

# AGENDA

## REGULAR BOARD MEETING

Tuesday, October 6, 2015  
7:00 p.m. District Conference Room

1. **Call to order- Flag Salute**

**In compliance with the Americans with Disabilities Act and the Brown Act, if you need special assistance to participate in the meeting, including the receipt of the agenda and documents in the agenda package in an alternate format, please contact the Tipton Elementary School District office at (559) 752-4213. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting (28CFR35.102-35, 104 ADA Title II), and allow for the preparation of documents in appropriate alternate format**

2. **Public Input:**

*In order to ensure that Members of the public are provided a meaningful opportunity to address the board on agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public input portion of the agenda, or at the time the matter is taken up by the Board. **Board presentations are limited to 3 minutes per person and 15 minutes per topic.***

2.1 Community Relations/Citizen Comments-

2.2 Reports by Employee Units CTA/CSEA-

2.3 Correspondence-

Review and Approval of Budget, Fiscal Year 2015-2016

3. **CONSENT CALENDAR: Action items:**

3.1 Minutes of the Regular Board Meeting-September 1, 2015

3.2 Special Education Services with TCOE

3.3 BTSA agreement

3.4 Family Service Worker Services Agreement with TCOE

3.5 Health Service Agreement with TCOE

3.6 Surplus Copiers

3.7 Field Trip, Fund Raiser and Conference Attendance Requests

4. **ADMINISTRATIVE: Action items:**

4.1 Approval of 2015-2016 Local Control Accountability Plan and Annual Update (LCAP)

4.2 Authorize Signature Update to the Valley Bank Accounts, remove Merri Larson and add Anthony Hernandez from the list as per attached.

5. **FINANCE: Action items:**

5.1 Vendor Payments (A revised document will be available during the vendor payment presentation)

5.2 Budget Revisions (A revised document will be available during the budget revision presentation)

6. **INFORMATION: (Verbal Reports & presentations)**
  - 6.1 MOT--FOOD SERVICE—PROJECTS.
7. **Any Other Business-**
  - 7.1 Quarterly Board Policy Updates – Informational
  - 7.2 CAASPP 2014-2015 Results
8. **Adjourn to Closed Session: The Board will consider and may act upon any of the following items in closed session. Any action taken will be reported publicly at the end of closed session as required by law.**
  - 8.1 Personnel items: Employment, Resignations, Transfers, Leaves etc. of Certificated and Classified Personnel.
  - 8.2 Student transfers, expulsion, reinstatements, suspensions, inter District request, etc.
  - 8.3 Discussion on Certificated/Classified Negotiation
  - 8.4 Management Negotiation and Discussion.
9. **Reconvene to open session**
10. **Report out from Closed Session**
11. **Adjournment**

**The Board upon discussion and a vote of agreement may make any item an action item.**

**Notice: If documents are distributed to Board Members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 370 N. Evans Road, Tipton CA. 93272, telephone 752-4213.**

**Agenda posted October 1, 2015**

## **2. Public Input:**

### **2.3 Correspondence-**

Review and Approval of Budget, Fiscal Year 2015-2016

# Tulare County Office of Education

*Committed to Students, Support and Service*

**Jim Vidak**  
County  
Superintendent  
of Schools

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**Instructional  
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**Special Services**  
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September 15, 2015

Miguel Guerrero, Superintendent  
Tipton School District  
PO Box 787  
Tipton, CA 93272

**SUBJECT: REVIEW AND APPROVAL OF BUDGET, FISCAL YEAR 2015-16**

Dear Miguel:

We have completed our review and analysis of your district budget for fiscal year 2015-16 and the accompanying certification pursuant to Education Code Section 42127.

The County Superintendent is required to approve, conditionally approve, or disapprove a school district budget on or before September 15<sup>th</sup> each fiscal year. Beginning with fiscal year 2014-15 a school district budget shall not be approved by the county superintendent of schools before a district local control and accountability plan or update to an existing plan is approved.

The district's 2015-16 local control accountability plan (LCAP) has been disapproved by our office. A separate letter regarding that disapproval and next steps required was sent to you and the governing board president from the instructional services division of our office.

