described in the measuring and reporting results section below.

During the LCAP development process, educational partner identified the need for instructional support in ELA and ELD, in-class coaching, professional development for leadership and staff in multi-tiered systems of support (MTSS). Assistance for English learner families in supporting students at home and supportive learning environments for foster youth. ELA and EL proficiency will show progress as measured by the metrics identified below.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Points from Standard: ELA SBAC (Smarter Balanced Assessment Consortium): ELA Assessment Data Source: Dashboard	Data Year: 2022-2023 • All Students: (-34.5) points from standard • SED: (-35.2) points from standard • English Learner:(-44) points from standard • Hispanic: (-33.3) points from standard	Data Year: 2023-2024 • All Students: (-32) points from standard • SED: (-32.4) points from standard • English Learner:(-38.6) points from standard • Hispanic: (-29.8) points from standard Homeless: (-56.5) points from standard LTELs: (-47.7) points from standard	Data Year: 2024-2025 All Students: (-37.4) points from standard • SED: (-39.4) points from standard • English Learner:(-43.1) points from standard • Hispanic: (-37.8) points from standard Homeless: (-103.6) points from standard LTELs: (-47.7) points from standard	• All Students: (-14.5) points from standard • SED: (-15.2) points from standard • English Learner: (-14) points from standard • Hispanic: (-13.3) points from standard Homeless: (-51.5) points from standard LTELs: (-42.7) points from standard	• All Students: declined 2.9 points • SED: declined 4.2 points • English Learner: slight increase 0.9 points • Hispanic: declined 4.5 points • Homeless: declined 47.1 • LTELs: no change
1.2	Percent of 2nd - 8th graders measuring at or	Data Year: 2023-2024	Data Year 2024-2025	Data Year: 2025-2026	All 2nd-8th All Students: 44%	All 2nd-8th All Students: +32%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	above proficiency in reading Data Source: STAR READING	All 2nd-8th All Students: 34% SED: 32% EL: 19% Hispanic: 33% • 2nd All Students: 50% SED: 48% EL: 33% Hispanic: 49% • 3rd All Students: 51% SED: 50% EL: 32% Hispanic: 51% • 4th All Students: 47% SED: 42% EL: 28% Hispanic: 43% • 5th All Students:: 22% SED: 22% EL: 11% Hispanic: 24% LTELs: 13% • 6th All Students: 28% SED: 29% EL: 8% Hispanic: 29% LTELs: 5% • 7th All Students: 33% SED: 33% EL: 11%	All 2nd-8th All Students:65% SED:64% EL:46% Hispanic:65% • 2nd All Students: 68% SED: 65% EL: 61% Hispanic: 69% • 3rd All Students: 57% SED: 56% EL:41 % Hispanic: 57% • 4th All Students: 69% SED: 67% EL: 45% Hispanic: 67% • 5th All Students: 64% SED: 65% EL: 40% Hispanic: 63% LTELs: 50% • 6th All Students: 65% SED: 64% EL: 56% Hispanic: 65% LTELs: 50% • 7th All Students: 58% SED: 58% EL: 44%	All 2nd-8th All Students: 66% SED: 63% EL: 49% Hispanic: 67% Homeless: 17% • 2nd All Students: 80% SED: 78% EL:71 % Hispanic: 79% Homeless:0 % • 3rd All Students: 79% SED: 78% EL: 65% Hispanic: 81% Homeless: 100% • 4th All Students: 56% SED: 47% EL: 44% Hispanic: 56% Homeless: 0% • 5th All Students: 56% SED: 51% EL:31 % Hispanic:54% Homeless: 0% • 6th All Students: 59% SED: 57% EL: 47% Hispanic: 58%	SED: 42% EL: 39% Hispanic: 43% • 2nd All Students: 60% SED: 58% EL: 53% Hispanic: 59% • 3rd All Students: 61% SED: 60% EL: 52% Hispanic: 61% • 4th All Students: 57% SED: 52% EL: 48% Hispanic: 53% • 5th All Students: 32% SED: 32% EL: 31% Hispanic: 34% LTELs: 23% • 6th All Students: 38% SED: 39% EL: 28% Hispanic: 39% LTELs: 15% • 7th All Students: 43% SED: 43% EL: 31% Hispanic: 44% LTELs: 22% • 8th	SED: +31% EL: +30% Hispanic: +34% Homeless:N/A • 2nd All Students:+30% SED: +30% EL: +38% Hispanic:+30% Homeless:N/A • 3rd All Students: +28% SED:+28% EL:+33% Hispanic:+30% Homeless: N/A • 4th All Students: +9% SED: +5% EL: +16% Hispanic:+13% Homeless: N/A • 5th All Students: +34% SED: +29% EL: +20% Hispanic: +30% LTELs: No data available Homeless:N/A • 6th All Students: +31% SED: +28% EL: +39% Hispanic: +29% LTELs: +45% Homeless:N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 34% LTELs: 12% • 8th All Students: 17% SED: 17% EL: 0% Hispanic: 17% LTELs: 0%	Hispanic: 58% LTELs: 26% • 8th All Students: 71% SED: 70% EL: 38% Hispanic: 73% LTELs: 33%	LTELs: 50% Homeless: 0% • 7th All Students: 56% SED: 57% EL: 26% Hispanic: 56% LTELs: 28% Homeless: none • 8th All Students: 77% SED: 76% EL: 60% Hispanic:78% LTELs: 53% Homeless:0%	All Students: 27% SED: 27% EL: 20% Hispanic: 27% LTELs: 10%	• 7th All Students: +23% SED: +24% EL: +15% Hispanic: +22% LTELs: +16% Homeless:N/A • 8th All Students: +60% SED: +59% EL: +60% Hispanic: +61% LTELs: +53% Homeless:N/A
1.3	Percent measured at or above proficiency Data Source: Developmental Reading Assessment (DRA)	Data Year: 2023-2024 K-2nd Overall: 23% • Kinder- All Students: 4.26% SED: 4.26% Hispanic: 4.55% EL: 2.78% • 1st grade- All Students: 22.03% SED: 21.43% Hispanic: 23.21% EL: 15.79% • 2nd grade- All Students: 39.58% SED: 36.96% Hispanic: 38.64% EL: 26.47%	Data Year: 2024-2025 K-2nd Overall: 43% • Kinder- All Students: 47% SED:54 % Hispanic: 48% EL: 47% • 1st grade- All Students: 44% SED: 44% Hispanic: 43% EL:35 % • 2nd grade- All Students: 39% SED: 34% Hispanic: 39%	Data Year: 2025-2026 Kinder-5th Overall: 40% • Kinder- All Students: 36% SED: 34% Hispanic: 36% EL: 32% Homeless: 0% • 1st grade- All Students: 25% SED: 24% Hispanic: 24% EL: 21% Homeless: 0% • 2nd grade- All Students: 30% SED: 28%	Kinder-5th Overall: 50% • Kinder- All Students: 45.0% SED: 45.0% Hispanic: 45.0% EL: 55.0% • 1st grade- All Students: 46.0% SED: 46.0% Hispanic: 46.0% EL: 56.0% • 2nd grade- All Students: 59.0% SED: 59.0% Hispanic: 59% EL: 65.0%	K-2nd Overall: 17% • Kinder- All Students: +31.74% SED: +29.74% Hispanic: +31.45% EL: +29.22% Homeless:NA • 1st grade- All Students:+2.97% SED: +2.57% Hispanic: +0.79% EL: +5.21% Homeless:NA • 2nd grade- All Students: -9.58% SED: -8.96%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 29%	Hispanic: 28% EL: 19% Homeless: 0% • 3rd All Students: 35% SED: 29% EL: 16% Hispanic: 36% Homeless: 100% • 4th All Students: 58% SED: 45% EL: 42% Hispanic: 58% Homeless:0% • 5th All Students: 57% SED: 50% EL: 33% Hispanic:57% Homeless:0%	• 3rd All Students: 45% SED: 39% EL: 26% Hispanic: 46% Homeless: 50% • 4th All Students: 68% SED: 55% EL: 52% Hispanic: 68% Homeless:50% • 5th All Students: 67% SED: 60% EL: 43% Hispanic:67% Homeless:50%	Hispanic: -10.64% EL: -7.47% Homeless:N/A 3rd-5th New baseline estabilised for 2025-2026
1.4	Percent of TK - 8 graders who met or exceeded the standard for writing Data Source: Local Writing Benchmarks	Data Year: 2023-2024 • TK All Students: 55% SED: 47% Hispanic: 50% EL: 46.15% • Kinder All Students: 62.5% SED: 60% Hispanic: 64.44% EL: 59.46% • 1st All Students: 62.71% SED: 60%	Data Year: 2024-2025 • TK All Students: 68% SED: 67% Hispanic: 68% EL: No Data for 24-25 • Kinder All Students: 81% SED: 83% Hispanic: 82% EL: 83% • 1st	Data Year: 2025-2026 • TK All Students: 52% SED: 50% Hispanic: 50% Homeless: 0% • Kinder All Students:48% SED: 47% Hispanic: 48% EL: 41% Homeless:0% • 1st	• TK All Students: 65% SED: 57% Hispanic: 60% • Kinder All Students: 72.0% SED: 70.0% Hispanic: 74.0% EL: 75.0% • 1st All Students: 72.0%	• TK All Students: -3% SED: +3% Hispanic: Maintained Homeless: N/A • Kinder All Students:-14.5% SED: -13% Hispanic: -16.44% EL: -18.46% Homeless: N/A • 1st

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 64.29% EL: 57.89% • 2nd All Students:: 61.22% SED: 59.57% Hispanic: 60.87% EL: 51.43% • 3rd All Students: 55.56% SED: 52.94% Hispanic: 55.77% EL: 34.38% • 4th All Students: 42.5% SED: 44.74% Hispanic: 40.42 EL: 37.04% • 5th All Students: 36.67% SED: 33.93% Hispanics 36.84% EL: 29.73% LTELs: 37.5% • 6th All Students: 48.39% SED: 48.33% Hispanics: 50% EL: 22.22% LTELs: 30% • 7th All Students: 55.32% SED: 56.82% Hispanics: 55.56% EL: 36.84% LTELs: 41% • 8th	All Students: 84% SED:84 % Hispanic:84 % EL:79 % • 2nd All Students:60% SED: 57% Hispanic: 59% EL:53% • 3rd All Students: 77% SED: 77% Hispanic: 77% EL: 72% • 4th All Students: 54% SED: 51% Hispanic: 54% EL: 29% • 5th All Students: 51% SED: 52% Hispanics 50% EL: 32% LTELs: 50% • 6th All Students: 34% SED: 35% Hispanics:34 % EL: 35% LTELs:32 % • 7th All Students: 53% SED:52 % Hispanics: 54% EL:43 % LTELs: 50%	All Students:77% SED: 76% Hispanic: 78% EL:71% Homeless: 100% • 2nd All Students: 45% SED: 43% Hispanic: 44% EL: 25% Homeless: 0% • 3rd All Students:55% SED:50% Hispanic:53% EL: 38% Homeless: 100% • 4th All Students: 12% SED: 6% Hispanic: 12% EL:0 % Homeless: 0% • 5th All Students: 63% SED: 60% Hispanics 65% EL: 44% Homeless: 100% • 6th All Students:31% SED: 29% Hispanics: 29% EL:24% LTELS: 21% Homeless: 0% • 7th	SED:70.0% Hispanic: 74.0% EL: 67.0% • 2nd All Students: 77.0% SED: 69% Hispanic: 70.0% EL: 71.0 • 3rd All Students: 65.0% SED: 62.0% Hispanic: 65.0% EL: 54.0% • 4th All Students: 52.0% SED: 54.0% Hispanic: 50.0% EL: 57.0% • 5th All Students: 46.0% SED: 43.0% Hispanics 46.0% EL: 49.0% LTELs: 47.% • 6th All Students: 58.0% SED: 58.0% Hispanics: 60% EL: 42.0% LTELs: 40% • 7th	All Students: +14.29% SED: +16% Hispanic: +13.71% EL: +13.11% Homeless: N/A • 2nd All Students: -16.22% SED: -16.57% Hispanic: -16.87% EL: -26.43% Homeless: N/A • 3rd All Students: -0.56% SED: -2.94% Hispanic: -2.77% EL: +3.62% Homeless: N/A • 4th All Students: -30.5% SED:-38.74 % Hispanic: -28.42% EL: -37.04% Homeless: N/A • 5th All Students: +26.33% SED: +26.07% Hispanics +28.16% EL: +14.27% LTELs: N/A Homeless: N/A • 6th

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All Students: 82.76 % SED: 81.48% Hispanics: 84.91% EL: 52.94% LTELs: 60%	• 8th All Students: 76% SED:74 % Hispanics:77 % EL:44 % LTELs:40 %	All Students: 74% SED: 71% Hispanics:73% EL:61 % LTELs: 65% Homeless:none • 8th All Students: 68% SED:67% Hispanics: 68% EL: 50% LTELs: 60% Homeless: 0%	All Students: 65.32% SED: 66.0% Hispanics: 65.0% EL: 46.0% LTELs: 51% • 8th All Students: 92.0% SED: 91% Hispanics: 94..0% EL:72.0% LTELs: 70.0%	All Students: -17.39% SED: -19.33% Hispanics: -21% EL:+1.78% LTELs: -9% Homeless: N/A • 7th All Students: +18.68% SED: +14.18% Hispanics: +17.44% EL: +24.16% LTELs: +24% Homeless: N/A • 8th All Students: -14.76% SED: -14.48% Hispanics: -16.91% EL: -2.94% LTELs: 0% Homeless: NA
1.5	Percent of K - 3rd grade students measuring at or above benchmark in DIBELS Reading Assessment Data Source: Acadience	Data Year: 2023-2024 • Kinder All Students: 33% SED: 20% Hispanics: 30% EL: 29% • 1st Overall 34% SED: 28% Hispanics:35% EL: 21% • 2nd	Data Year: 2024-2025 • Kinder All Students: 24% SED:27 % Hispanics: 24% EL:20 % • 1st Overall: 26% SED: 26% Hispanics:27% EL:17%	This metric was discontinued for 2025-2026.	• Kinder All Students:43% SED: 30% Hispanics: 40% EL: 50% • 1st All Students: 44% SED: 38% Hispanics:45% EL: 41% • 2nd	This metric was discontinued for 2025-2026. N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Overall: 47% SED: 48% Hispanics:47% EL:36% • 3rd Overall: 49% SED: 48% Hispanics:49% EL: 34.5%	• 2nd Overall: 40% SED:36 % Hispanics:41% EL:42% • 3rd Overall: 33% SED: 31% Hispanics:33% EL: 10% This metric is being deleted moving forward.		All Students: 57% SED: 58% Hispanics: 57% EL: 56% • 3rd All Students: 59% SED: 58% Hispanics: 69% EL: 55%	
1.6	Percent of English leaners making progress toward English Language Proficiency. Data Source: English Learner Progress Indicator (ELPI) School Dashboard	Data Year: 2022-23 All Students: 47% of English learner made progress towards language proficiency 2023 Dashboard	Data Year: 2023-24 All Students: 49.3% of English learner made progress towards language proficiency 2024 Dashboard LTELs: 77.8% making progress	Data Year: 2024-2025 All Students: 46.4% of English learner made progress towards language proficiency 2025 Dashboard LTELs: 52.4% making progress	All Students: 57% of English learner made progress towards language proficiency 2023 Dashboard	There was a decrease of 0.6 percentage points No Data to compare with LTELS: -25.4% making progress
1.7	Percent of EL students who are reclassified Data Source: CALPADS	Data Year: 2023-2024 Overall:10% of EL students were reclassified	Data Year: 2024-2025 Overall:11% of EL students were reclassified	Data Year: 2025-2026 Overall: 8.7% of EL students were reclassified	All Students: 48% of EL students were reclassified	1.3% decrease
1.8	Percent of students receiving instruction	Data Year: 2023-2024	Data Year: 2024-2025	Data Year: 2025-2026	All Students: 100% receiving	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	aligned to the ELD standards Data Source: ELD Standards Classroom Observations	All Students: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.	All Students: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.	All Students: 100% receiving instruction aligned to the ELD standards. This is confirmed through the examination of all lesson plans.	instruction aligned to the ELD standards	
1.9	Percent of fully credentialed teachers Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 96% fully credentialed	Data Year: 2024-2025 96% fully credentialed	Data Year: 2025-2026 96% fully credentialed	100% fully credentialed	No difference
1.10	Percent of Teacher Misassignment Rate Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 The teacher misassignment rate is 3.6%	Data Year: 2024-2025 The teacher misassignment rate is 1.23%	Data Year: 2025-2026 The teacher misassignment rate is 0%	0% Misassignment	There was a decline by 3.6% of misassignment
1.11	Percent of teacher attrition rate Data Source: AERIES	Data Year: 2023-2024 6.7% teacher attrition rate	Data Year: 2024-2025 7.1% teacher attrition rate	Data Year: 2025-2026 7.14% teacher attrition rate	0% teacher attrition rate	.44% increse
1.12	Percent of students with access to standards aligned materials Data Source: Governing Board's Approval of Resolution Determining that Pupils Have Sufficient Textbooks or Instructional Materials.	Data Year: 2023-2024 100% of students have access to standards aligned materials	Data Year: 2024-2025 100% of students have access to standards aligned materials	Data Year: 2025-2026 100% of students have access to standards aligned materials	100% of students have access to standards aligned materials	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Percent of Implementation of academic content/performance standards Data Source: Lesson Plans	Data Year: 2023-2024 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Data Year: 2024-2025 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards	Data Year: 2025-2026 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	No difference
1.14	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students Data Source: Lesson Plans	Data Year: 2023-2024 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	Data Year: 2024-2025 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	Data Year: 2025-2026 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson plans.	No difference
1.15	Percent of intervention students in grades 1-3 measuring at or above proficiency in Star Early Literacy Data Source: Local Assessment	Baseline will be established in 2025-26 Percentage of Grade 1 through 3 intervention students achieving At or Above grade level proficiency	No Data - New Metric	All 1-3 receiving intervention All Students:7% SED:8% EL4:% Hispanic:7% Homeless: 0% • 1st All Students: 6% SED: 7% EL:8%	30%	N/A: Year 2 Outcomes represent baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: 6% Homeless: 0% • 2nd All Students: 6% SED: 7% EL:0 % Hispanic: 6% Homeless: 0% 3rd All Students: 8% SED:9% EL: 5% Hispanic: 8% Homeless: none		
1.16	Percent of K-3 grade measuring at or above proficiency in Star Early Literacy Data Source: Local Assessment	Baseline will be established in 2025-26 Percentage of Grade K through 3 students achieving At or Above grade level proficiency	No Data - New Metric	All K-3 All Students:36% SED:36% EL:30% Hispanic: 36% Homeless: 0% • K All Students:81% SED: 81% EL:76% Hispanic: 81% Homeless: 0% • 1st All Students: 51% SED: 50% EL: 42% Hispanic:53 % Homeless: 0% • 2nd All Students: 6% SED: 7% EL: 0%	45%	N/A: Year 2 Outcomes represent baseline data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Hispanic: 6% Homeless: 0% 3rd All Students: 5% SED: 5% EL: 0% Hispanic: 5% Homeless: none		

Goal Analysis [2025-26]

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

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

1.1 Implemented as planned. Provide small group intervention support with instructional aides in ELA to all students, including English Learners, Foster Youth, and Low-Income Students. Provide students with access to technology and resources for student research and learning in English

1.2 Implemented as planned. Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in-house technology support technician and support staff. Provide all English Language Learners students with access to technology and resources for student research and learning.