Concurrent with our review of the LCAP, we have also performed our required review of the district 2015-16 adopted budget. We find the budget, as submitted, can be conditionally approved pending revision and approval of the district LCAP. If the sole reason for disapproval of a district budget is the absence of an approved LCAP, the county superintendent of schools will not call a budget review committee pursuant to Education Code Section 42127.1.

We will issue a secondary budget review letter clearing the conditional status of the district budget when appropriate. Board approved budget revisions may be required, depending on changes made to the LCAP.

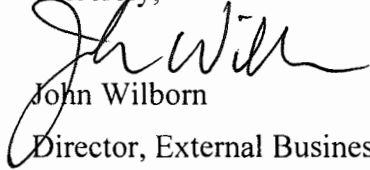


September 15, 2015

Please review our comments and recommendations on the following page concerning our review of the district's 2015-16 adopted budget.

If you have any concerns or questions about this review, our comments or recommendations, please do not hesitate to call me at 733-6338.

Sincerely,

A handwritten signature in black ink, appearing to read "John Wilborn". The signature is fluid and cursive, with the first name "John" being more prominent than the last name "Wilborn".

John Wilborn  
Director, External Business Services

/es

cc: Tony Macedo, Board President

Additional Comments and Recommendations concerning the 2015-16 Adopted Budget

- We would first like to point out an error that was made by our office in the year-end closing process for districts on the TCOE Financial System. Our office routinely posts some accrual entries across all districts using our system. In this year’s closing, our office failed to reverse a State Aid liability accrual made at the end of 2013-14. While it does not affect estimates used by the district in preparation of the adopted budget, it does understate the district’s final 2014-15 ending fund balance reflected in the annual financial report just approved by district governing boards. Your district auditors will post corrections to the district’s July 1, 2015 beginning balances, which are usually reflected on a district’s Second Interim report for the year. The amount for the district is \$54,323.00. When the adjustment is made, the district’s available reserves will be increased by that amount. We apologize for any confusion this may cause and wanted to inform the district governing board as soon as possible.
- The district is projecting current and future reserves that reflect a sound fiscal position. We commend the district for its secure financial position.
- The district adopted LCAP and budget were based on the Governor’s January proposal. The adopted State Budget Act included significant increases in funding for LCFF gap closure. Likewise, this additional funding greatly increases supplemental and concentration grant funding to be received by the district. Below is a comparison of district assumptions and final State Budget Act funding.

	2015-16	2016-17	2017-18
<b><u>LCFF Gap Closures %</u></b>			
District	32.19%	11.00%	12.82%
State Budget Act	51.52%	12.52%	18.11%
<b><u>Supplemental Concentration</u></b>			
<b><u>Grant Funding</u></b>			
District	1,043,879	1,135,820	1,237,035
State Budget Act	1,265,568	1,339,839	1,442,172

- The State Budget Act provided significant new funding for K-12 Education. However, districts need to be cautious in how they commit to spend the new funding. The Supplemental and Concentration Grant component of the funding can only be expended as determined in the district’s adopted LCAP. There is a significant difference in LCFF funding increases between LCFF Base Funding and Supplemental and Concentration Grant Funding components. Most cost increases will need to be paid for using Base funding. Below is a schedule showing a breakdown of the components for your district.

Budget Act Funding Change

	2014-15	2015-16	\$ Change	% Change
Phase-In Entitlement	5,168,646	5,823,925	655,279	12.68%
Supplemental Concentration	693,301	1,265,568	572,267	82.54%
Base Funding	4,475,345	4,558,357	83,012	1.85%
Estimated ADA	594.11	594.11		
Per ADA Base Funding	7,532.86	7,672.58	139.72	1.85%

- There are no additional comments

**3. CONSENT CALENDAR: Action items:**

**3.1** Minutes of the Regular Board Meeting-September 1, 2015

# Minutes

## REGULAR BOARD MEETING

Tuesday, September 1, 2015

7:00 p.m. District Conference Room

### 1. Call to order- Flag Salute

*Board President Tony Macedo called the meeting to order at 7:00 pm and lead the flag salute.  
Board Member present: Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice.*

*Guest: Noqueria Rois, Lidia Rocha, Virginia Almeida, Jacob Munoz, Stacey Bettencourt,  
Anthony Hernandez, and Fausto Martin*

### 2. Open Public Hearing on Student Textbooks to Determine that Pupils Have Sufficient Textbooks or Instructional Materials for the 2015-2016 School Year.