1.3 Implemented as planned. Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials, including leveled books, news magazines, and student workbooks.

1.4 Implemented as planned. Provide all students and students with special needs and EL students with incentives and awards to recognize and encourage increased achievement in language proficiency and ELA

1.5 Implemented as planned. Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (LCFF)

1.6 Implemented as planned. Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students. This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts.

1.7 Implemented as planned. Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences.

1.8 Implemented as planned. We are deeply dedicated to recruiting, hiring, and retaining exceptionally skilled personnel, as this significantly impacts the quality of the district's educational offerings, especially for English Learners and Low- Income students. The salary adjustment has contributed to a decrease in teacher turnover, resulting in the retention of highly qualified staff. The success of this initiative will be assessed based on academic achievement metrics related to this objective.

1.9 Implemented as planned. Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade-level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities, foster youth, homeless individuals, and English Learners

1.10 Implemented as planned. Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners

1.11 Implemented as planned. Implement web-based programs aimed at improving the academic achievement of disadvantaged students.

1.12 Implemented as planned. Title I funds will be allocated to provide instructional materials and supplies to support classroom activities and enhance supplemental learning opportunities.

1.13 Implemented as planned. Enhance and expand the variety of library resources available to all students. Enhance the multi-tiered system of supports for students by fostering teacher understanding. Substitute coverage will be arranged to facilitate one-on-one support when a coach enters the classroom to assist teachers.

1.14 Implemented as planned. Enhance the multi-tiered system of supports for students by fostering teacher understanding. Substitute coverage will be arranged to facilitate one-on-one support when a coach enters the classroom to assist teachers.

1.15 Implemented as planned. Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas. Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes.

1.16 Implemented as planned. Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes.

1.17 Implemented as planned. Professional Development (PD) will be provided to staff in order to best support the writing needs of English Learners and Long-term English Learners. This PD will enable the delivery of effective writing instruction that assist in accelerating English language acquisition and provides successful English Language Development.

1.18 Implemented as planned. Provide targeted reading intervention during the after-school program using Air Reading.

1.19 Not Implemented as planned. Was not able to provide early intervention and literacy support by an academic instructional coach because the instructional coach took another position.

Successes in Implementation
The district experienced several key successes during the implementation of programs and supports this year:

Student Recognition: Honor roll and Principal's List students were acknowledged with award shirts, which were distributed as part of efforts to recognize academic achievement as well as a field trip.

Instructional Support & Interventions: Our newcomer group received instructional support & interventions daily, along with interventions for 1st - 3rd grade.

Technology Integration: The district provided 1:1 Chromebooks for grades 2–5, 2:1 devices for grades 6–8, and six iPads per classroom for grades K–1. These tools supported access to adaptive web-based programs that tailored instruction to individual student needs.

Summer School: The summer program included interactive, web-based learning activities and 95% Group reading intervention, primarily serving unduplicated students recommended by their teachers. This extended learning opportunity promoted skill development and academic confidence.

STEM & Enrichment: A full-time STEM teacher provided weekly instruction to students in grades K–5. Hands-on STEM materials were purchased to enhance student engagement. Grade-level enrichment included diverse field trips and activities:

K–2: Local farm visits, the planetarium, Fresno Zoo, Cranium Company enrichment, Dairy Mobile Unit, visit from Ford Farms

3rd–5th: A Gold Rush experience, Cranium Company enrichment, Fox Theater in Visalia for Music and Young People's Concert, SCICON (day trip for 5th), Football game at Cal Poly, Adventure Park, baseball game at Sacramento

6th–8th: SCICON (overnight for 6th), College of Sequoias and CSU Bakersfield, Dairy Mobile Unit, Adventure Park, John's Incredible Pizza, Rollertowne, High School ADVID and Athletic department came to speak with students and provided an overview of offerings at high school, Galaxy Theatre to learn about pathways offered in High School, participated in the float at the Tulare County Fair. High school farm and dairy, and Mission Oak basketball games were cancelled due to fog.

Electives: Beef Month"-Ag in the Classroom Cooking Beef in the Cafeteria (April) Ag in the Classroom/Home Economics charcuterie boards/Tulare County Agriculture products, providing balloon arches for all awards assemblies, parent engagement nights. (Students learn how to make decorations), e-sport competitions, Maintaining school garden (planting corn, watermelons, tomatoes, sunflowers),

Library & Literacy: A full-time librarian throughout the school year enabled the purchase of new books and materials, increasing student engagement in reading. Supplemental materials funded through Title I included the 95% Group Phonics program to strengthen K–3 literacy, and new Scholastic guided reading books to replace lost or damaged copies.

The MTSS (Multi-Tiered System of Supports) focus this year was primarily centered on implementing tiered behavioral interventions.
Staff Retention: Competitive salary increases contributed to a low staff attrition rate, supporting continuity in instruction and student care.

Supplemental Programs: Additional web-based learning platforms were purchased with Title I funds to enhance instruction and student practice. Provided targeted reading intervention during school and the after-school program using Air Reading and K12Summit to provide language support.

After School Enrichment: Provided a sewing and crocheting class, student group beautified the school, and participated in e-sports.

Challenges in Implementation

The Academic Instructional Coach transitioned into a new role within the district, resulting in a vacancy that remained unfilled.

A lack of foundational reading skills contributed to decreased student engagement in both reading and writing.

There was an increase in both certificated and classified staff absences, which affected the continuity of instruction and student support.

A limited number of certificated staff were available to provide after-school tutoring services, reducing extended learning opportunities.

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

Action 1.2 The expenditures were underbudgeted for the action. More Chromebooks and teacher laptops were required than originally expected.

Action 1.4 The expenditures were overbudgeted for this action. The cost of the awards/incentives was less than expected.

Action 1.7 The expenditures were overbudgeted. The cost of going on the field trips was less than expected.

Action 1.12 The expenditure was overbudgeted. The cost of materials was less than expected.

Action 1.18 The expenditures were overbudgeted. There was only one session offered this year for the after-school program.

Action 1.19 The expenditure was overbudgeted. The Academic Instructional Coach transitioned into a new role within the district, resulting in a vacancy that remained unfilled.

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

Actions 1.5 and 1.13 demonstrated mixed effectiveness, as both state and local assessment data reflected areas of growth as well as ongoing areas of need among student groups. ELA SBAC results (Metric 1.1) showed that overall English Language Arts (ELA) performance decreased by 5.4 points and remained in the Orange performance level, with students performing 37.4 points below standard. Multiple student groups also experienced declines during the reporting year. Socioeconomically Disadvantaged students declined by 6.9 points and performed 39.4 points below standard. Hispanic students decreased by 7.9 points and remained in the Orange performance level at 37.8 points below standard. English Learners declined by 4.5 points and performed 43.1 points below standard, also maintaining the Orange performance level. Homeless students experienced the largest decline, decreasing by 47 points and performing 103.6 points below standard. Long-Term English Learners (LTELs) remained relatively stable with a slight increase of 0.1 points; however, they continued to perform 47.7 points below standard. Overall, the data reflect the continued need for targeted academic interventions and instructional supports, particularly for student groups with the greatest achievement gaps.

The local writing benchmark results (Metric 1.4) also reflected mixed outcomes. Overall, 53% of TK–8 students met or exceeded the TESD writing benchmark standard. Similar performance levels were seen among student groups, with 50% of Socioeconomically Disadvantaged students and 52% of Hispanic students meeting or exceeding the benchmark. English Learners demonstrated lower levels of proficiency, with 39% meeting the writing standard, indicating an ongoing need for focused language development and writing support. Among Long-Term English Learners in grades 6–8, 49% met or exceeded the benchmark, demonstrating stronger performance in comparison to the overall English Learner subgroup. Homeless students showed the lowest level of proficiency, with 30% meeting the standard. Overall, the writing benchmark data identified both areas of academic progress and student groups that continue to require additional support in writing instruction.

ELPI results (Metric 1.6) showed that 46.4% of English Learners made progress toward English language proficiency.
Additionally, Action 1.5 cited Metric 1.2, with STAR Reading data reflecting positive outcomes across several student groups. Overall student performance increased slightly from 65% to 66%. Hispanic students improved from 65% to 67%, while English Learners increased from 46% to 49%. Growth was particularly evident in the primary grades and in 8th grade, suggesting that literacy interventions and targeted instructional supports contributed positively to student achievement. Action 1.13 also cited Metric 1.7, as the LEA reviewed reclassification data and found that 8.7% of English Learners were reclassified.

Additionally, when evaluating Actions 1.2 and 1.17, the LEA again reviewed reclassification data (Metric 1.7), which indicated that 8.7% of English Learners were reclassified.

Additional evidence of the District’s efforts to strengthen literacy development and student engagement was reflected through expanded library services, increased student access to books, and schoolwide literacy activities throughout the year. All students participated in weekly library visits, where they had opportunities to check out books and explore a variety of reading materials and technology resources. During library visits, TK–2nd-grade students also participated in librarian-led read-alouds designed to strengthen early literacy skills and foster a love of reading. In addition to scheduled class visits, the library remained open before school and during recess, increasing student access to books and literacy resources. During the school year, students checked out a total of 14,708 books across 644 classroom visits. To further expand student access to high-interest reading materials, 628 new items were added to the library collection for the 2025–2026 school year. Students also utilized library computers to access web-based academic programs and literacy supports.

To further promote literacy and student engagement, the librarian continued to facilitate a book club for students in grades 6–8. From October through May, students read Small Spaces, Coraline, and Mrs. Frisby and the Rats of NIMH. Participation varied throughout the year, with approximately 8–14 students attending regularly. Book club meetings included collaborative discussions, literacy-based activities, trivia, and a Jeopardy-style game connected to Coraline, which encouraged teamwork and student engagement.

The school also hosted two week-long book fairs during the school year, providing students, families, and staff with additional opportunities to purchase books and support literacy outside of the classroom. A spring Buy One, Get One (BOGO) book fair further increased student access to books. Additional literacy activities included participation in the California Young Reader Medal voting program for TK–3rd grade students and schoolwide participation in Read Across America Week activities.

Student and staff feedback reflected positive outcomes from these literacy initiatives. Student surveys indicated that 100% of participating book club students enjoyed and benefited from the program and looked forward to the weekly meetings. More than half of participating students shared that having lunch in the library was their favorite part of the club experience, and 75% reported plans to participate again next school year. Teacher feedback also highlighted that students enjoyed the read-aloud sessions and benefited from expanded access to the library before school, during breaks, and after school. Community members expressed appreciation for the multiple book fairs, which helped provide students with increased access to books, particularly for students who may not otherwise have opportunities to purchase reading materials. Additionally, 100% of teachers and 87.6% of students reported that the library genrefication process made it easier for students to independently locate fiction chapter books.

Actions 1.1, 1.2, 1.3, 1.4, 1.6, 1.11, and 1.14 demonstrated mixed effectiveness. Although ELA SBAC results (Metric 1.1) reflected an overall decline in performance, several student groups demonstrated greater stability than others. English Learners showed a smaller decline in performance compared to Socioeconomically Disadvantaged (SED) and Hispanic student groups, suggesting that targeted English Learner supports and designated language development strategies helped lessen learning loss and support student achievement. Additionally, Long-Term English Learners (LTELs) maintained stable performance with no decline from the previous year, demonstrating the continued impact of intervention programs and language acquisition supports.

STAR Reading results (Metric 1.2) reflected positive student outcomes. Overall student performance remained stable, increasing slightly from 65% to 66%. Hispanic students improved from 65% to 67%, while English Learners increased from 46% to 49%. Student growth was especially notable in the primary grades and in 8th grade, indicating that literacy interventions and targeted instructional supports positively contributed to student progress and reading development.

Writing benchmark results (Metric 1.4) indicated that 52% of TK–8 students performed at or above grade-level proficiency in writing.

ELPI data (Metric 1.6) demonstrated that 46.4% of English Learners made progress toward English language proficiency.

Additionally, when evaluating Actions 1.1, 1.4, 1.6, 1.11, and 1.14, Metric 1.3 results at the elementary level showed that 40% of K–5 students met or exceeded end-of-year proficiency benchmarks on the DRA assessment.

In reviewing Actions 1.1, 1.3, 1.6, and 1.14, the 2025 California Dashboard also indicated that 46.4% of English Learners made progress toward English language proficiency (Metric 1.6).

Additionally, when evaluating Actions 1.1, 1.4, and 1.6, the LEA reviewed reclassification data (Metric 1.7), which showed that 8.7% of English Learners were reclassified.

Actions 1.15, 1.16, and 1.17 demonstrated mixed effectiveness during the 2025–26 school year. ELA SBAC scores (Metric 1.1) demonstrated that English Language Arts (ELA) performance declined overall by 5.4 points and remained in the Orange performance level, with students performing 37.4 points below standard. Several student groups also experienced declines in performance during the reporting year. Socioeconomically Disadvantaged students declined by 6.9 points and performed 39.4 points below standard. Hispanic students declined by 7.9 points and remained in the Orange performance level at 37.8 points below standard. English Learners declined by 4.5 points and performed 43.1 points below standard, also remaining in the Orange performance level. Homeless students demonstrated the most significant decline, decreasing by 47 points and performing 103.6 points below standard. Long-Term English Learners maintained relatively stable performance with a slight increase of 0.1 points; however, this subgroup continued to perform 47.7 points below standard. Overall, the data indicate a continued need for targeted academic support and interventions, particularly for student groups experiencing the greatest performance gaps.

The local writing benchmark (Metric 1.4) indicated local assessment writing benchmark data showed that 53% of TK–8 students met or exceeded the TESD writing benchmark standard. Student subgroup performance reflected similar trends, with 50% of Socioeconomically Disadvantaged students and 52% of Hispanic students meeting or exceeding the benchmark. English Learners demonstrated lower performance levels, with 39% meeting the writing standard, indicating a continued need for targeted language development and writing support. Among Long-Term English Learners (LTELs) in grades 6–8, 49% met or exceeded the benchmark, showing stronger performance when compared to the overall English Learner subgroup. Homeless students had the lowest level of proficiency, with 30% meeting the standard. Overall, the local writing benchmark data highlight areas of academic strength while also identifying student groups that continue to require additional instructional support in writing.

ELPI results (Metric 1.6) demonstrated that 46.4% of English Learners made progress toward English language proficiency. Contributing to this progress, the STEM enrichment teacher continued to support English Learners through activities focused on developing oral language fluency, strengthening academic vocabulary, and improving writing proficiency within STEM content areas.

Additionally, when evaluating Action 1.17, the LEA reviewed Reclassification rates (Metric 1.7), finding 8.7% of English Learners were reclassified.

Action 1.7 demonstrated mixed effectiveness, as state and local assessment metrics reflected both areas of academic progress and continued areas of need. ELA SBAC results (Metric 1.1) showed that the district maintained the Orange performance level at 37.4 points below standard. STAR Reading data (Metric 1.2) indicated that 66% of students in grades 2–8 scored at or above grade level proficiency. DRA results (Metric 1.3) demonstrated that 40% of K–5 students met or exceeded end-of-year proficiency benchmarks. Additionally, local writing benchmark data (Metric 1.4) showed that 53% of TK–8 students met or exceeded the TESD writing benchmark standard. While these

local metrics reflected areas of student growth and stability, ELA SBAC results continued to indicate ongoing academic needs in English Language Arts.

To support student learning and engagement, all grade levels participated in either a field trip or an on-campus enrichment experience during the school year. These opportunities were designed to reinforce classroom instruction through meaningful, hands-on learning experiences and exposure to real-world applications of academic content. According to classroom teacher feedback, students demonstrated increased engagement, participation, and understanding of instructional concepts following these activities. Enrichment experiences also supported the development of literacy, communication, and critical thinking skills. Overall, educational partner feedback and local assessment data suggest that enrichment opportunities positively contributed to student engagement and learning, while state assessment results indicate that continued academic support and intervention remain necessary.

Action 1.8 demonstrated effectiveness, as the recruitment, hiring, and retention of highly qualified staff contributed to positive student academic outcomes. STAR Reading results (Metric 1.2) showed that 66% of students in grades 2–8 performed at or above grade level proficiency. Additionally, DRA results (Metric 1.3) demonstrated that 40% of K–5 students met or exceeded end-of-year proficiency benchmarks. These results suggest that maintaining qualified instructional staff supported student learning and contributed to academic growth across grade levels.