#### 2.1 Open for public questions and comments.

*Motion to open the public hearing on Student Textbooks was made by Iva Sousa and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

*No comments were made.*

#### 2.2 Close Public Hearing

*Motion to close the public hearing on Student Textbooks was made by John Cardoza and second by Shelley Heeger.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

### 3. Open Public Hearing for the Revised Tipton Elementary School District Local Control Accountability Plan (LCAP) for the 2015-2016 Fiscal Year.

#### 3.1 Open for public questions and comments.

*Motion to open the public hearing on the 2015-2016 LCAP was made by Iva Sousa and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

*Mr. Jacob Munoz, Vice Principal/Projects, presented to the board a brief overview of our LCAP goals.*

*No further comments were made.*

### **3.2 Close Public Hearing**

*Motion to close the public hearing on the 2015-2016 LCAP was made by John Cardoza and second by Greg Rice.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

## **4. Public Input:**

**4.1** Community Relations/ Citizen Comments

**4.2** Reports by Employee Units CTA/CSEA

*Ms. Virginia Almeida, CSEA Chapter President, announce to the board that CSEA has ratified the school secretary's memorandum of understanding.*

**4.3** Correspondence

Letter from Dr. Guadalupe Solis, Deputy Superintendent of Instructional Services, Tulare County of Education, regarding Local Control Accountability Plan (LCAP)

## **5. CONSENT CALENDAR: Action items:**

**5.1** Minutes Regular Board meeting August 4, 2015

**5.2** Minutes from Special Board Meeting August 11, 2015

**5.3** Approve Board Policies and Administrative Regulations – BP/AR 5144.4 Required Parental Attendance, E 5145.6 Parent Notifications and BP 6170.1 Transitional Kindergarten

**5.4** After School Program Supervisor Job Description

**5.5** Conference, Field Trip, Fund Raiser and Facilities Requests

*Motion to approve the consent calendar was made by Shelley Heeger and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

## **6. ADMINISTRATIVE: Action items:**

**6.1** Board Resolution #2015-2016-09 In the Matter of Determining that Pupils Have Sufficient Textbooks or Instructional Materials for the 2015-2016 School Year

*Motion to approve the Board Resolution #2015-2016-09 was made by Shelley Heeger and second by Greg Rice.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

**6.2** Approval of annual financial report and appropriations limit-(GANN)  
Resolution #2015-2016-10

*Motion to approve the Board Resolution #2015-2016-10 was made by Iva Sousa and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

**7. FINANCE: Action items:**

**7.1** Vendor Payments

*Motion to approve Vendor Payments was made by Shelley Heeger and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

**7.2** Budget Revisions

*Motion to approve Budget Revisions was made by Greg Rice and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

**7.3** Unaudited Actuals

*Motion to approve Unaudited Actuals was made by Greg Rice and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

**8. INFORMATION: (Verbal Reports & presentations)**

**8.1 MOT--FOOD SERVICE—PROJECTS**

*The latest version of multi-purpose building design was presented by Mr. Guerrero. He highlighted the latest changes made to the design.*

**9. Any Other Business:**

**10. Adjourn to Closed Session: 8:01 pm**

**11. Reconvene to open session: 8:47 pm**

**12. Report out from Closed Session:**

**10.1** Personnel items: Employment, Resignations, Transfers, Leaves etc. of Certificated and Classified Personnel.

10.1 a Approve employment of Yesenia Mendoza as After School Program Supervisor for the 2015-16 school year.

*Motion to approve employment of Yesenia Mendoza as the After School Program Supervisor was made by Shelley Heeger and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

10.1 b Approve employment of Mari Edrada, Maria Maciel Trujillo and Stephanie Solis as After School Instructional Aide for the 2015 - 2016 school year.

*Motion to approve employment of Mari Edrada, Maria Maciel Trujillo and Stephanie Solis as After School Instructional Aide for the 2015 - 2016 school year was made by Shelley Heeger and second by Iva Sousa.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

10.1 c Approve employment of Maria Sanchez for Cafeteria Yard Duty Supervisor for the 2015-2016 school year.