Remaining Non-contributing Actions
Actions 1.9, 1.10, 1.12, and 1.18 demonstrated effectiveness through the implementation of additional academic intervention and support services for students. The district provided extended summer learning opportunities designed to support academic intervention and remediation for students needing assistance in recovering missed grade-level content. In addition, the district offered tutoring services focused on helping students strengthen academic skills and close learning gaps.

AIR Reading data further demonstrated positive growth in student reading performance throughout the year. Among the 79 students participating in the program, average attendance was approximately 70%, although participation levels varied among students. Overall reading fluency steadily increased, with words correct per minute (WCPM) improving from approximately 40 in January to 51 by April. Students with attendance rates of 85% or higher demonstrated the greatest gains in reading fluency and mastered significantly more skills than students with lower attendance rates. Data also showed that students with inconsistent attendance experienced less consistent academic progress overall. Additionally, students who participated in AIR Reading during the regular school day maintained substantially higher attendance rates than students participating in the after-school program.

Academic Instructional Coach
Action 1.19 was not implemented during the school year; therefore, its effectiveness could not yet be evaluated using Metric 1.15.

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

Action 1.1, 1.3, 1.6, 1.7, 1.11,1.14 updated the metric to remove metric 1.5 as this metric was discontinued for the 25-26 school year.
A homeless student group was added to metric 1.1,1.2, 1.3,1.4
Action 1.8 Updated metric to student-centered.
Action 1.19 – Academic Instructional Coach was discontinued for the 2026-2027 school year. This decision was made based on feedback from educational partners. It was determined that LREBG funds would be better utilized to support ongoing student health needs through our LVN, RN, and BHS service provider, as well as to provide small group and one-on-one instructional support through our instructional aides. LREBG funding is incorporated into Action 1.1 to support the increased cost.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Aides	LREBG Action: Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students. LCFF: $251,115 Title I: $177,336 Title III: $31,043 LREBG $74,153 Metrics 1.15	$533,647.00	Yes
1.2	Technology and Resources	Provide students with access to technology and resources for student research and learning in English Language Arts through the purchase and replacement of technology devices, infrastructure upgrades, and an in house technology support technician and support staff. Provide all English Language Learner students with access to technology and resources for student research and learning. (LCFF)	$235,095.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	ELA Materials: Books and Supplies	Provide all students, students with special needs and EL students with ancillary English Language Arts (ELA) materials including leveled books, news magazines, and student workbooks. (LCFF)	$18,000.00	Yes
1.4	Awards/Incentives	Provide all students and students with special needs and EL students with incentives and awards to recognize and encourage increased achievement in language proficiency and ELA. (LCFF)	$2,500.00	Yes
1.5	Librarian	Allocate resources for a full-time librarian to enhance student access to books, technology, and assist teachers in implementing the California State Standards (CSS) for English Language Arts. (LCFF)	$104,445.00	Yes
1.6	Resource Teacher	Provide a Resource Teacher to facilitate the adoption of a school-wide CSS-centered professional development strategy, aimed at enhancing the achievement of all students. This includes designing and executing a comprehensive intervention program to assist struggling students across the school. Additionally, the Resource Teacher will monitor student progress diligently to prevent any student from falling behind and will work to enhance community outreach efforts. LCFF: $103,900 Title I: $56,201 Title II: $21,364	$181,465.00	Yes
1.7	Field Trips	Expand students' cultural horizons, including those with special needs, by offering educational and college readiness field trips and assemblies aimed at enriching their experiences. (LCFF)	$28,000.00	Yes
1.8	Salary Increase	We are deeply dedicated to recruiting, hiring, and retaining exceptionally skilled personnel, as this significantly impacts the quality of the district's educational offerings, especially for English Learners and Low-Income students. The salary adjustment has contributed to a decrease in teacher	$125,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		turnover, resulting in the retention of highly qualified staff. The success of this initiative will be assessed based on academic achievement metrics related to this objective. (LCFF)		
1.9	Summer School	Offer extended summer learning opportunities aimed at addressing academic intervention and remediation for students who require assistance catching up on missed grade-level content. Additionally, provide targeted interventions tailored to the specific needs of students with disabilities, foster youth, homeless individuals, and English Learners. (ELO-P)	$115,600.00	No
1.10	Tutoring	Provide tutoring services designed to address academic intervention and remediation for students who need assistance in catching up on missed grade-level content. Additionally, offer targeted interventions tailored to the unique needs of students with disabilities, foster youth, homeless individuals, and English Learners. (ELO-P)	$30,000.00	No
1.11	Web-Based Programs	Implement web-based programs aimed at improving the academic achievement of disadvantaged students. (LCFF)	$13,000.00	Yes
1.12	Materials	Title I funds will be allocated to provide instructional materials and supplies to support classroom activities and enhance supplemental learning opportunities. Title I: $1,500	$1,500.00	No
1.13	Library Books and Materials	Enhance and expand the variety of library resources available to all students. (LCFF)	$13,500.00	Yes
1.14	MTSS Coach	Enhance the multi-tiered system of supports for students by fostering teacher understanding. Substitute coverage will be arranged to facilitate	$8,321.00	Yes

Action #	Title	Description	Total Funds	Contributing
		one-on-one support when a coach enters the classroom to assist teachers. (LCFF)		
1.15	STEM Enrichment Teacher	Employ a STEM enrichment teacher to expedite English Learners' acquisition of oral language fluency, academic vocabulary, and writing proficiency within STEM subject areas. (LCFF)	$151,770.00	Yes
1.16	Materials and Supplies	Ensure that all students have access to the necessary materials and manipulatives required for their STEM classes. (LCFF)	$1,000.00	Yes
1.17	Writing Professional Development to support ELs & LTELs	Professional Development (PD) will be provided to staff in order to best support the writing needs of English Learners and Long-term English Learners. This PD will enable the delivery of effective writing instruction that assist in accelerating English language acquisition and provide successful English Language Development. (LCFF & Other State Funds)	$9,339.15	Yes
1.18	Reading Intervention	Provide targeted reading intervention during the after school program using Air Reading.	$30,000.00	No
1.19	Academic Instructional Coach	LREBG Action: Provide early intervention and literacy support. Discontinued for 2026-27 The needs assessment confirmed the findings from the 2024 Dashboard regarding ELA performance levels. A review of state and local data identified low proficiency among Homeless students, Long-Term English Learners, and Socioeconomically Disadvantaged students. To address these gaps, this initiative focuses on providing small-group learning support with targeted instructional interventions to assist struggling students. Progress will be measured through ongoing monitoring and benchmark assessments. This action aligns with the allowable use of funds		

Action #	Title	Description	Total Funds	Contributing
		to support early intervention and literacy programs for students up to third grade, as well as to facilitate progress monitoring, benchmark assessments, and small-group instruction delivered by certificated staff. Research shows that strong early literacy skills are a key predictor of long-term academic success, with students who read proficiently by third grade more likely to excel in later grades and graduate high school. Early intervention is essential, as targeted support significantly improves reading skills and prevents long-term academic struggles. Effective literacy instruction includes phonemic awareness, phonics, vocabulary development, fluency, and comprehension, all of which are crucial for reading success. To address these needs, we will provide targeted literacy interventions through small-group and one-on-one instruction using research-based strategies. Our approach will include structured early intervention programs, progress monitoring, and benchmark assessments to ensure students receive the necessary support to build a strong literacy foundation. Metric 1.15 LREBG Funds: 0		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Points from Standard: Math	Data Year: 2022-2023	Data Year: 2023-2024	Data Year: 2024-2025	• All Students: (-44.3)	• All Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard	• All Students: (-64.3) points from standard • SED: (-65.2) points from standard • English Learner: (-71) points from standard • Hispanic: (-62.9) points from standard	• All Students: (-67.8) points from standard • SED: (-69.6) points from standard • English Learner: (-73.5) points from standard • Hispanic: (-66.2) points from standard Homeless: (-96.2) points from standard LTELs: (-107) points from standard	• All Students: (-66.3) points from standard • SED: (-69.1) points from standard • English Learner: (-70.07) points from standard • Hispanic: (-65.7) points from standard Homeless: (-111.3) points from standard LTELs: (-110.5) points from standard	points from standard • SED: (-45.2) points from standard • English Learner: (-51) points from standard • Hispanic: (-42.9) points from standard Homeless: (-90.2) points from standard LTELs: (-97) points from standard	declined 2.0 points • SED: declined 3.9 points • English Learner: slight increase 0.9points • Hispanic: declined 2.8 points • Homeless: declined 15.1 points • LTELs: declined 3.5 points
2.2	Percent of 2nd - 8th graders measuring at or above proficiency in math	Data Year: 2023-2024 All 2nd-8th All students: 51%	Data Year: 2024-2025 All 2nd-8th	Data Year: 2025-2026 All 2nd-8th	All 2nd-8th All students: 61% SED 60% EL: 51%	All 2nd-8th All students: +12% SED +11% EL: +9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: STAR MATH	SED 50% EL: 41% Hispanic: 51% LTELs: 24% • 2nd All students: 60% SED: 59% EL: 47% Hispanic: 60% • 3rd All students: 75% SED: 66% EL: 53% Hispanic: 68% • 4th All students: 57% SED: 63% EL: 58% Hispanic: 59% • 5th All students: 40% SED: 31% EL: 32% Hispanic: 38% LTELs: 25% • 6th All students: 31% SED: 32% EL: 15% Hispanic: 30% LTELs: 14% • 7th All students: 49% SED: 61% EL: 28% Hispanic: 49% LTELs: 29%	All students:56 % SED 59% EL: 43% Hispanic: 61% LTELs: 44% • 2nd All students:38 % SED: 32% EL:30 % Hispanic: 40% • 3rd All students: 59% SED:58 % EL: 48% Hispanic: 59% • 4th All students: 73% SED: 71% EL: 48% Hispanic: 72% • 5th All students: 35% SED: 61% EL: 47% Hispanic: 62% LTELs: 50% • 6th All students: 62% SED: 64% EL:65% Hispanic: 63% LTELs: 57% • 7th All students: 56% SED: 56% EL: 19%	All students: 63% SED 61% EL: 50% Hispanic: 63% Homeless: 67 % LTELs:46 % • 2nd All students:56% SED:55% EL: 55% Hispanic: 53% Homeless: 50% • 3rd All students: 50% SED:49% EL: 39% Hispanic:50% Homeless: 50% • 4th All students: 63% SED: 55% EL: 55% Hispanic: 63% Homeless: 100% • 5th All students: 66% SED: 59% EL:42 % Hispanic: 65% Homeless: 100% • 6th All students: 60% SED: 58% EL:60% Hispanic: 59%	Hispanic: 61% Homeless: 72% LTELs: 34% • 2nd All students: 70% SED: 69% EL: 57% Hispanic: 70% Homeless: 54% • 3rd All students: 85% SED: 76% EL: 63% Hispanic: 78% Homeless: 54 % • 4th All students: 67% SED: 73% EL: 68% Hispanic: 69% Homeless: 54% • 5th All students: 50% SED: 41% EL: 42% Hispanic: 48% Homeless: 70 % LTELs: 35% • 6th All students: 41% SED: 42% EL: 25% Hispanic: 40% Homeless: 54% LTELs: 24% • 7th	Hispanic: +12% Homeless: Not available LTELs: +22% • 2nd All students: -4% SED: -4% EL: +8% Hispanic: -7% Homeless: Not available • 3rd All students: -25% SED: -17% EL: -14% Hispanic: 18% Homeless: Not available • 4th All students:+6% SED: -8% EL: -3% Hispanic: +4%Homeless: Not available • 5th All students: +26% SED: +28% EL: +10% Hispanic: +27% Homeless: Not available LTELs: N/A • 6th All students: +29% SED: +26% EL: +45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 8th All students: 55% SED: 69% EL: 24% Hispanic: 55% LTELs: 33%	Hispanic: 61% LTELs:26 % • 8th All students: 71% SED: 70% EL: 44% Hispanic:73% LTELS: 42%	LTELs: 38% Homeless: 0% • 7th All students: 67% SED: 68% EL: 49% Hispanic: 68% LTELs: 56% Homeless: none • 8th All students: 80% SED: 83% EL:53 % Hispanic:81% LTELS: 43% Homeless: 100%	All students: 59% SED: 71% EL: 38% Hispanic: 59% Homeless: 60% LTELs: 39% • 8th All students: 65% SED: 79% EL: 34% Hispanic: 65% Homeless: 54% LTELs: 43%	Hispanic:+29 % Homeless: Not available LTELs: +24% • 7th All students: +18% SED:+7 % EL: +21% Hispanic: +19% Homeless: Not available LTELs:+27 % • 8th All students: +25% SED: +14% EL: +29% Hispanic: +26% Homeless: Not available LTELs: +10%
2.3	Percent of students who met or exceeded standard on the TESD Benchmark Data Source: Local math benchmark	Data Year: 2023-2024 • K- All students: 64.58% SED: 65.22% EL: 67.57% Hispanic: 62.22% • 1st- All students: 67.24% SED: 64.81% EL: 59.46% Hispanic: 67.86% • 2nd- All students: 89.36% SED: 88.89% EL:87.88% Hispanic: 88.64% • 3rd-	Data Year: 2024-2025 • K- All students: 45% SED: 49% EL: 35% Hispanic: 46% • 1st- All students: 71% SED:70 % EL:62% Hispanic: 70% • 2nd- All students: 49% SED: 45% EL:39% Hispanic: 47%	Data Year: 2025-2026 K- All students: 50% SED: 48% EL: 39% Hispanic:52% Homeless: 0% 1st- All students: 86% SED: 86% EL: 83% Hispanic: 86% Homeless: 100%	• K- All students: 74.58% SED: 75.22% EL: 77.57% Hispanic: 72.22% Homeless: 75% • 1st- All students: 77.24% SED: 74.81% EL: 69.46% Hispanic: 77.86% Homeless: 77% • 2nd- All students: 94% SED: 93%	K- All students: -14.58% SED: -17.22% EL: -28.57% Hispanic: -10.22% Homeless: Not available • 1st- All students: +18.76% SED: +21.19% EL:+23.54% Hispanic: +18.14% Homeless: Not available • 2nd-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All students: 65.22% SED: 62.79% EL: 58.62% Hispanic: 68.18% • 4th- All students: 40.54% SED: 40% EL: 44% Hispanic: 35.29% • 5th- All students: 8.93% SED: 9.43% EL: 11.11% Hispanic: 9.26% LTELs: 13% • 6th- All students: 15.51% SED: 16.07% EL: 8% Hispanic: 16.98% LTELs: 10% • 7th- All students: 23.81% SED: 20.51% EL: 11.11% Hispanic: 23.81% LTELs: 5.88% • 8th- All students: 26.53% SED: 23.91% EL: 7.14% Hispanic: 26.67% LTELs: 6.67%	• 3rd- All students: 71% SED:71 % EL: 64% Hispanic: 71% • 4th- All students: 33% SED: 31% EL: 14% Hispanic:34 % • 5th- All students: 14% SED: 15% EL:5 % Hispanic: 15% LTELs: 0% • 6th- All students: 35% SED: 35% EL: 36% Hispanic:35 % LTELs: 39% • 7th- All students: 9% SED: 9% EL: 0% Hispanic: 9% LTELs: 0% • 8th- All students: 27% SED: 46% EL: 7% Hispanic: 27% LTELs: 0%	2nd- All students: 70% SED: 71% EL: 63% Hispanic: 70% Homeless: 100% 3rd- All students: 27% SED: 27% EL: 23% Hispanic:24% Homeless: 0% 4th- All students: 50% SED: 42% EL: 33% Hispanic: 50% Homeless: 0% 5th- All students: 20% SED:17% EL: 12% Hispanic:20% Homeless: 0% 6th- All students: 2% SED: 2% EL: 0% Hispanic: 2% Homeless: 0% LTELS: 0% 7th-	EL:92% Hispanic: 93% Homeless: 94% • 3rd- All students: 75.22% SED: 72.79% EL: 68.62% Hispanic: 78.18% Homeless: 75% • 4th- All students: 50.54% SED: 50% EL: 54% Hispanic: 45.29% Homeless: 50% • 5th- All students: 18.93% SED: 19.43% EL: 21.11% Hispanic: 19.26% LTELs: 23% Homeless: 19% • 6th- All students: 25.51% SED: 26.07% EL: 81% Hispanic: 26.98% LTELs: 20% Homeless: 25% • 7th- All students: 33.81% SED: 30.51%	All students: -19.36% SED: -17.89% EL: -24.88% Hispanic: -18.64% Homeless: Not available • 3rd- All students: -38.22% SED: -35.79% EL: -35.62% Hispanic: -44.18% Homeless: Not available • 4th- All students: +9.46% SED: +2.00% EL: -11.00% Hispanic: +14.71% Homeless: Not available • 5th- All students: +11.07% SED: +7.57% EL: +0.89% Hispanic: +10.74% Homeless: Not available LTELs: -13% • 6th- All students: -13.51% SED: -14.07% EL: -8.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All students: 39% SED: 41% EL: 21% Hispanic: 39% Homeless: none LTELS: 22% 8th- All students: 41% SED: 44% EL: 12% Hispanic: 41% Homeless: 0% LTELS: 14%	EL: 21.11% Hispanic: 33.81% LTELs:15.88% Homeless: 33% • 8th- All students: 36.53% SED: 33.91% EL: 17.14% Hispanic: 36.67% LTELs:16.67% Homeless: 36%	Hispanic: -14.98% Homeless: Not available LTELs: -10% • 7th- All students: +15.19% SED: +20.49% EL: +9.89% Hispanic: +15.19% Homeless: Not available LTELs: +16.12% • 8th- All students: +14.47% SED: + 20.09% EL: +4.86% Hispanic: +14.33% Homeless: Not available LTELs:+7.33%
2.4	Percent of fully credentialed Teachers Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 96% fully credentialed	Data Year: 2024-2025 96% fully credentialed	Data Year: 2025-2026 96% fully credentialed	100% fully credentialed	No difference
2.5	Percent of Teacher Misassignment Rate Data Source: CALPADS Fall 2 submission	Data Year: 2023-2024 The teacher misassignment rate is 3.6%	Data Year: 2024-2025 The teacher misassignment rate is 1.23 %	Data Year: 2025-2026 The teacher misassignment rate is 0%	0% Misassignment	There was a decline by 3.6% of misassignment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Percent of teacher attrition rate Data Source: AERIES	Data Year: 2023-2024 The teacher attrition rate for 6.7%	Data Year: 2024-2025 7.1% teacher attrition rate	Data Year: 2025-2026 7.14% teacher attrition rate	0% teacher attrition rate	There is a .44% increase
2.7	Percent of students with access to standards aligned materials Data Source: Governing Board's Approval of Resolution Determining that Pupils Have Sufficient Textbooks or Instructional Materials.	Data Year: 2023-2024 100% of students have access to standards aligned materials	Data Year: 2024-2025 100% of students have access to standards aligned materials	Data Year: 2025-2026 100% of students have access to standards aligned materials	100% of students have access to standards aligned materials	No difference
2.8	Percent of Implementation of academic content/performance standards Data Source: Lesson Plans	Data Year: 2023-2024 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Data Year: 2024-2025 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	Data Year: 2025-2026 Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance	Through the examination and archiving of lesson plans to maintain 100% implementation of all academic content/performance standards.	No difference
2.9	Percent of pupil access and enrollment in a broad range of study, including both unduplicated and special needs students	Data Year: 2023-2024 100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the examination of all lesson	Data Year: 2024-2025 100% of unduplicated and special needs students were enrolled in a broad range of study.	Data Year: 2025-2026 100% of unduplicated and special needs students were enrolled in a broad range of study.	100% of unduplicated and special needs students were enrolled in a broad range of study. This is confirmed through the	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Lesson Plans		This is confirmed through the examination of all lesson	This is confirmed through the examination of all lesson	examination of all lesson	

Goal Analysis [2025-26]

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

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

2.1 Implemented as planned. Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks.
2.2 Implemented as planned. Provide students with incentives and awards to recognize and encourage increased achievement in math.
2.3 Implemented as planned. Math support with Tulare County Office of Education Consultant and sub coverage will be provided for teachers to attend professional development training on and off campus.
2.4 Implemented as planned. Web-based programs to address improving achievement of disadvantaged students.
2.5 Not Implemented as planned. Was unable to provide small group learning support in the area of math due to the instructional coach taking another position.

Successes in Implementation
Student Recognition: Honor Roll and Principal's List students were celebrated with award shirts and a special field trip, highlighting academic achievement and promoting a culture of excellence.
Professional Development: Support from the Tulare County Office of Education (TCOE) has positively impacted math instruction through targeted professional development. The web based programs have given students an engaging learning modality which facilitates concurrently building 21st century skills and building knowledge of the content area. Students had access to progress monitoring their own learning and academic achievement.
Staff selected a new math curriculum adoption for the 2026–2027 school year. Professional development will be provided beginning in spring 2026 and will continue throughout the 2026–2027 school year to support effective implementation of the new program.

Challenges
For action 2.5, the academic instructional coach accepted a new position therefore, there was a vacancy that was not filled.

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

2.1 The expenditures were underbudgeted. The math team determined that additional math materials and supplies were needed to assist teachers.
2.2 The expenditures were overbudgeted. The cost of awards were less than expected.

2.3 The expenditures were underbudgeted. The cost was more than expected. Teachers participated in small schools' collaborative grade spans during the 25-26 school year. Due to the training, the sub cost was underestimated because the teachers participated multiple times, requiring additional subs, which were not anticipated.
2.4 The expenditures were underbudgeted. The cost of the web-based programs was more than expected. This will be adjusted for 26-27.
2.5 The expenditure was overbudgeted. The Academic Instructional Coach transitioned into a new role within the district, resulting in a vacancy that remained unfilled.

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

Actions 2.1, 2.2, 2.3, and 2.4 have proven to be effective, as demonstrated by positive student achievement outcomes across multiple academic measures. Math SBAC results (Metric 2.1) showed improvement across most student groups. All Students improved by 1.5 points from standard, while Socioeconomically Disadvantaged (SED) students and Hispanic students each improved by 0.5 points. English Learners demonstrated the greatest growth, improving by 3.43 points from standard, reflecting progress in both academic achievement and language acquisition support.

STAR Math (Metric 2.2) results for grades 2–8 also demonstrated overall growth. All Students increased by 7 percentage points, and English Learners showed a notable 7-point gain. SED, Hispanic, and LTEL student groups also demonstrated positive improvement, indicating continued progress in mathematics achievement across most student populations. Several grade levels showed substantial gains, with 5th grade increasing by 31 percentage points, from 35% to 66%. Second grade improved by 18 percentage points, while 7th and 8th grades increased by 11 and 9 percentage points, respectively. Overall, STAR Math data reflect positive districtwide growth, particularly among English Learners and upper-grade students.

Local benchmark assessment (Metric 2.3) results also showed growth in several grade levels. Significant gains were observed in 2nd grade (+21%), 7th grade (+30%), 1st grade (+15%), and 8th grade (+14%). Kindergarten, 4th grade, and 5th grade also demonstrated improvement, indicating continued academic progress across multiple grade spans.

To promote academic achievement and student motivation, award shirts were purchased and presented to Honor Roll and Principal’s List students during awards assemblies. Technology continued to support differentiated instruction through the use of web-based programs aligned to students’ individual learning needs. In addition, all math teachers participated in ongoing professional development to strengthen instructional practices and support student learning outcomes.

Challenges
Despite overall growth, challenges remain for certain student groups. Although CAASPP results showed small gains overall, Homeless students and Long-Term English Learners (LTELs) experienced declines in performance. Homeless students showed the most significant decrease, moving from 96.2 points below standard to 111.3 points below standard, while LTEL students declined by 3.5 points from standard. These results demonstrate the continued need for targeted interventions, academic supports, and consistent instructional strategies to address the unique needs of these student groups.

2.5 Not implemented

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

Action 2.5 – Academic Instructional Coach was discontinued for the 2026-2027 school year. This decision was made based on feedback from educational partners. It was determined that LREBG funds would be better utilized to support ongoing student health needs through our LVN and BHS service provider, as well as to provide small group and one-on-one instructional support through our instructional aides. Homeless student group was added to metrics 2.2 and 2.3

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Math Materials: Books and Supplies	Provide all students and students with special needs with ancillary math materials including manipulatives and supplemental workbooks (LCFF)	$5,000.00	Yes
2.2	Awards/Incentives	Provide students with incentives and awards to recognize and encourage increased achievement in math. (LCFF)	$2,500.00	Yes
2.3	Professional Development	Math support with be provided by Paradigm and sub coverage will be provided for teachers to attend professional development training on campus. This Action is in alignment and addresses the work underway as part of the Technical Assistance (Differentiated Assistance) process. (LCFF & Other State Funds)	$32,721.93	No
2.4	Web-Based Programs	Web-based programs to address improving achievement of disadvantaged students (LCFF)	$5,000.00	Yes
2.5	Academic Instructional Coach	LREBG Action: Provide small group learning support in the area of math for the low and very low students. Discontinued for 2026-27		

Action #	Title	Description	Total Funds	Contributing
		The needs assessment confirmed the findings from the 2024 Dashboard regarding Math performance levels. A review of state and local data revealed low Math proficiency among English Learners, Hispanic students, and Socioeconomically Disadvantaged students, with even lower proficiency among Homeless and Long-Term English Learners. This initiative focuses on providing small-group learning support in Math for these high-need student groups. Additional resources, including classified or certificated staff, will be allocated in accordance with allowable funding to offer targeted academic services, such as diagnostic assessments, progress monitoring, and benchmark evaluations. Research shows that students who participate in individual or small-group interventions with targeted support to address skill gaps develop a stronger foundation in math. This initiative will provide focused math support using research-based strategies, including hands-on, instructional learning, to enhance student understanding and skill development. By implementing small-group interventions, students will receive personalized instruction that reinforces key math concepts, builds confidence, and improves overall proficiency. Resources, including classified or certificated staff, will be allocated in alignment with allowable funding to support these efforts through diagnostic assessments, progress monitoring, and benchmark evaluations. Metric 2.3 LREBG Funds:		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate Data Source: CALPADS	Data year: 2022-2023 All students- 95.67% SED- 90.21% Hispanic- 90.77%	Data Year: 2024-2025 Attendance at P2 Reporting All Students: 95.17%	Data Year: 2025-2026 Attendance at P2 Reporting All Students: 95%	Attendance at P2 Reporting All Students: 95%	All students- 1% increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Correction: The 2022-23 data is incorrect. For accuracy of measurement, data will be reported at P2 reporting period. The data below reflects 2023-24 data. All Students: 94%				
3.2	Chronic Absentee Rate Data Source: School Dashboard	Data Year: 2022-2023 All students- 19.4% SED - 20.2% English learner - 19.7% Hispanic/Latino - 19.5% Homeless - 25.7%	Data Year: 2023-2024 All students- 15.8% SED - 16.5% English learner - 13.6% Hispanic/Latino - 15.9% Homeless - 25% LTELs - 14.9%	Data Year: 2024-2025 All students- 15.5% SED - 15.8% English learner - 11.9% Hispanic/Latino - 15.3% Homeless - 32.7% Students with Disabilities: 25.6% LTELs- 5.9%	All students- 9% chronic absentee rate SED - 10.2% English learner - 9.7% Hispanic/Latino - 9.5% Homeless - 15.7% LTELs - 10.9%	Improvement in all subgroups All students -3.9% SED -4.4% improvement English learner - 7.8% improvement Hispanic/Latino - 4.2% improvment Homeless - +7.0% increase Students with Disabilities -New subgoup data LTELs- 9% improvement
3.3	Pupil suspension rate	Data Year: 2022-2023	Data Year: 2023-2024	Data Year: 2024-2025	All students- 2.4%	Improvement in all subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard	All students-- 5.7% SED- 5.7% English learner- 5.4% Hispanic - 5.1% Homeless - 2.4%	All students- 3.1% SED - 3.2% English learner- 3% Hispanic - 2.6% Homeless - 3.1% LTELs - 14.9%	All students-- 1.4% SED - 1.4% English learner- 1.7% Hispanic - 1.4% Homeless - 1.8% LTELs - 3.9% Students with Disabilities: 2.2%	SED- 2.4% English learner- 2.4% Hispanic - 2.4% Homeless - 2.4% LTELs - 10.9%	All students -4.3% improvment SED -4.3% improvement English learner - 3.7% improvment Hispanic -3.7% improvment Homeless -0.6% improvment LTELs - 11% improvement Students with Disabilities New subgroup data
3.4	Middle school dropout rate Data Source: CALPADS	Data Year: 2022-2023 0%	Data Year: 2023-2024 0%	Data Year: 2024-2025 0%	0%	No difference
3.5	Pupil expulsion rate Data Source: Data Quest/CALPADS	Data Year: 2022-2023 All students- 0.2% SED- 0% Hispanic 0.2% English learner 0.2%	Data Year: 2023-2024 All students- 0.4% SED- 0 % Hispanic 0.2%	Data Year: 2024-2025 All students- 0.% SED- 0 % Hispanic 0.%	All students- less than 1% SED- less than 1% Hispanic- less than 1% English learner- less than 1%	All students -0.2% SED- No change Hispanic -0.2 English learner - 0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English learner 0.4%	English learner 0.%		
3.6	California Healthy Kids Survey Data Source: California Healthy Kids Survey (CHKS)	Data Year: 2023-2024 All students- 92% of 6th graders and 96% of 7th graders completed the survey. 11.25% of staff complete the survey Note: 5th graders were not able to take the healthy kids survey this year. 6th graders took it instead.	Survey was not available during the 2024-2025 school year. The CHKS survey has been discontinued. The district will utilize only a local survey for measurement. (Metric 3.11)	The CHKS survey has been discontinued. The district will utilize only a local survey for measurement. (Metric 3.11)	95% of 5th and 7th grade students and staff participate in the California Healthy Kids Survey each year.	NA
3.7	Local LCAP parent and employee survey Data Source: Local Survey	Data Year: 2023-2024 14 parents and 60 staff participated in the annual LCAP survey.	Data Year 2024-2025 10 parents and 33 staff participated in the annual LCAP survey.	Data Year 2025-2026 27 parents and 33 staff participated in the annual LCAP survey.	To have 60 parents, and 30 employees participate in the survey to provide feedback on the LCAP.	13 more parents and 27 less staff participated in the survey
3.8	Parent Safety and Connectedness Survey Data Source: Local Survey	Data Year: 2023-2024 91% of parents feel safe and connected at school	Data Year: 2024-2025 100% of parents feel safe and connected at school	Data Year: 2025-2026 96% of parents feel safe and connected at school	To have 98% of parents that feel safe and connected at school.	5% increase
3.9	Student LCAP Survey	Data Year: 2023-2024 85% of students report a need for more counseling services and	Data Year: 2024-2025 17% of students report a need for	Data Year: 2025-2026 55.1% of students report a need for	Based on the data a decrease of 20% of students will report the need for more counseling	29.9% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Survey	social emotional learning opportunities	more counseling services and social-emotional learning opportunities	more counseling services and social-emotional learning opportunities	services and SEL opportunities.	
3.10	Staff Safety and Connectedness Survey Data Source: Local Survey	Data Year: 2023-2024 86% of staff feel safe and connected at school.	Data Year: 2024-2025 83% of staff feel safe and connected at school.	Data Year: 2025-2026 94% of staff feel safe and connected at school.	To have 95% of staff that feel safe and connected at school	There was a 8% increase
3.11	Student Safety and Connectedness Survey Data Source: 5th grade Local Survey	Data Year: 2023-2024 85.7% of students in 5th grade feel safe and connected at school.	Data Year: 2024-2025 to include 5th and 7th grade data 83.1% of students in 5th grade feel safe and connected at school. 94% of students in 7th grade feel safe and connected at school.	Data Year: 2025-2026 to include 5th and 7th grade data 88% of students in 5th grade feel safe and connected at school. 72.3% of students in 7th grade feel safe and connected at school.	To have 95% of 5th and 7th grade students feel safe and connected at school	There was a 2.3% increase in 5th graders. 7th graders did not take this survey in 23-24.

Goal Analysis [2025-26]

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

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

3.1 Implemented as planned. Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrating positive character traits.

3.2 Implemented as planned. Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates and suspensions. Their involvement will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process.
3.3 Implemented as planned. Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families.
3.4 Implemented as planned. Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families.
3.5 Implemented as planned. Supportive services encompass a range of offerings such as staff and parent training, brief mental health support, interim mental health assistance, crisis intervention, support for the School Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, mindfulness and behavior associated with suspensions
3.6 Implemented as planned. Allocate additional counseling support specifically tailored for TK-3 students to help improve attendance, reduce chronic absenteeism, and foster a positive school environment.
3.7 Implemented as planned. Our parent liaison functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students.
3.8 Not Implemented. TCOE did not provide a Triage Social Worker; instead, the district had one full-time BHS mental health professional.
3.9 Implemented as planned. Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts.
3.10 Implemented as planned. The Early Warning System (EWS) Aeries Analytics will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism.
3.11 Implemented as planned. CPR training for staff to ensure the safety of all students and staff.
3.12 Implemented. Updating the current door locks with a keyless entry door lock to increase a safer and more secure campus. The district started the installation of the new door locks. This project is ongoing and will continue into the 26-27 school year.
3.13 Implemented as planned. Provide training to staff on trauma-informed practices in school and building relationships with challenging students.

Successes in Implementation:
The district implemented several effective strategies to support student attendance and overall well-being. The attendance office, parent liaison, MOT manager, and school administrators collaborated to conduct home visits and provide outreach to families of chronically absent students in order to improve school attendance. In addition, incentives and awards were used to recognize and encourage positive attendance habits. These efforts contributed to a slight decrease in the chronic absenteeism rate from 15.8% in the previous year to 15.5%.

Mental health services were expanded to support student engagement and well-being. Over the school year, at least 157 students received support from various mental health professionals. This included 7 students who received crisis services, 677 instances of direct mental health

support, 274 family contacts, and 12 student group sessions, which served a total of 36 students. These services helped raise awareness of mental health challenges, provided crisis intervention, and connected families with community-based resources.

The District utilized the Early Warning System (EWS) in Aeries Analytics to identify students at risk for chronic absenteeism, allowing for earlier interventions and contributing to the decline in absenteeism. Additional supports such as Care Solace were made available to families to further assist in accessing mental health services.

Health-related communication and outreach efforts were strengthened through collaboration between the school nurse and parent liaison. Together, they provided families with training, skill-building opportunities, health literature, and presentations to promote both mental and physical well-being.

Community outreach efforts were expanded through events like the fall carnival, where the parent liaison partnered with multiple agencies—including the local library, Tulare County Behavioral Health, Tipton Medical Clinic, Tule Trash, and Hope Horizon—to provide valuable resources to families.

Additional efforts to foster student engagement included the use of the Esports lab, which has contributed to greater student success and a stronger sense of school connectedness. The parent liaison also hosted a variety of family education events covering topics such as Back to School readiness with Altura Centers for Health, Community Outreach during the Fall Carnival, Human Trafficking with TCSO, Know Your Rights, and two mental health workshops.

Challenges in Implementation:
A key challenge in implementation was the frequent absences of staff responsible for providing counseling services for TK-3, which disrupted consistent support for students. When these staff members were unavailable, students were unable to receive regular counseling. Additionally, the lack of scheduled SART (School Attendance Review Team) meetings limited the district's ability to place students and families on formal attendance contracts, which are essential for addressing ongoing attendance issues. This has been an ongoing issue that will be addressed with the staff who are responsible for attendance.

Despite ongoing home visits and outreach efforts that frequently resulted in students returning to school, chronic absenteeism continues to impact student attendance. The school is continuing to strengthen its efforts to address attendance challenges by working closely with families, providing targeted support services, and connecting students with counseling and intervention resources aimed at improving consistent school attendance.