*Motion to approve employment of Maria Sanchez for Cafeteria Yard Duty Supervisor for the 2015 - 2016 school year was made by Shelley Heeger and second by Greg Rice.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*



*Absent – 0*

**10.2** Student transfers, expulsion, reinstatements, suspensions, inter District request, etc.

*Motion to approve student transfers was made by Shelley Heeger and second by Greg Rice.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

**10.3** Discussion on Certificated/Classified Negotiation

*No Action Taken*

**10.4** Management Negotiation and Discussion.

*Motion to approve Memorandum of Understanding between Tipton Elementary School District and California School Employees Association Chapter 765 for Annette Miller on call duties as a substitute caller was made by Shelley Heeger and second by John Cardoza.*

*Vote Yea 5/ No 0/ Abstain 0/ Absent 0*

*Yea - Iva Sousa, Shelley Heeger, Tony Macedo, John Cardoza and Greg Rice*

*No – 0*

*Abstain – 0*

*Absent – 0*

**13. Adjourment 8:50 pm**

**Minutes approved October 6, 2015**

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Tony Macedo, President

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Greg Rice, Clerk

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Miguel A. Guerrero Ed.D., Secretary

**3. CONSENT CALENDAR: Action items:**

**3.2 Special Education Services with TCOE**

## AGENCY AGREEMENT

**THIS AGREEMENT**, is entered into between the **Tulare County Superintendent of Schools**, referred to as SUPERINTENDENT and **Tipton School District**, referred to as DISTRICT, for district students enrolled in the County Operated Special Day Classes.

### ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become effective as of July 1, 2015 and shall be on going, based on the State's current funding model.
2. **SERVICES:**
  - A. SUPERINTENDENT will continue to provide special education services to DISTRICT students.
  - B. SUPERINTENDENT will continue to report average daily attendance (ADA) for students serviced that are district funded by district of residence to California Department of Education (CDE), through the apportionment software.
  - C. SUPERINTENDENT will continue to report aggregate information on enrollment and unduplicated pupil counts for students serviced by district of residence to California Longitudinal Pupil Achievement Data System (CALPADS).
3. **COST OF SERVICES:** DISTRICT shall pay SUPERINTENDENT the actual apportionment received from CDE as set forth on Exhibit 1 based on special day class average daily attendance in accordance with the Local Control Funding Formula (LCFF).
4. **METHOD OF PAYMENT:** SUPERINTENDENT shall transfer from the funds of the DISTRICT to the County School Service Fund as advance apportionments are transferred to DISTRICTS from CDE. Education Code Sections 14002 through 14007 and 41301. Section 41330 *directs CDE to apportion money in the advance apportionment on the basis of the second principal apportionment (P-2) from the preceding fiscal year.* In July, when the current year Second Principal Apportionment is certified, the remaining settle up amount will be transferred.
5. **INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify their respective agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, arising out of the activities of SUPERINTENDENT or DISTRICT or their agents, officers and employees under this Agreement. This indemnification shall be provided by each party to the other party regarding its own activities undertaken pursuant to this Agreement, or as a result of the relationship thereby created, including any claims that may be made against either party by any taxing authority asserting that an employer-employee relationship exists by reason of this Agreement, or any claims made against either party alleging civil rights violations by such party under Government Code section 12920 et seq. (California Fair Employment and Housing Act). This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

**THE PARTIES**, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

DISTRICT  
Miguel Guerrero, Superintendent  
Tipton School District  
370 North Evans  
PO Box 787  
Titpon, CA 93272

SUPERINTENDENT  
Jim Vidak, Superintendent  
Business Services  
Tulare County Office of Education  
P.O. Box 5091  
Visalia CA 93278-5091

By: \_\_\_\_\_

By: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

TCOE Program Information

Contact Person and Phone No.: Jody Arriaga, (559)-730-2751  
Budget Number: 010-65000-0-575000-000000-87100

Please return an original copy to:

Tulare County Office of Education  
Jim Vidak, Superintendent  
P.O. Box 5091  
Visalia, CA 93278-5091

### **3. CONSENT CALENDAR: Action items:**

#### **3.3 BTSA agreement**

# **Tulare County Superintendent of Schools Beginning Teacher Support and Assessment Induction Consortium AGREEMENT**

## **A. General**

This Agreement is entered between the Tulare County Superintendent of Schools (TCSOS), Local Education Agency (LEA) for the Tulare County Beginning Teacher Support and Assessment Induction Consortium and Tipton School District to implement the Beginning Teacher Support and Assessment Induction program.