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

3.1 The expenditures were underbudgeted. Materials and supplies cost more than was budgeted. This will be adjusted for 26-27.
3.5 The expenditures were underbudgeted. The district received one contracted staff member to provide BHS services five days per week, instead of the two personnel providing services 2.5 days per week as originally requested.
3.8 The expenditures were overbudgeted. Not implemented as the district did not receive a Triage Social Worker as planned. Instead, additional BHS Mental Health Professional support was provided under Action 3.5.

3.10 The expenditures were overbudgeted. The cost of the software was paid during the 24-25 fiscal year, resulting in a zero cost for the 25-26 school year. Moving forward, the software will be paid for in the correct fiscal year.
3.11 The expenditures were overbudgeted. Fewer staff members participated in the CPR training than the district had anticipated offering. CPR training will not be offered next school year, as it is provided on a two-year rotation.

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

Effectiveness of Actions 3.1–3.13:

Actions 3.1 through 3.13 demonstrated effectiveness, as evidenced by multiple data points and feedback from educational partners. According to the 2025 Dashboard, the overall chronic absenteeism rate decreased to 15.5%. Subgroup rates included: Socioeconomically Disadvantaged (SED) students at 15.8%, English Learners at 11.9%, Hispanic/Latino students at 15.4%, Homeless students at 1.8%, Students with Disabilities at 2.2%, and Long-Term English Learners (LTELs) at 3.9%. (Metric 3.2)

The student suspension rate also decreased to 1.4% overall. Subgroup suspension rates were as follows: Socioeconomically Disadvantaged (SED) students at 1.4%, English Learners at 1.7%, Hispanic/Latino students at 1.3%, Homeless students at 1.8%, and Long-Term English Learners (LTELs) at 3.9%.

Additionally, the student expulsion rate remained at 0%, and the middle school dropout rate continued to remain at 0%. (Metric 3.4 & 3.5)

Parent engagement and perceptions remained positive, as reflected in the Parent Safety and Connectedness Survey (Metric 3.8), with 96% of parents reporting that they feel safe and connected to the school. Student responses on the LCAP survey (Metric 3.9) indicated that 55.1% expressed a need for additional counseling services and social-emotional support, highlighting the continued importance of support from the district's BHS mental health professional. Staff perceptions were also positive, with 94% reporting that they feel safe and connected to the school environment. Student perceptions of safety and connectedness remained strong as well, with 88% of 5th-grade students and 72.3% of 7th-grade students reporting positive school experiences.

The Special Friends Aide facilitated two 12-week sessions for referred students, which contributed to improved attendance among participating students. In addition, the Parent Liaison played a vital role in supporting students and families by distributing weekend food supplies to students in need and organizing parent meetings to strengthen communication between home and school. A total of seven parent meetings were held throughout the school year. The Parent Liaison also conducted ongoing outreach to families of chronically absent students, including regular home visits to support improved student attendance and school engagement.

Specific effectiveness of Actions 3.4 & 3.5:

Health services supported through Actions 3.4 and 3.5 proved to be effective in meeting the medical, social-emotional, and educational needs of students. A Licensed Vocational Nurse (LVN) was on campus daily from 9:30 a.m. to 2:30 p.m., and a Registered Nurse (RN) was contracted for 15 school days to provide additional support services. During the 2025–2026 school year, there were 2,443 nurse visits and 366 parent outreach contacts conducted, demonstrating the high level of health-related support provided to students and families.

The district continued to provide comprehensive health and wellness services throughout the year. A total of 49 Emergency Action Plans were developed and maintained for students with medical conditions. In addition, health staff participated in 21 Individualized Education Program (IEP) meetings, including initial and triennial reviews, to ensure students received appropriate health accommodations and support services.

Student health screenings and referrals were also a significant component of services provided. The district completed 86 vision referrals, 14 hearing referrals, 3 color vision referrals, and 2 medical referrals. Additional referrals and support services addressed concerns related to asthma, chest pain, dental issues, mental health, nosebleeds, pink eye, skin conditions, hygiene, and diabetes management. These efforts strengthened the district's support network for student health and increased family access to outside health services and community resources.

Health education and prevention services were also implemented throughout the school year. Hygiene education lessons were provided to 73 fourth- and sixth-grade students, while Teen Talk instruction was delivered through a five-day program for approximately 60 students. Parent preview meetings for both programs were offered to encourage family involvement, communication, and awareness regarding student health education topics.

Ongoing communication with parents, healthcare providers, and families contributed to improved attendance and support for students with chronic health conditions. These coordinated efforts helped ensure students received appropriate medical care, health education, and continued access to learning opportunities throughout the school year.

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

Action 3.6 - Special Friends Aide has been discontinued in the LCAP. The funding for this position was eliminated.
Action 3.8: Triage Social Worker was Discontinued for 2026-27. This was discontinued because TESD was provided with one full-time (5 days a week) BHS Service provider from TCOE. The Triage Social workers position was eliminated. Based on educational partner feedback, having one consistent staff member providing services to students has been effective.
Action 3.13 has been completed and has been discontinued in the LCAP moving forward.

Action 3.3 and 3.4 - Change of funding sources: Action 3.3 and 3.4 action description was updated to include LREBG requirements. The funding source was changed due to feedback from educational partners. It was determined that LREBG funds would be better utilized to support ongoing student health needs and rising costs through our LVN, RN, and BHS service providers.
Action 3.2 expenditures decreased due to reduced availability of School Psychologist services, resulting in fewer contracted service days and lower overall costs.
Action 3.7 Parent Liaison will be supporting attendance needs with an increased focus on our homeless youth.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Awards and Incentives	Offer students incentives and rewards as a way to acknowledge and motivate them for improved attendance and demonstrating positive character traits.(LCFF)	$6,000.00	Yes
3.2	Psychologist	Allocate extra hours for School Psychologists to support efforts in enhancing student attendance, reducing chronic absenteeism, and addressing truancy rates and suspensions. Their involvement will aid in fostering a positive school environment, conducting parent outreach initiatives, and facilitating the implementation of the School Attendance Review Board (SARB) process. (LCFF) (This action addresses the requirement for the Dashboard Red indicator for Suspensions for the All Students and English Learner groups.)	$24,300.00	Yes
3.3	LVN	LREBG Action: Provide a Licensed Vocational Nurse (LVN) to aid in addressing student health concerns and conducting outreach to families. (LCFF) Metric: 3.2, 3.3, 3.4, 3.5 LREGB Funds: $50,000 LCFF Funds: $36,177	$86,177.00	Yes
3.4	RN	Allocate additional days for Registered Nurses (RNs) to support student health needs and conduct outreach to families. (LCFF) LREGB Funds: $6,295 LCFF Funds: $ 18,885	$25,180.00	Yes
3.5	BHS mental health professional	LREBG Action: Provide supportive services encompass a range of offerings such as staff and parent training, brief mental health support, interim mental health assistance, crisis intervention, support for the School	$171,680.00	No

Action #	Title	Description	Total Funds	Contributing
		Attendance Review Board (SARB), aid for school staff and classroom management, family outreach, community connections, and support for student groups focusing on social skills, anger management, anti-bullying efforts, social-emotional learning, girls' circles, mindfulness and behavior associated with suspensions. This action addresses the requirement of the red indicator for all students and English learners. The needs assessment validated the findings from the 2023–2024 Dashboard regarding chronic absenteeism. Overall, 15.8% of students were identified as chronically absent. Subgroup rates included 16.5% for Socioeconomically Disadvantaged (SED) students, 13.6% for English Learners, 15.9% for Hispanic/Latino students, 25% for homeless students, and 14.9% for Long-Term English Learners (LTELs). Additional 2023–2024 Dashboard indicators showed a student expulsion rate of 0.4% for all students and a middle school dropout count of zero students. According to the 2024–2025 student LCAP survey, -----% of students reported a need for additional counseling services. Furthermore, ongoing input from educational partners highlights a continued need to expand Behavioral Health Services (BHS) to better support student well-being. Research strongly supports the connection between providing mental health services in schools and improvements in both student attendance and behavior. Key findings from multiple studies and organizations include: 1. Improved Attendance Mental health challenges are a leading cause of chronic absenteeism. Students struggling with anxiety, depression, trauma, or other mental health conditions are more likely to miss school. Access to mental health services helps reduce these barriers. A report from the National Center for Mental Health in Schools (UCLA) found that integrating mental health services in schools significantly reduced absenteeism by addressing emotional and psychological needs early on. Early intervention programs—including counseling, trauma-informed care, and social-emotional learning (SEL)—have been shown to help students		

Action #	Title	Description	Total Funds	Contributing
		feel safer and more supported at school, which encourages regular attendance. 2. Reduction in Behavioral Issues The Substance Abuse and Mental Health Services Administration (SAMHSA) reports that school-based mental health services are linked to decreases in disruptive behaviors, suspensions, and office discipline referrals. According to the American Psychological Association, students receiving mental health support demonstrate improved self-regulation, reduced aggression, and stronger relationships with peers and staff. Positive behavior interventions paired with counseling can help students develop coping strategies, leading to fewer behavioral incidents. 3. Academic and Social Benefits When students' mental health needs are met, they are more engaged in learning. The CDC states that students with better mental health are more likely to have higher grades and test scores. Programs like Multi-Tiered Systems of Support (MTSS) that include mental health services show improvements not just in behavior and attendance, but in overall school climate. Metric: 3.2, 3.3, 3.4, 3.5 LREGB Funds: $60,000		
3.6	Special Friends Aide	Allocate additional counseling support specifically tailored for TK-3 students to help improve attendance, reduce chronic absenteeism, and foster a positive school environment. Discontinued for 2026-2027		

Action #	Title	Description	Total Funds	Contributing
3.7	Parent Liaison	Our parent liaison functions as a bridge between the school and the community, working closely to identify needs and connect families with essential services aimed at enhancing our students' lives. Acting as a liaison among teachers, parents, students, support staff, and the community, she facilitates communication regarding educational programs, services, and student-related matters. Additionally, she assists in coordinating and arranging various programs and services to address the diverse needs of our students along with supporting attendance needs with an increased focus on our homeless youth. This Action is in alignment and addresses the work underway as part of the Technical Assistance (Differentiated Assistance) process. Title I: $32,134	$32,134.00	No
3.8	Triage Social Worker	LREBG Action: The Triage Social Worker (TSS) collaborates closely with students, parents/caregivers, community partners, and staff to establish a safe, healthy, and nurturing learning atmosphere for all students. The TSS conducts individual or small group sessions with students to offer interim counseling, social/emotional support, and skill development across different domains such as coping mechanisms, social skills, and mindfulness. Furthermore, the TSS is accessible to help families in need by facilitating connections to community resources to address their fundamental requirements. This action addresses the requirement of the red indicator for all students and English learners. (LREBG Funds and LCFF) Discontinued for 2026-2027		
3.9	Infrastructure/ Software ActVnet	Tipton Elementary prioritizes the safety of its students, and as such, school leaders are investing in infrastructure and software to enhance emergency response capabilities. This web-based system will facilitate seamless communication with first responders in case of an emergency. Once deployed, the system will grant law enforcement dispatchers access to the school's camera network, campus maps, and 360-degree images of classrooms. This comprehensive view enables emergency dispatchers to	$5,449.00	Yes

Action #	Title	Description	Total Funds	Contributing
		relay critical information swiftly to responding officers, thereby expediting and improving the effectiveness of emergency response efforts.		
3.10	Student Information	The Early Warning System (EWS) Aeries Analytics will identify at-risk students. The district can gauge the academic health of the district, school, or subgroup of students. This will assist with identifying chronic absenteeism.	$2,494.80	Yes
3.11	CPR	CPR training for staff to ensure the safety of all students and staff	$0.00	No
3.12	Door Locks	Updating the current door locks with a keyless entry door lock to increase a safer and more secure campus (LCFF and ELOP)	$30,000.00	Yes
3.13	Professional Development	Provide training to staff on trauma informed practices in school and building relationships with challenging students. This action has been completed and therefore will be discontinued going forward. Discontinued for 2026-2027		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Parents have expressed their desire to increase involvement in school decision-making and participation in school events. TESD will respond to parents request for training in how to support their students in academic areas. Families have expressed that they appreciated the additional opportunities to award presentations in person to celebrate their children's successes and achievements. Through the LCAP survey, 88.9% of parents agree Tipton Elementary School encourages parental involvement and participation. TESD will continue to strive to increase parental participation opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Opportunities for parent involvement in district decision making. Data Source: Local Data	Data Year: 2023-2024 19 opportunities for parent involvement in district decision making	Data Year: 2023-2024 22 opportunities for parent involvement in district decision making	Data Year: 2025-2026 25 opportunities for parent involvement in district decision making	20 opportunities for parent involvement in district decision making	There was an increase of 6 opportunities for parent involvement in district decision making.
4.2	Opportunities for parent education in school wide programs Data Source: Local Data	Data Year: 2023-2024 44 opportunities for parent education in school wide programs	Data Year: 50 opportunities for parent education in school wide programs	Data Year: 2025-2026 54 opportunities for parent education in	45 opportunities for parent education in school wide programs	There was an increase of 10 opportunities for parent education in schoolwide programs .

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				school wide programs		
4.3	Number of school sponsored parent events Data Source: Local Data	Data Year: 2023-2024 23 sponsored parent events	Data Year 2023-2024 34 sponsored parent events	Data Year: 2025-2026 51 sponsored parent events	20 sponsored parent events	There was an increase of 28 more sponsored parent events.
4.4	Percent of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress Data Source: Local Data	Data Year: 2023-2024 95% Parent conference rate	Data Year: 2024-2025 87% Parent conference rate	Data Year: 2025-2026 97% Parent conference rate	97% Parent conference attendance rate	There was a 2% difference in parent confernce rates.

Goal Analysis [2025-26]

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

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

Action 4.1 Implemented as planned. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.
Action 4.2 Implemented as planned. Provide parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated.

Successes in Implementation

Actions 4.1 and 4.2 were fully implemented and resulted in increased family engagement and communication throughout the school year. Key successes included the addition of three new opportunities for parent involvement in district decision-making, four additional parent education opportunities related to schoolwide programs, and 17 new parent-sponsored activities. Parent participation remained strong, with a 97% attendance rate at parent conferences.

Communication with families was strengthened through multiple platforms. ParentSquare supported consistent engagement through 503 school posts, 1,781 direct messages, and 3 urgent alerts, with parents expressing appreciation for the timely and accessible communication. The school website continued to provide updated announcements, school information, and event details, while the district Facebook page expanded outreach through 292 informational posts during the school year.

Challenges in Implementation
No challenges to implementation

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

Action 4.1 The expenditures were underbudgeted. The amount for the parent events was more than expected. The district added a paint night for parents and students.
Action 4.2 The expenditures were underbudgeted. The cost of AERIES software was more than the original quote.

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

Effectiveness of Action 4.1:
Action 4.1 has been effective in promoting a positive school climate, increasing parent engagement, and encouraging meaningful community involvement. The school expanded outreach efforts by offering 25 different parent education sessions and school-sponsored events (Metric 1.1). In total, 54 parent education opportunities were provided through schoolwide programs (Metric 4.2), along with 51 parent-sponsored events, demonstrating strong progress toward strengthening family-school partnerships (Metric 4.3). In addition, 97% of parents participated in parent-teacher conferences, reflecting a high level of family engagement and communication between home and school (Metric 4.4).

Effectiveness of Action 4.2:
Action 4.2 continued to demonstrate effectiveness by improving family access to real-time student and school information through multiple communication platforms. The effectiveness of these platforms is demonstrated by measurable increases across all Goal 4 engagement metrics. Specifically, opportunities for parent involvement in decision-making (Metric 4.1), parent education programs (Metric 4.2), and school-sponsored events (Metric 4.3) all increased and were well-attended. Additionally, parent conference participation (Metric 4.4) increased, confirming that enhanced communication directly translated into higher overall parent participation.

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

No changes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Events	Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	$11,200.00	Yes
4.2	Student Information/Parent Communication	Provide parent access to real-time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication. Use Parentsquare for parent communication as well as the school website where information is displayed and updated. Document tracking services will be used to communicate to parents in English and Spanish.	$20,100.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Improve school facilities which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement. (Priorities 3 and 7)	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Number of VAPA events available to entire school community Data Source: Local Records	Data Year: 2023-2024 4 VAPA events	Data Year: 2024-2025 4 VAPA events	Data Year: 2024-2025 6 VAPA events	Host at least 6 VAPA events available to entire school community	2 additonal opportunites
5.2	Percentage of students who participate in music during the regular school day Data Source: AERIES	Data Year: 2023-2024 68% of our students participating in music during the regular school day.	Data Year: 2024-2025 11.2% of our students participating in	Data Year: 2025-2026 76% of our students participating in	80% of our students participating in music during the school day	8% more students participated in music

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			music during the regular school day.	music during the regular school day.		
5.3	Feedback from education partners pertaining to engagement nights, VAPA events and elective offerings. Data Source: Surveys	Baseline will be established 2024-2025	Less that 10% of educational partners participate in the survey	20% of educational partners participate in the survey	80% of educational partners participate in the survey	10% more participated in surveys
5.4	School Facilities Repair Status Data Source: Facility Inspection Tool (FIT) Report	Facilities will maintain a yearly repair status rating of "Good" or better. Rating for 2023-24: Good	Facilities will maintain a yearly repair status rating of "Good" or better. Rating for 2024-2025: Good	Facilities will maintain a yearly repair status rating of "Good" or better. Rating for 2025-2026: Good	Rating of "Good" or better	No difference

Goal Analysis [2025-26]

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

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

5.1 Implemented as planned. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds.

5.2 Implemented as planned. Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities.

5.3 Implemented as planned. Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities.

5.4 Implemented as planned. Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant.

5.5 Implemented as planned. Provide materials, supplies and equipment needed for enrichment and extracurricular activities, which include but is not limited to sports and clubs.

5.6 Implemented as planned. Provide a Music Teacher.

5.7 Implemented as planned. Provide supplies essential for a broad range of studies, facilitating the elective courses offered.

Successes in Implementation:
Six Visual and Performing Arts (VAPA) opportunities were successfully provided, with parents actively participating in these events. The multipurpose room has been fully utilized to support a wide range of activities, including band, cheerleading, sports practices and games, awards ceremonies, parent events, and staff professional development. Additionally, the school garden continues to be used by students across grade levels for a variety of learning experiences. Students enrolled in a diverse selection of electives have reported feeling more connected to school, showing improved attendance, and demonstrating academic growth.

Challenges in Implementation :
Although survey participation improved from the previous year, obtaining consistent feedback from educational partners continues to be a challenge. Additional feedback was also gathered regarding parent engagement nights, VAPA events, and elective offerings to help guide future planning and improvement efforts.

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

There were no material differences.

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

Actions 5.1, 5.2, 5.3, and 5.6 were effective in increasing student access to Visual and Performing Arts (VAPA) and agricultural education programs for students in grades K–8. Adequate facilities and resources were provided to support student participation in these opportunities. Students demonstrated their learning and talents through a variety of performances and events throughout the year. Fourth-grade students showcased their musical skills through recorder performances during Open House, art students displayed their work during the Tipton School Art Show, and students enrolled in the band elective performed for families during multiple school events. In addition, families participated in a Family Paint Night alongside their children, further strengthening school and family connections. Overall, six VAPA opportunities were successfully provided with strong parent participation and engagement (Metric 5.1). Additionally, 76% of students participated in music programs (Metric 5.2).

Feedback from educational partners indicated that the school garden continues to serve as a valuable instructional space that promotes real-world, hands-on learning opportunities for students in grades TK–8 (Metric 5.3). The garden functions as an outdoor classroom where students participate in interdisciplinary lessons connected to science, mathematics, language arts, environmental studies, and agriculture. Through these experiences, students develop a stronger understanding of nutrition, sustainability, plant life cycles, soil health, weather

patterns, and food production. The garden also supports students' social-emotional growth by encouraging teamwork, responsibility, inquiry, critical thinking, and problem-solving skills, making learning more engaging and meaningful.

Action 5.4 was effective in supporting student and parent engagement activities through the addition of custodial staffing hours funded by the Additional Concentration Grant. Custodial staff successfully prepared and maintained facilities for school events and meetings, ensuring that activities could take place without disruption or delays. District facilities continued to be maintained at a "Good" status (Metric 5.4).

Action 5.5 was effective in supporting enrichment and extracurricular opportunities through the purchase of supplies and materials for programs such as cheer and athletics. Educational partner feedback gathered through surveys, with 20% participation, reflected continued support for these opportunities (Metric 5.3).

Action 5.7 was successful in providing supplies and materials needed to support a broad range of elective courses, further enriching student learning experiences. This action contributed to increased student participation in elective opportunities by expanding the variety of activities available to students. Additionally, 76% of students participated in music programs (Metric 5.2).

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

The metric for Action 5.7 was revised to measure the percentage of students participating in music.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Facilities	Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Enhancements to school infrastructure encompass, among other things, the modernization of buildings, provision of supplies and equipment, upgrading student desks, and maintaining fields and playgrounds.	$150,000.00	Yes
5.2	Equipment	Equip all students with music and theater instruments and apparatus to support their engagement in Visual and Performing Arts (VAPA) activities.	$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.3	School Garden	Provide a school garden serving as an educational space aimed at fostering real-world, hands-on learning experiences for students from kindergarten to eighth grade. This initiative enables students to understand the significance of agriculture and nutrition through outdoor classroom activities.	$2,500.00	Yes
5.4	Custodial Staff	Allocate additional hours to transition one part-time custodial staff member into a full-time position. This expansion enables the provision of extra support for student and parent events, funded through the Additional Concentration Grant.	$32,250.00	Yes
5.5	Materials, Supplies and Equipment	Provide materials, supplies and equipment needed for enrichment and extra curricular activities which includes but is not limited to sports and clubs.	$4,000.00	Yes
5.6	Music	Provide a Music Teacher. LCAP: 51,903 Title I: 36,650 Title IV: 22,947	$111,500.00	Yes
5.7	Materials and Supplies	Provide supplies essential for broad range of study, facilitating the elective courses offered.	$3,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Class size of less than or equal to 24:1 Data Source: AERIES	Data Year: 2023-2024 All classes were maintained at or below 24:1	All classes were maintained at or below 24:1	All classes were maintained at or below 24:1	All classes were maintained at or below 24:1	No difference
6.2	Points from Standard: ELA Data Source: Dashboard	Data Year: 2022-2023 • All Students: (-34.5) points from standard • SED: (-35.2) points from standard	Data Year: 2023-2024 • All Students: (-32) points from standard	Data Year: 2024-2025 All Students: (-37.4) points from standard • SED: (-39.4) points	• Overall: (-14.5) points from standard • SED: (-15.2) points	• All Students: declined 2.9 points • SED: declined 4.2 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• English Learner: (-44) points from standard • Hispanic: (-33.3) points from standard	• SED: (-32.4) points from standard • English Learner:(-38.6) points from standard • Hispanic: (-29.8) points from standard Homeless: (-56.5) points from standard LTELs: (-47.7) points from standard	from standard • English Learner:(-43.1) points from standard • Hispanic: (-37.8) points from standard Homeless: (-103.6) points from standard LTELs: (-47.7) points from standard	from standard • English Learner: (-24) points from standard • Hispanic: (-13.3) points from standard Homeless: (-51.5) points from standard LTELs: (-42.7) points from standard	• English Learner: slight increase 0.9 points • Hispanic: declined 4.5 points Homeless: declined by 47.1 points LTELs: No change
6.3	Points from Standard: Math Data Source: Dashboard	Data Year: 2022-2023 • Overall: (-64.3) points from standard • SED: (-65.2) points from standard	Data Year: 2023-2024 • All Students: (-67.8) points from standard	Data Year: 2024-2025 • All Students: (-66.3) points from standard	• Overall: (-44.3) points from standard • SED: (-45.2) points	• All Students: declined 2.0 points • SED: declined 3 .9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• English Learner: (-71) points from standard • Hispanic: (-62.9) points from standard	• SED: (-69.6) points from standard • English Learner: (-73.5) points from standard • Hispanic: (-66.2) points from standard Homeless: (-96.2) points from standard LTELs: (-107) points from standard	• SED: (-69.1) points from standard • English Learner: (-70.07) points from standard • Hispanic: (-65.7) points from standard Homeless: (-111.3) points from standard LTELs: (-110.5) points from standard	from standard • English Learner: (-51) points from standard • Hispanic: (-42.9) points from standard Homeless: (-90.2) points from standard LTELs: (-97) points from standard	• English Learner: slight increase 0.9points • Hispanic: declined 2.8 points Homeless: declined by 15.1 points LTELs: declined 3.5 points

Goal Analysis [2025-26]

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

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

6.1 Implemented as planned. Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement.
6.2 Implemented as planned. Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant)

One of the district's key successes this year was maintaining class sizes at or below a 24:1 student-to-teacher ratio across grades TK–8. This was made possible through the hiring of additional staff, which supported a positive school climate and increased opportunities for individualized instruction, targeted support, and stronger student-teacher relationships. Smaller class sizes also allowed teachers to provide more effective small-group instruction and classroom management, contributing to improved student engagement and learning outcomes.

Class size averages for the 2025–2026 school year remained well below the district target and included: TK – 15:1, Kindergarten – 17:1, 1st grade – 15:1, 2nd grade – 15:1, 3rd grade – 18:1, 4th grade – 20:1, 5th grade – 17:1, 6th grade – 19:1, 7th grade – 17:1, and 8th grade – 20:1. These ratios demonstrate the district's continued commitment to providing supportive and effective learning environments for all students.

There were no challenges encountered with the implementation of the actions under this Goal.

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

6.2 The expenditures were overbudgeted for this action. Salaries exceded the budgeted amount.

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

Actions 6.1 and 6.2 were partially effective.
Actions focused on maintaining small class sizes were effective in supporting student learning environments and providing students with increased access to individualized instruction. During the 2024–2025 school year, all classes were maintained at or below a 24:1 student-to-teacher ratio. (Metric 6.1) Teachers reported that smaller class sizes allowed for more targeted academic support, increased student engagement, and improved opportunities for small-group instruction and intervention.)

CAASPP Math results (Metic 6.3) showed modest improvement in several student groups from 2023–2024 to 2024–2025, indicating some effectiveness of these supports. Overall math performance improved from 67.8 points below standard to 66.3 points below standard. English Learners improved from 73.5 points below standard to 70.07 points below standard, Socioeconomically Disadvantaged students improved from 69.6 points below standard to 69.1 points below standard, and Hispanic students improved from 66.2 points below standard to 65.7 points below standard. These gains suggest that smaller class sizes and increased instructional support contributed to incremental academic growth in mathematics.

However, CAASPP English Language Arts results (Metric 6.2) showed a decline in overall performance and among several student groups, indicating that the actions were only partially effective in addressing literacy needs. Overall student performance declined from 32 points below standard in 2023–2024 to 37.4 points below standard in 2024–2025. Declines were also seen among Socioeconomically Disadvantaged students, English Learners, Hispanic students, and Homeless students. Long-Term English Learners remained unchanged at 47.7 points below standard.

While the maintenance of smaller class sizes provided positive conditions for instruction and relationship-building, the CAASPP data demonstrates that additional targeted supports, particularly in English Language Arts, are still needed to accelerate academic achievement and close performance gaps for student groups with the greatest needs.

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

No Changes

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Staffing/Class Size	Provide small class sizes through the funding of 3 additional teachers across the district in order to maintain a positive school climate and increase pupil achievement and engagement	$498,525.00	Yes
6.2	Additional Staffing	Additional teachers to support small class sizes. This will allow direct services for students who are low-income, English learners and foster youth. (Additional Concentration Grant)	$378,174.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,332,710	$311,122