## **B. Parameters**

The effective dates for this Agreement are **July 1, 2015**, through **June 30, 2016**.

Contract and monitoring responsibilities for the Agreement rest with the Tulare County Superintendent of Schools. If modifications are necessary during the duration of this Agreement, they will be added to this document by mutual agreement of all parties involved.

## **C. Purpose**

The purpose of this Agreement is to establish a formal working relationship between the parties to this agreement and to set forth the operative conditions which will govern this partnership. Tulare County Superintendent of Schools and Tipton School District will form a partnership in providing and coordinating services as part of the Tulare County Beginning Teacher Support and Assessment Induction Consortium, hereinafter referred to as "TCBTSAIC".

## **D. Responsibilities - General**

***Tulare County Superintendent of Schools agrees to:***

- a. Employ, at a minimum, a full-time equivalent program director to perform services as described under the heading "BTSA Induction Director" in the program description.
- b. Employ, at a minimum, a full-time secretary to provide for the clerical needs of the program.
- c. Provide work space for the BTSA Induction Director and secretary, and meeting space for program activities.
- d. Provide a process for equitable distribution of services to Participating Teachers and Support Providers in all participating districts.
- e. Establish and maintain accurate records and reports; maintain a confidential file to store information on Participating Teachers involving individual progress through the program.
- f. Supply to the California Commission on Teacher Credentialing and the California Department of Education reports and other information as requested on all matters related to program requirements and activities.

- g. Convene the Leadership Team and develop other administrative processes as provided for in the program description.
- h. Participate in the program accreditation process.
- i. Provide Participating Teachers appropriate professional development opportunities designed to support them in meeting the induction requirements for earning their professional credential.

***Tipton School District agrees to:***

- a. Provide release time for each Site Administrator who has not been previously trained to attend BTSA *Induction Roles and Responsibilities of K-12 Organizations*.
- b. Select Participating Teachers and Support Providers to participate in the TCBTSAIC according to the program standards as defined by California mandates.
- c. Assign Participating Teachers to classroom assignments that provide opportunities for success and professional growth, or provide additional assistance/support to Participating Teachers assigned to work in more challenging settings.
- d. Provide exemplary veteran teachers to work as Support Providers who will meet regularly with Participating Teachers in order to provide on-going assistance and support (at the district's expense).
- e. Ensure Support Providers attend scheduled FACT training as well as provide a minimum of four half-days of release time to observe and meet with each of their Participating Teachers.
- f. Ensure Participating Teachers and Support Providers attend scheduled Professional Development training as outlined by the program.
- g. Ensure Participating Teachers receive release time to meet with their Support Providers and to observe/visit exemplary teachers in their classrooms.
- h. Ensure all district and site administrative staff will respect the confidentiality between the Support Provider and the Participating Teacher. TCBTSAIC activities, support, and assessment will not be considered in district teacher evaluation, merit pay, salary increases, promotions, or sanctions.
- i. Ensure that Site Administrator will:
  - (1) provide opportunities for the Support Provider and the Participating Teacher to meet in a private place to interact;
  - (2) provide site orientation activities for all Participating Teachers designed to inform them of site resources, personnel, procedures, policies, and other appropriate information;
  - (3) understand and agree that the activities of the BTSA Induction program can play no part in the formal evaluation process of any Participating Teacher.
- j. Participate in the program evaluation.
- k. Appoint a district coordinator who will facilitate district general responsibilities as described above and participate in Consortium Leadership Team activities.

***E. Responsibilities - Fiscal***

***TCSOS, in its capacity as LEA, agrees to:***

- a. Provide overall fiscal responsibility for the administration of the program.
- b. Develop and maintain a budget that allocates amounts sufficient to meet the cost of implementing its program responsibilities listed in D, above.
- c. Expend income according to regularly established policies and procedures of the Tulare County Office of Education.

***Tipton School District agrees to:***

- a. Develop and maintain a district budget that allocates amounts sufficient to meet the cost of implementing its program responsibilities listed in D, above.
- b. **The following fee structure for participation in the program applies. The cost will be \$2,000 per participating teacher, per year (regardless of the Participating Teacher's start date).**

**The District will be billed in September for their Participating Teachers who are in the program at that time. The District will then be billed a second time in December for any teachers who were added to the program after the September billing.**

***F. Other Conditions***

Any and all products developed by TCBTSAIC are the exclusive property of the Tulare County Superintendent of Schools. School Districts, their employees, staff, and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the expressed written permission of TCSOS and TCBTSAIC.