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.578%	0.000%	$0.00	43.578%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Instructional Aides **Need:** The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed (-32) points from standard on the CAASPP. Dashboard shows that English learner students performed (-38.6) points from standard on CAASPP. However, low income	Instructional aides will provide teachers support in small group instruction in literacy, daily. The increased level of support and scaffolding will result in higher numbers of SED and English learner students receiving multiple instances of one-to-one and/or small group instruction. Instructional aides will also provide targeted intervention instruction in literacy skills, based on student's unique needs. The intervention opportunities for SED and English learner students	1.1, 1.2, 1.3, 1.4, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students performed (-32.4) points from standard, Hispanic students performed (-29.8) points from standard, and 1.4% of English learners maintained ELPI level 4, 30.9% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 19.5% decreased at least one ELPI level. **Scope:** LEA-wide	will accelerate their reading fluency, accuracy and comprehension. These opportunities will yield an increase in overall achievement levels for these students. Implementing this action on a LEA-wide basis ensures all students benefit from these services.	
1.2	**Action:** Technology and Resources **Need:** Overall, 49.3% of English learners made progress towards language proficiency. The 2024 Dashboard shows that English learner students performed (-38.6) points from standard on CAASPP. However, low income students performed (-32.4) points from standard, Hispanic students performed (-29.8) points from standard, and 1.4% of English learners maintained ELPI level 4. The district, along with input and feedback provided by educational partner groups identified this as need. **Scope:** LEA-wide	1:1 devices in 2nd through 5th grades, 2:1 in 6th through 8th, and 6 ipads per class in grades K-1 will provided access to online curriculum and web-based services. An E-sports room has improved attendance. It will also give access to intervention to meet individual student needs. Technology technician and instructional aide supports in Chromebook distribution and retrieval, rostering for web based curriculum, internet safety, monitors security of technology. Materials assistant will provides materials prep for all grade levels with updated resources in research and student learning in literacy. While addressing the needs of low-income, foster youth, and English learner students, we will use technology to accelerate their 21st century skills while advancing in literacy and language development. The use of technology and technology support remains a primary focus for unduplicated students, this Action will positively impact all students through intentional use in all content areas, and intervention. This embodies a comprehensive approach to support the diverse needs of every student.	1.1,1.2,1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs.	
1.3	**Action:** ELA Materials: Books and Supplies **Need:** CA School Dashboard EL Indicator (49.3%) of our EL students are making progress towards English language proficiency. 37% are at or above grade level in DRA K-through 2 46% of students in grades 2-8 are near grade level standard on the STAR reading test. 22% of all K-3rd grade students met or exceeded in the assessment of DIBELS. **Scope:** LEA-wide	SED, English learners, and foster youth are equipped with supplementary English Language Arts resources, encompassing leveled books, an expanded book selection, news magazines, and supplemental workbooks. The systematic phonics instruction offers learning for students at their zone of proximal development and precisely progress monitors achievement. Although SED, English learners, and foster youth are accessing individualized instruction through these ancillary materials, we see a need for these materials LEA-wide. Many of our students have a need of learning recovery and these materials suit these needs. In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.2,1.6
1.4	**Action:** Awards/Incentives **Need:** Overall:11% of EL students were reclassified. TESD reclassified 26 additional English learners in the Fall of 2024. According to the Dashboard overall TESD is -32 points from standard. English learners were - 38.6 points from standard. 37% were at or above	Awards assemblies with incentives, recognition of academic growth, increased student achievement in ELA is done quarterly throughout the school year. In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1, 1.3, 1.4, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	proficiency in DRA. 52% of K-8 graders who met or exceeded the standard for writing. **Scope:** LEA-wide		
1.5	**Action:** Librarian **Need:** English learner reclassification was measured at 11%. According to the 2024 Dashboard, 49.3% of English learners demonstrated progress toward English language proficiency on the ELPAC. Additionally, CAASPP ELA results show that all students performed -32 points below the standard. English learners scored -38.6 points below the standard. We are actively working to close the achievement gap between English learners and their English-only peers. **Scope:** LEA-wide	The school librarian will manage leveled books and resources to support guided reading in the classroom for unduplicated students based on their individual, instructional, and independent reading levels. Students will have access to a wide selection of reading material to increase engagement. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as many other students exhibited similar needs. Full library access to all student groups to support students research and learning.	1.1, 1.3,1.6, 1.7
1.6	**Action:** Resource Teacher **Need:** The California School Dashboard (Dashboard) reports that all students in grades 3 through 8 performed (-32) points from standard on the CAASPP. Dashboard shows that English learner students performed (-38.6) points from	The Resource Teacher will guide implementation of MTSS. Resource Teacher maintains data for progress monitoring low-income, foster youth, and English learners. Teacher also monitors intervention system and support staff for individualized student needs. The Resource Teacher will improve and increase implementation of a school wide MTSS plan, provide professional development plan to help increase the	1.2, 1.3, 1.4,1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	standard on CAASPP. However, low income students performed (-32.4) points from standard, Hispanic students performed (-29.8) points from standard, and 1.4% of English learners maintained ELPI level 4, 30.9% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 19.5% decreased at least one ELPI level. There is a need for intervention, designated ELD, Integrated ELD, and MTSS. Ongoing discussion with the district and educational partner feedback has consistently asked to close the learning disparity among unduplicated students and all students. **Scope:** LEA-wide	achievement for unduplicated students. The MTSS plan will include building capacity in staff and students to increase agency. She will oversee progress monitoring of unduplicated student growth. The Resource Teacher will coordinate local and state assessments, build master schedule, select curriculum for intervention, use criteria to move students in and out of intervention. In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	
1.7	**Action:** Field Trips **Need:** Per input from staff and families of Tipton Unduplicated students, opportunities to engage in educational learning trips and experiences are limited by fiscal constraints, transportation challenges, lack of off-site learning offerings in the community, and at times language barriers that limit experiential outcomes. Field trips serve as a valuable means to expand students' cultural and academic horizons, providing diverse experiences beyond the classroom. Students extend their vocabulary and background knowledge.	Enrichment opportunities in electives and through college and career readiness field trips and assemblies to broaden the scope of student' cultural experience. Prioritizing unduplicated students. In 2024-2025, all grades participated in grade-level field trips or enrichment activities with the exception of 7th grade. K–2: Local farm visits, the planetarium, zoo, on-campus activities with Ford Farms, and Cranium Company enrichment.3rd–5th: Trips to Mooney Grove, a Gold Rush experience, Cranium Company enrichment, Fox Theater in Visalia for Music and young People's Concert, SCICON (day trip for 5th), Harvest Bowl at Bowlero, and the Rose Bowl Game. 6th–8th: SCICON (overnight for 6th), college and agricultural site visits, and a Universal Studios trip for 8th grade.	1.1,1.2,1.3,1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Electives: Drama students attended two local theatrical performances. Multiple grade levels engaged with Fresno State's Physics Outreach Program. All trips are tied to grade level standards and add to hands-on learning and real-world experiences that make classroom learning relevant for students Although this action is primarily aimed at addressing the needs of Unduplicated Pupils, it will be implemented across the entire site to benefit all students, since many other students encounter the same challenges as identified in the identified need response.	
1.8	**Action:** Salary Increase **Need:** Studies have shown that many schools/districts with high percentages of low income and English Learner students are often taught by the least experienced teachers. It is imperative that TESD maintain a teaching staff that is highly qualified, effective and experienced so that the needs of our unduplicated students are met. Retain quality teachers by developing pedagogy through professional development across school years.The teacher attrition rate is 10% **Scope:** LEA-wide	We are dedicated to recruiting, hiring, and retaining highly skilled staff members at competitive salaries, recognizing their significant impact on the quality of the district's educational program, especially for English Learners, and Low-Income students. The recent salary increase has resulted in a decrease in our teacher attrition rate, thereby ensuring the retention of qualified staff. The effectiveness of this initiative will be assessed through academic achievement metrics aligned with this objective. To implement this action most effectively and efficiently, it is being applied site-wide to maximize the impact on both Unduplicated Pupils and other students who also require these services.	1.2, 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	**Action:** Web-Based Programs **Need:** Ongoing feedback from educational partners and in concurrence with district information, Unduplicated Pupils, especially low-income and English Learners lack access to on-line instructional learning support resources outside the school environment. The overall student performance in Math and ELA for the district is below the state average, and even though the average performance of the Tipton Unduplicated Pupils is above that for the state, it is in part due the district providing the needed online learning resources that is contributing to their progress. These students have more autonomy and control of their learning with web-based program when it comes to pacing and having access to content at their zone of proximal development. **Scope:** LEA-wide	Web-based programs to address improving the achievement of disadvantaged students. Students take ownership of their learning and have access to immediate feedback on progress, therefore students are able to set intentional goals for continued achievement. Providing these students with continued access to effective on-line learning supports will strengthen their ability to acquire and retain content, as a variety of on-line tools align with instructional lessons. In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	1.1,1.2,1.3,1.4
1.13	**Action:** Library Books and Materials **Need:** Ongoing feedback from educational partners indicates that our school should have books available for all students at all reading levels. Through meaningful conversations with parents, students, and staff, having access to	Different genres, reading levels, and high interest books will be plenty and available for students in primary and upper grades. Our library provides access to materials in all formats. The library is a critical component to our literacy program because it meets the needs of students' interest in reading, viewing, and using information and ideas. Our library has a rich collection of reading materials that have a positive impact on students' reading achievement and engagement.	1.1, 1.2, 1.3, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	a variety of literary materials is a prime focus. Many of our Tipton Unduplicated pupils do not have or have access to reading materials or other literacy resources in the home, that are key to supporting and strengthening student learning. Student reading assessments, both local and state, indicate progress, but also indicate that reading achievement must be accelerated. Students acquiring 21st century skills need to have access to a variety literary materials. **Scope:** LEA-wide	To implement this action most effectively and efficiently, it is being applied site-wide to maximize the impact on both Unduplicated Pupils and other students who also benefit from a rich collection of reading materials that have a positive impact on engagement and reading achievement.	
1.14	**Action:** MTSS Coach **Need:** Based on academic results from local and state assessments, areas for improvement for English learners, LTELs, SED, and foster/homeless youth needed strategic intervention in literacy skills and strategies. A systematic, targeted, and intensive level of intervention is needed to push academic achievement. Ongoing education partner feedback indicates that we need a LEA-wide approach to intervention. **Scope:** LEA-wide	An MTSS team will make decisions about responsiveness to the intervention based on reliable and valid progress-monitoring data that reflect the scope of improvement toward the attainment of a goal at the end of the intervention and develop decision-making criteria are implemented accurately. MTSS evaluates if the core curriculum is effective, interventions are effective, and the screening process is effective so that the needs of all students are met. In order to most effectively and efficiently implement this action, it is being implemented site-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for all students who are performing below grade level.	1.1, 1.2, 1.3, 1.4, 1.6
1.15	**Action:** STEM Enrichment	Provide a STEM enrichment teacher in order to accelerate Student language acquisition,	1.1, 1.4, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Teacher **Need:** Local and state measures indicate that students need to improve in the areas of thinking critically, solving problems, gaining academic language, and being creative. STEM experiences empower students in these skills. Ongoing feedback from education partners indicate that our school should continue to offer STEM education. STEM education motivates students' interests in science, math, and arts careers. STEM is a high-interest field where English learners accelerate language acquisition. **Scope:** LEA-wide	academic vocabulary and writing proficiency in STEM content. Even though this action is intentionally directed at addressing the needs of Unduplicated students, it will be implemented site-wide to benefit all students, as many other students exhibit the need to acquire language in the STEM content areas.	
1.16	**Action:** Materials and Supplies **Need:** Ongoing feedback from education partners indicate the need for continuous and replacement materials and supplies needed for STEM, as many of our district Unduplicated Pupils have limited access to or do not participate in STEM related activities including hand-ons STEM opportunities outside the school instructional environment. And as Dashboard data indicates: English learner students performed (-38.6) points from standard on CAASPP, low income students	This Action will support STEM hands-on experiences with open-ended materials that incorporate STEM components, students will become prepared for the world in which they live. Students will develop the valuable 21st century skills of communication, collaboration, critical thinking, and creativity by engaging in exploration and learning how things work. Students will be able to articulate and write about their understanding about science, technology, engineering, and math. Although this action it is being applied site-wide to maximize the impact on both Unduplicated students and all students who need to build reading, writing, speaking, and listening skills while engaging in hands-on experiences.	1.1, 1.4, 1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performed (-32.4) points from standard, Hispanic students performed (-29.8) points from standard, and 1.4% of English learners maintained ELPI level 4, 30.9% maintained ELPI level, 1, 2L, 2H, 3L, 3H, and 18% decreased at least one ELPI level, providing hands-on experiences will strengthen student retention of information. In order to maintain inquiry-based learning, so that students know how to ask the right questions and how to answer them authentically, building upon students' natural curiosity and sense of wonder, teaching students to explore alternate thoughts and ideas, and motivating students to take formulated risks, learn from calculated failures, and integrate acquired knowledge, materials and supplies are needed to support lessons. **Scope:** LEA-wide		
1.17	**Action:** Writing Professional Development to support ELs & LTELs **Need:** We conducted a thorough needs assessment to identify specific areas where teachers and staff require professional development to support English learners and long-term English learners effectively. In the needs assessment, we reviewed data such as EL proficiency levels, academic performance and input from educational partners to inform the	The professional development will implement effective teaching practices to increase student writing ability. Implement writing assessments to make changes in instruction to ensure student growth. Know how to scaffold for meeting the needs of a range of learners and implement writing lessons using a comprehensive literacy framework and developing units based on the three standards-based genres. Although this action is primarily aimed at addressing the needs of Unduplicated Pupils, it will be implemented across the entire site to benefit all	1.1, 1.4, 1.6, 1.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	development of targeted training. The goal of the comprehensive literacy professional learning would include professional learning for teachers focused on the improvement of literacy achievement for all students the professional learning for teachers would focus on helping teachers develop integrated ELD strategies in writing to support all students and particularly students who are acquiring language. **Scope:** LEA-wide	students, since many other students have similar needs.	
2.1	**Action:** Math Materials: Books and Supplies **Need:** CA School Dashboard indicates : All students performed (-67.8) points from standard, SED: (-69.6) points from standard, English Learners:(-73.5) points from standard, Hispanic: (-66.2) points from standard. Local indicators, ongoing educational partner feedback, and state tests identify a need to support students with math books and supplies for building math skills, conceptual understanding and problem solving. **Scope:** LEA-wide	SED, English learners, and foster youth are equipped with core math books and supplies, encompassing standards based practice, an English learner support component, manipulatives, online based practice and progress monitoring and supplemental workbooks. The systematic components of instruction that includes the math progressions and the mathematically practices supports all learners. Although SED, English learners, and foster youth are accessing individualized instruction through these materials, we see a need for these materials LEA-wide. Many of our students have a need of learning recovery and these materials suit these needs.	2.1, 2.2, 2.3
2.2	**Action:** Awards/Incentives	Awards assemblies with incentives, recognition of academic growth, increased student achievement	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: According to the dashboard, all students measured (-67.8) from standard. Students had an overall decline of 3.6 points. English learners were (-73.5) points from standard and maintained -2.4 points. Socioeconomically Disadvantaged students were (-69.6) points from standard and declined 4.4 points. Star Math: All 2nd-8th Overall: 56% SED 59% EL: 43% Hispanic: 61% LTELs: 44% 2nd Overall: 38% SED: 32% EL: 30% Hispanic: 40% 3rd Overall: 59% SED: 58% EL: 48% Hispanic: 59% 4th Overall: 73% SED: 71% EL: 48% Hispanic: 72% 5th Overall: 35% SED: 61% EL: 47% Hispanic: 50% LTELs: 25% 6th Overall: 62% SED: 64% EL: 65% Hispanic: 63% LTELs: 57% 7th Overall: 56% SED: 56% EL: 19% Hispanic: 61% LTELs: 26% 8th Overall: 71% SED: 70% EL: 44% Hispanic: 73% LTELs: 42% Local Benchmark • K- Overall: 45% SED: 49% EL: 35% Hispanic: 46% • 1st-Overall: 71% SED: 70% EL: 62% Hispanic: 70% • 2nd-Overall: 49% SED: 45% EL:39% Hispanic: 47% • 3rd- Overall: 71% SED: 71% EL: 64% Hispanic: 71%	in math is done quarterly throughout the school year. Each year a math student of the year is chosen. Individual student academic and non-academic achievements are acknowledged to engrain positive reinforcement into the school culture. Overall, this process improves student morale and self-efficacy. Although SED, English learners, and Hispanic are often recognized with our Most Improved, Extra Effort, they are often recognized for Honor Roll, Principal's Award and other awards along with all students at TESD. Although this service acknowledges and celebrates academic progress for unduplicated students, the effectiveness of providing this service for all students enhances the culture of the school.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• 4th- Overall: 33% SED: 31% EL: 14% Hispanic: 34% • 5th Overall 14% SED: 15% EL: 5% Hispanic: 15% LTELs: 0% • 6th-Overall: 35% SED: 35% EL: 36% Hispanic: 35% LTELs: 39% • 7th Overall: 9% SED: 9% EL: 0% Hispanic: 9% LTELs: 0% • 8th- Overall: 27% SED: 46% EL: 7% Hispanic: 27% LTELs: 0% Local data, state tests, and ongoing educational partner feedback identify acknowledging achievement supports student motivation and engagement. **Scope:** LEA-wide		
2.4	**Action:** Web-Based Programs **Need:** A thorough review of student data shows: In CAASPP English learners were (-73.5) points from standard and maintained -2.4 points. All students were (-67.8) points from standard and declined 3.6 points. Star Math: All 2nd-8th shows: SED at or above grade level from 32%-71%, EL at 19%-65%, Hispanic at 40%-73% Local Benchmark shows: SED at or above grade level from 9%-71%, EL 0%-64%, Hispanic 9%-71%	Web-based programs will be used in the classroom and for intervention groups to address improving the achievement of disadvantaged and SED students. Students take ownership of their learning and have access to immediate feedback on progress, therefore students are able to set intentional goals for continued achievement. To implement this action most effectively and efficiently, it is being applied site-wide to maximize the impact on both Unduplicated Pupils and other students who also require these services.	2.1, 2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	• LTELs:0%-39% 6th-Overall: 35% SED: 35% EL: 36% Hispanic: 35% LTELs:39% 7th Overall: 9% SED: 9% EL: 0% Hispanic: 9% LTELs: 0% 8th-Overall: 27% SED: 46% EL: 7% Hispanic: 27% LTELs: 0% There is a need of flexible design of web-based programs. Our span of performance is vast and this support is beneficial for unduplicated students. These students have more autonomy and control of their learning with web-based program when it comes to pacing and having access to content at their zone of proximal development. Ongoing feedback from educational partners identifies the need for students to have online learning experiences through the use of technology. **Scope:** LEA-wide		
3.1	**Action:** Awards and Incentives **Need:** According to the P2 reporting, all students had 95.17% attendance. Chronic Absenteeism: Overall- 15.8%, SED- 16.5%, English learner- 13.6%, Hispanic - 15.9%, Homeless - 25%, LTELs - 14.9%	Awards assemblies with incentives for perfect attendance is done quarterly throughout the school year. Individual student non-academic achievements are acknowledged to engrain positive reinforcement into the school culture. Although this support is purposefully planned for unduplicated students. LEA-wide implementation will, overall, improve all student morale and self-efficacy.	3.1, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Suspension Rate Overall- 3.1%, SED- 3.2%, English learner- 3%, Hispanic - 2.6%, Homeless - 3.1%, LTELs - 14.9% and ongoing educational partners' feedback, there is a need to acknowledge achievement supports student motivation and engagement. **Scope:** LEA-wide		
3.2	**Action:** Psychologist **Need:** Dashboard data showed that 15.8% of students were chronically absent. Specifically, the rates were 16.5% for Socioeconomically Disadvantaged (SED) students, 13.6% for English learners, 15.9% for Hispanic/Latino students, 25% for homeless students, and 14.9% for LTELs. Additionally, 3.1% of students were suspended. Furthermore, 17 % of students reported a need for counseling services and social-emotional learning opportunities. Based on feedback from educational partners and the district's needs assessment, it was recommended to increase the number of days the school psychologist is available on campus. **Scope:** LEA-wide	Extending the school psychologist's available days will offer more opportunities for students to access counseling services. This increase will benefit unduplicated students facing challenges with attendance, discipline, suspension, and social and emotional issues, allowing them more chances to receive support from the school psychologist. LEA-wide implementation adds to the betterment of mental health for all students.	3.1, 3.2, 3.3, 3.8
3.3	**Action:** LVN	An LVN (Licensed Vocational Nurse) will be available five days a week to support students and	3.1, 3.2, 3.3, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Dashboard data indicated that 15.8% of students experienced chronic absenteeism. The rates were 16.5% for Socioeconomically Disadvantaged (SED) students, 13.6% for English learners, 15.9% for Hispanic/Latino students, 25% for homeless students, and 14.9% for LTELs. Educational partner feedback highlighted the need for services aimed at improving student health and increasing family outreach. This includes one-on-one conversations about student health, distributing health literature, and presenting information to help students make better health choices. **Scope:** LEA-wide	parents with outreach and supportive services. The nurse's services will enhance students' mental and physical health through training, skill-building, health literature, and presentations. Fortunately, our school nurse is on campus from Mon-Fri. The school nurse is to bridge the gap between the worlds of medicine/health care and education. Because of the nurse's license and educational background, she is the only member of the school team to adequately address the health needs and procedures that must be carried out in the school setting. The school nurse implements health plans and ultimately has responsibility and accountability for the delivery of student nursing care for all students at school, LEA-wide.	
3.4	**Action:** RN **Need:** Dashboard data indicated that 15.8% of students experienced chronic absenteeism. The rates were 16.5% for Socioeconomically Disadvantaged (SED) students, 13.6% for English learners, 15.9% for Hispanic/Latino students, 25% for homeless students, and 14.9% for LTELs. Ongoing education partner and District feedback emphasized the need for services to improve student health and increase family outreach. These services include one-on-one conversations about student health, distributing health literature,	The RN (Registered Nurse) will have 15 additional days added to the school calendar, enabling her to address student health needs and conduct family outreach. With health needs in mind, nurses cannot be told what duties they can delegate (or hand over) to another person (including unlicensed personnel). The RN has the legal license to determine what may be delegated and to whom it may be delegated. While the nurse may delegate the duty to another person, the nurse still retains the responsibility and accountability for it. All students will have care as needed, LEA-wide.	3.1, 3.2, 3.3, 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and providing information to help students make healthier choices. **Scope:** LEA-wide		
3.9	**Action:** Infrastructure/ Software ActVnet **Need:** Based on ongoing educational partner feedback: Parents safety and connectedness survey: 2024-2025 100% of parents feel safe and connected at school, Staff safety and connectedness survey: 2024-2025 83% of staff feel safe and connected at school. There is an identified need of better safety measures in infrastructure and software safety. Unduplicated students perform better in safe school learning environments. **Scope:** LEA-wide	The District will maintain infrastructure and software to connect with first responders in case of an emergency. The safety of students and staff is a priority LEA-wide.	3.8
3.10	**Action:** Student Information **Need:** According to the P2 reporting, all students had 95.17% attendance. Additionally, 15.8% of students were chronically absent. Specifically, the rates were 16.5% for Socioeconomically Disadvantaged (SED) students, 13.6% for English learners, 15.9% for Hispanic/Latino	Unduplicated students will be on a watch list through Aeries Analytics- Areas for review include: attendance, discipline, testing/assessment data, and program participation. This action will be implemented LEA-wide as an early warning system is critical in monitoring all students who are at risk of low student achievement.	3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students, 25% for homeless students, and 14.9% for LTELs. Additionally, 3.1% of students were suspended. Ongoing education partner feedback indicates unduplicated students' families have unique needs for communication: addressing gaps in learning; conducting meaningful education partner relationships, and transparency. **Scope:** LEA-wide		
3.12	**Action:** Door Locks **Need:** Local surveys from educational partners revealed that 83% of staff and 100% of parents feel safe and connected at school. While working on the school safety plan it was determined that it would be best if TESD could update the current door locks. Ongoing education partner feedback indicates that parents feel safe and connected to the school. However, a lower percentage of staff members feel safe and connected. In addition, unduplicated students will benefit from staff feeling safer and having a more secure classrooms. Unduplicated students have lower attendance rates, in part, because they don't feel safe at school at times. Education partner feedback urges the District to implement safety measures. **Scope:**	By updating the current door locks with keyless entry door lock system TESD will be able to increase a safer and more secure campus. LEA-wide implementation of this action will increase the rate of a sense of safety and security for parents, students, and staff.	3.1, 3.8, 3.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.1	**Action:** Parent Events **Need:** Based on feedback from educational partners, the development of 22 opportunities for parent involvement in district decision-making, 50 parent education opportunities through schoolwide programs, and the coordination of 34 parent-sponsored events have significantly increased overall parent engagement. Ongoing input from partners highlights that when parents are involved in decision-making processes, it strengthens the district's connection to the community and helps ensure its efforts remain relevant and responsive to local needs. **Scope:** LEA-wide	The District wishes to ensure that attendance of all parents at parent conferences. This remains an ongoing effort, with the district committed to devising strategies to further boost parent participation. We would like to maintain effectiveness of this Action because parents access to real-time student and school information through the Aeries Parent Portal including attendance, grades, ELPAC and CAASPP student score reports, and school/parent communication more frequently and have the opportunity to team up with school staff.	4.1, 4.2, 4.3, 4.4
4.2	**Action:** Student Information/Parent Communication **Need:** According to the P2 reporting, all students had 95.17% attendance The 2023–2024 Dashboard reported a chronic absenteeism rate of 15.8% overall. Subgroup rates were as follows: 16.5% for SED students, 13.6% for English Learners, 15.9%	Giving parents access through the Aeries Portal will allow for ongoing communication regarding grades and attendance. Parent Square will be used to communicate school events and important information to keep parents and guardians informed throughout the school year. School information will be posted on the school website as well as on Facebook to increase awareness and remind families of events taking place at TESD along with paper notes that are sent home as a reminder. The district encourages parents to stay	4.1, 4.2, 4.3, 4.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for Hispanic/Latino students, and 25% for homeless students. Survey results indicated that 100% of parents feel safe and connected to the school. However, feedback from educational partners identified a need to strengthen parent communication regarding school events and student progress. **Scope:** LEA-wide	informed about the progress being made with their students.	
5.1	**Action:** Facilities **Need:** With over 90% of our students designated as socioeconomically disadvantaged and residing in a high-poverty community, access to clean, well-maintained, and safe play areas are near non-existent. Tipton has no public parks or areas where children can comfortably socially interact. The large majority of students residing in this community are Unduplicated Pupils. Tipton parent and student surveys indicate that there is an appreciation for the well-maintained and welcoming environment of the school. Educational partners shared the importance of maintaining facilities; inclusive of classrooms, restrooms, play areas, and other facilities in excellent repair. Their is need for improving and maintaining the school facilities, while continuing to prioritize safety and access for every student. The needs, conditions and circumstances of the Tipton	Provide adequate facilities, equipment and supplies for performing arts for foster youth, English learners, and low-income students to increase student participation in the music program as well as other VAPA course offerings. A music teacher will be employed to support the VAPA program. Low income, foster youth, and English learner students will be actively sought out to participate in the VAPA course offerings. Improvement to school facilities include but are not limited to modernization of buildings, supplies, equipment, student desks, fields, and playgrounds.	5.1, 5.2, 5.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foster youth, English Learners, and low-income students were considered first when determining the need for this action. The educational partners of Tipton (parents, students, and staff) again provided feedback and input on the importance of maintaining ongoing improvements and maintenance of district facilities at excellent levels. **Scope:** LEA-wide		
5.2	**Action:** Equipment **Need:** Four VAPA events were held, and 11.2% of students experienced learning in music. Ongoing feedback from educational partners identified a need for continued VAPA and music experiences. Specifically for English learners, with second language acquisition, the integration of visual arts provides differentiated learning, bolsters confidence, and encourages students to appreciate their own cultures and heritages through experiential learning in a safe learning space. **Scope:** LEA-wide	The District will provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings. Students who participate in the arts are: 4 times more likely to be recognized for academic achievement 3 times more likely to win an award for school attendance Participate in youth groups nearly four times as frequently Read for pleasure nearly twice as often Perform community service more than four times as often. Unduplicated students perform at lower rate in VAPA classes. These students do not have the resource to participate in VAPA activities outside of the school setting.	5.2, 5.3
5.3	**Action:** School Garden **Need:**	The District will provide a school garden for outdoor learning experience for SED, EL, and Hispanic students. This experience for these students will give opportunities to develop	5.1, 5.2

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	On-going request from educational partners indicates support for the continuance of providing a broad range of studies, including elective courses being offered. The socioeconomically disadvantaged and English Learner students outperformed the statewide average for these groups in ELA and Math. Academic progress in ELA and Math by Unduplicated Pupils has shown the positive impact of providing these additional learning resources to these students. These students benefit from having all the necessary materials to support their learning, as without this access, progress would be slowed. **Scope:** LEA-wide	requirement for all district students, providing students other than Unduplicated with the necessary learning resources guarantees equity in education and for all, and thus this Action is being implemented LEA-wide.	
6.1	**Action:** Staffing/Class Size **Need:** The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed -32 points from standard on the CAASPP in ELA. Dashboard shows that English learner students performed -38.6 points from standard on CAASPP. However, low income students performed -32.4 points from standard, Hispanic students performed -29.8 points from standard. In Math the Dashboard data reports that students in grades 3-8 performed -67.8 points from standard, SED: -69.6 points from standard, English Learner: -73.5 points from standard, Hispanic: -66.2 points from standard. Students	Class sizes will not exceed the maximum number of students as identified in the collective bargaining units. Small class sizes are needed to support student learning with individualized academic and social support for students. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented site-wide to benefit all students, as small class sizes support small group instruction, systematic intervention, one on one student support, and better student success.	6.1, 6.2, 6.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	had an overall decline of 3.6 points. Ongoing feedback from educational partners identified a need for small class sizes. **Scope:** LEA-wide		
6.2	**Action:** Additional Staffing **Need:** The California School Dashboard (Dashboard) reports that all students in grades 3-8 performed -32 points from standard on the CAASPP in ELA. Dashboard shows that English learner students performed -38.6 points from standard on CAASPP. However, low income students performed -32.4 points from standard, Hispanic students performed -29.8 points from standard. In Math the Dashboard data reports that students in grades 3-8 performed -67.8 points from standard, SED: -69.6 points from standard, English Learner: -73.5 points from standard, Hispanic: -626.2 points from standard. Students had an overall decline of 3.6 points. Ongoing education partner feedback tells the District there is a need for additional staffing as lower class sizes will require more teachers. **Scope:** LEA-wide	Additional teaching staff allows small class sized and increased opportunities for foster youth, English learners, low-income students, and homeless youth to have individualized academic and social emotional supports. Although this action, strategically supports unduplicated students, it will be implemented efficiently and effectively LEA-wide.	6.1, 6.2, 6.3

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

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

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

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

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,352,892	2,332,710	43.578%	0.000%	43.578%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,337,303.80	$528,589.08	$0.00	$379,175.00	$3,245,067.88	$2,398,243.33	$846,824.55

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$533,647.00	$0.00	$251,115.00	$74,153.00		$208,379.00	$533,647.00	
1	1.2	Technology and Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$94,395.00	$140,700.00	$235,095.00				$235,095.00	
1	1.3	ELA Materials: Books and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$18,000.00	$18,000.00				$18,000.00	
1	1.4	Awards/Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.5	Librarian	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$104,445.00	$0.00	$104,445.00				$104,445.00	
1	1.6	Resource Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$181,465.00	$0.00	$103,900.00			$77,565.00	$181,465.00	
1	1.7	Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$28,000.00	$28,000.00				$28,000.00	
1	1.8	Salary Increase	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$125,000.00	$0.00	$125,000.00				$125,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Summer School	All	No			All Schools	On-going	$115,600.00	$0.00		$115,600.00			$115,600.00	
1	1.10	Tutoring	All	No			All Schools	On-going	$30,000.00	$0.00		$30,000.00			$30,000.00	
1	1.11	Web-Based Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$13,000.00	$13,000.00				$13,000.00	
1	1.12	Materials	All	No			All Schools	On-going	$0.00	$1,500.00				$1,500.00	$1,500.00	
1	1.13	Library Books and Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$13,500.00	$13,500.00				$13,500.00	
1	1.14	MTSS Coach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$3,352.25	$4,968.75	$8,321.00				$8,321.00	
1	1.15	STEM Enrichment Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$151,770.00	$0.00	$151,770.00				$151,770.00	
1	1.16	Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.17	Writing Professional Development to support ELs & LTELs	English Learners	Yes	LEA-wide	English Learners	All Schools	On-going	$2,514.15	$6,825.00	$1,200.00	$8,139.15			$9,339.15	
1	1.18	Reading Intervention	All	No			All Schools	On-going	$0.00	$30,000.00		$30,000.00			$30,000.00	
1	1.19	Academic Instructional Coach														
2	2.1	Math Materials: Books and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.2	Awards/Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,500.00	$2,500.00				$2,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Professional Development	All	No			All Schools	On-going	$3,471.93	$29,250.00		$32,721.93			$32,721.93	
2	2.4	Web-Based Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	Academic Instructional Coach						3 years								
3	3.1	Awards and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.2	Psychologist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$24,300.00	$24,300.00				$24,300.00	
3	3.3	LVN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$86,177.00	$36,177.00	$50,000.00			$86,177.00	
3	3.4	RN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$25,180.00	$18,885.00	$6,295.00			$25,180.00	
3	3.5	BHS mental health professional	All	No			All Schools	On-going	$0.00	$171,680.00		$171,680.00			$171,680.00	
3	3.6	Special Friends Aide						On-going								
3	3.7	Parent Liaison	All	No			All Schools	On-going	$32,134.00	$0.00				$32,134.00	$32,134.00	
3	3.8	Triage Social Worker														
3	3.9	Infrastructure/ Software ActVnet	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$5,449.00	$5,449.00				$5,449.00	
3	3.10	Student Information	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,494.80	$2,494.80				$2,494.80	
3	3.11	CPR	All	No			All Schools	Every 2 years	$0.00	$0.00	$0.00				$0.00	
3	3.12	Door Locks	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Over the next two years	$0.00	$30,000.00	$20,000.00	$10,000.00			$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.13	Professional Development														
4	4.1	Parent Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$11,200.00	$11,200.00				$11,200.00	
4	4.2	Student Information/Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$20,100.00	$20,100.00				$20,100.00	
5	5.1	Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$150,000.00	$150,000.00				$150,000.00	
5	5.2	Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,500.00	$2,500.00				$2,500.00	
5	5.3	School Garden	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$2,500.00	$2,500.00				$2,500.00	
5	5.4	Custodial Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$32,250.00	$0.00	$32,250.00				$32,250.00	
5	5.5	Materials, Supplies and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$4,000.00	$4,000.00				$4,000.00	
5	5.6	Music	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$111,500.00	$0.00	$51,903.00			$59,597.00	$111,500.00	
5	5.7	Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$0.00	$3,500.00	$3,500.00				$3,500.00	
6	6.1	Staffing/Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$498,525.00	$0.00	$498,525.00				$498,525.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	**6.2**	Additional Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	On-going	$378,174.00	$0.00	$378,174.00				$378,174.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,352,892	2,332,710	43.578%	0.000%	43.578%	$2,337,303.80	0.000%	43.664 %	**Total:**	$2,337,303.80
								LEA-wide Total:	$2,337,303.80
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$251,115.00	
1	**1.2**	Technology and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$235,095.00	
1	**1.3**	ELA Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
1	**1.4**	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
1	**1.5**	Librarian	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$104,445.00	
1	**1.6**	Resource Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,900.00	
1	**1.7**	Field Trips	Yes	LEA-wide	English Learners Foster Youth	All Schools	$28,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.8	Salary Increase	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$125,000.00	
1	1.11	Web-Based Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	
1	1.13	Library Books and Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,500.00	
1	1.14	MTSS Coach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,321.00	
1	1.15	STEM Enrichment Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,770.00	
1	1.16	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	1.17	Writing Professional Development to support ELs & LTELs	Yes	LEA-wide	English Learners	All Schools	$1,200.00	
2	2.1	Math Materials: Books and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.2	Awards/Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.4	Web-Based Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
3	3.1	Awards and Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
3	3.2	Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,300.00	
3	3.3	LVN	Yes	LEA-wide	English Learners Foster Youth	All Schools	$36,177.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.4	RN	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,885.00	
3	3.9	Infrastructure/ Software ActVnet	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,449.00	
3	3.10	Student Information	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,494.80	
3	3.12	Door Locks	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.1	Parent Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,200.00	
4	4.2	Student Information/Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,100.00	
5	5.1	Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	
5	5.2	Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
5	5.3	School Garden	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
5	5.4	Custodial Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,250.00	
5	5.5	Materials, Supplies and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,000.00	
5	5.6	Music	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,903.00	
5	5.7	Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth	All Schools	$3,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
6	**6.1**	Staffing/Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$498,525.00	
6	**6.2**	Additional Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$378,174.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,453,077.76	$3,421,379.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Aides	Yes	$497,756.00	$493,463.03
1	**1.2**	Technology and Resources	Yes	$243,803.11	$302,142.62
1	**1.3**	ELA Materials: Books and Supplies	Yes	$18,000.00	$18,000.00
1	**1.4**	Awards/Incentives	Yes	$5,000.00	$650.00
1	**1.5**	Librarian	Yes	$101,770.00	$101,096.95
1	**1.6**	Resource Teacher	Yes	$176,298.00	$174,858.24
1	**1.7**	Field Trips	Yes	$28,000.00	$24,243.58
1	**1.8**	Salary Increase	Yes	$125,000.00	$125,000.00
1	**1.9**	Summer School	No	$114,900.00	$120,000.00
1	**1.10**	Tutoring	No	$25,000.00	$25,000.00
1	**1.11**	Web-Based Programs	Yes	$15,000.00	$13,347.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Materials	No	$1,500.00	$578.93
1	1.13	Library Books and Materials	Yes	$13,000.00	$13,116.63
1	1.14	MTSS Coach	Yes	$6,675.00	$7,095.00
1	1.15	STEM Enrichment Teacher	Yes	$141,000.00	$139,594.52
1	1.16	Materials and Supplies	Yes	$1,000.00	$983.90
1	1.17	Writing Professional Development to support ELs & LTELs	Yes	$6,865.00	$7,095.00
1	1.18	Reading Intervention	No	$30,000.00	$15,900.00
1	1.19	Academic Instructional Coach	No	$85,992.00	$6,974.76
2	2.1	Math Materials: Books and Supplies	Yes	$5,000.00	$6,369.15
2	2.2	Awards/Incentives	Yes	$5,000.00	$650.00
2	2.3	Professional Development	No	$18,830.00	$32,159.26
2	2.4	Web-Based Programs	Yes	$5,000.00	$13,133.56
2	2.5	Academic Instructional Coach	No	$85,992.00	$6,974.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Awards and Incentives	Yes	$4,000.00	$5,465.50
3	3.2	Psychologist	Yes	$71,010.00	$71,010.00
3	3.3	LVN	Yes	$53,437.00	$53,437.00
3	3.4	RN	Yes	$18,510.00	$18,510.00
3	3.5	BHS mental health professional	Yes	$83,805.00	$167,610.00
3	3.6	Special Friends Aide	No	$13,187.00	$12,519.00
3	3.7	Parent Liaison	No	$31,139.00	$31,157.38
3	3.8	Triage Social Worker	Yes	$83,805.00	$0.00
3	3.9	Infrastructure/ Software ActVnet	Yes	$2,400.00	$2,400.00
3	3.10	Student Information	Yes	$2,100.00	$0.00
3	3.11	CPR	No	$3,430.00	$2,857.24
3	3.12	Door Locks	Yes	$100,000.00	$94,267.44
3	3.13	Professional Development		0.00	0.00
4	4.1	Parent Events	Yes	$6,500.00	$7,980.56
4	4.2	Student Information/Parent	Yes	$11,084.00	$19,876.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Communication			
5	**5.1**	Facilities	Yes	$300,000.00	$300,000.00
5	**5.2**	Equipment	Yes	$2,500.00	$2,269.01
5	**5.3**	School Garden	Yes	$2,500.00	$2,465.32
5	**5.4**	Custodial Staff	Yes	$31,814.00	$31,182.35
5	**5.5**	Materials, Supplies and Equipment	Yes	$4,000.00	$4,000.00
5	**5.6**	Music	Yes	$104,819.65	$101,177.12
5	**5.7**	Materials and Supplies	Yes	$4,800.00	$4,463.26
6	**6.1**	Staffing/Class Size	Yes	$483,397.00	$479,724.75
6	**6.2**	Additional Staffing	Yes	$278,459.00	360,578.67

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,319,727	$2,588,183.42	$2,724,230.27	($136,046.85)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Aides	Yes	$284,256.00	$292,341.42		
1	1.2	Technology and Resources	Yes	$243,803.11	$302,142.62		
1	1.3	ELA Materials: Books and Supplies	Yes	$18,000.00	$18,000.00		
1	1.4	Awards/Incentives	Yes	$5,000.00	$650.00		
1	1.5	Librarian	Yes	$101,770.00	$101,096.95		
1	1.6	Resource Teacher	Yes	$122,200.00	$121,176.80		
1	1.7	Field Trips	Yes	$28,000.00	$24,243.58		
1	1.8	Salary Increase	Yes	$125,000.00	$125,000.00		
1	1.11	Web-Based Programs	Yes	$15,000.00	$13,347.76		
1	1.13	Library Books and Materials	Yes	$13,000.00	$13,116.63		
1	1.14	MTSS Coach	Yes	$6,675.00	$7,095.00		
1	1.15	STEM Enrichment Teacher	Yes	$141,000.00	$139,594.52		
1	1.16	Materials and Supplies	Yes	$1,000.00	$983.90		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.17	Writing Professional Development to support ELs & LTELs	Yes	$6,865.00	$7,095.00		
2	2.1	Math Materials: Books and Supplies	Yes	$5,000.00	$6,369.15		
2	2.2	Awards/Incentives	Yes	$5,000.00	$650.00		
2	2.4	Web-Based Programs	Yes	$5,000.00	$13,133.56		
3	3.1	Awards and Incentives	Yes	$4,000.00	$5,465.50		
3	3.2	Psychologist	Yes	$71,010.00	$71,010.00		
3	3.3	LVN	Yes	$53,437.00	$53,437.00		
3	3.4	RN	Yes	$18,510.00	$18,510.00		
3	3.5	BHS mental health professional	Yes	$23,805.00	$47,610.00		
3	3.8	Triage Social Worker	Yes	$23,805.00	$0.00		
3	3.9	Infrastructure/ Software ActVnet	Yes	$2,400.00	$2,400.00		
3	3.10	Student Information	Yes	$2,100.00	$0.00		
3	3.12	Door Locks	Yes	$66,666.67	$58,854.68		
4	4.1	Parent Events	Yes	$6,500.00	$7,980.56		
4	4.2	Student Information/Parent Communication	Yes	$11,084.00	$19,876.95		
5	5.1	Facilities	Yes	$300,000.00	$300,000		
5	5.2	Equipment	Yes	$2,500.00	$2,269.01		
5	5.3	School Garden	Yes	$2,500.00	$2,465.32		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.4**	Custodial Staff	Yes	$31,814.00	$31,182.35		
5	**5.5**	Materials, Supplies and Equipment	Yes	$4,000.00	$4,000.00		
5	**5.6**	Music	Yes	$70,826.64	$68,365.33		
5	**5.7**	Materials and Supplies	Yes	$4,800.00	$4,463.26		
6	**6.1**	Staffing/Class Size	Yes	$483,397.00	$479,724.75		
6	**6.2**	Additional Staffing	Yes	$278,459.00	$360,578.67		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,279,198	2,319,727	5.099%	49.040%	$2,724,230.27	0.000%	51.603%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32627(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32627(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32627(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024