TCSOS and TCBTSAIC shall have the authority to adapt and adopt materials developed by TCBTSAIC for dissemination purposes.

For those participants that meet the Early Completion Option requirements the fee will be \$2,500 for the one year experience.

**TULARE COUNTY SUPERINTENDENT OF SCHOOLS:    TIPTON SCHOOL DISTRICT:**

By: \_\_\_\_\_  
Signature of Authorized Official  
Tulare County Superintendent of Schools

By: \_\_\_\_\_  
Signature of Authorized District Official  
Tipton School District

Name: Jim Vidak  
Title: County Superintendent of Schools

Name: Miguel A. Guerrero, Ed.D.  
Title: Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_



**3. CONSENT CALENDAR: Action items:**

**3.4** Family Service Worker Services Agreement with TCOE

# Tulare County Office of Education

*Committed to Students, Support and Service*

**Jim Vidak**  
*County  
Superintendent  
of Schools*

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**Special Services**  
(559) 730-2910  
fax (559) 730-2511

TO: District Superintendent  
FROM: John Rodriguez, Director  
Human Resources  
DATE: September 23, 2015  
RE: Family Service Worker Services Contract

Enclosed please find a contracts for Family Service Worker Services as requested by your district.

Please sign and return 2 of the original contracts, keeping 1 original for your files.

If you have any questions, please call me at 733-6306.

Encl.

/ss

**TULARE COUNTY SUPERINTENDENT OF SCHOOLS  
AND  
TIPTON ELEMENTARY SCHOOL DISTRICT  
FAMILY SERVICE WORKER SERVICES AGREEMENT**

**THIS AGREEMENT** is entered into as of **August 1, 2015**, between the TULARE COUNTY SUPERINTENDENT OF SCHOOLS, referred to as SUPERINTENDENT, and TIPTON ELEMENTARY SCHOOL DISTRICT, referred to as DISTRICT, with reference to the following:

- A. Pursuant to Education Code sections 1260(e), 1262 and 1700, SUPERINTENDENT may provide services to school districts within his jurisdiction.
- B. DISTRICT requires Family Service Worker services.
- C. SUPERINTENDENT is willing to provide Family Service Worker services to DISTRICT upon the terms and conditions of this Agreement.

**ACCORDINGLY, IT IS AGREED:**

**1. TERM AND RENEWAL:** This Agreement shall become effective as of **August 1, 2015**, and shall expire on **June 30, 2016**, unless otherwise terminated as provided in this Agreement. This Agreement may be renewed upon written consent of the parties. DISTRICT shall notify SUPERINTENDENT on or before February 1 of the same year this Agreement is to expire whether or not it desires to renew this agreement for the ensuing school year. SUPERINTENDENT at his sole discretion shall have no obligation to renew this Agreement absent such notice.

**2. ROLE OF SUPERINTENDENT:** SUPERINTENDENT will furnish Family Service Worker services to DISTRICT during the term of this Agreement under the direction of SUPERINTENDENT as follows:

- a. Provide a qualified staff member(s) to perform Family Service Worker services including:
  - i. Identifying needs of students and families.
  - ii. Making recommendations to remediate needs of students and families.
  - iii. Providing student and family social work support to identified students and families.
  - iv. Referring students and families to specialized support services to access services to remediate needs.
  - v. Communicating with families.
  - vi. Maintaining appropriate records preserving a history of services provided to students and families.



**3. ROLE OF DISTRICT:**

DISTRICT agrees to: Pay all mileage directly to the staff member(s) for travel from the DISTRICT'S central office to the assigned areas and back to DISTRICT'S central office.

**4. INDEPENDENT CONTRACTOR:**

a. This Agreement is entered into by both parties with the express understanding that SUPERINTENDENT will perform all services required under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to constitute SUPERINTENDENT or any of its agents, employees or officers as an agent, employee or officer of DISTRICT.

b. Subject to any performance criteria contained in this Agreement, SUPERINTENDENT shall be solely responsible for determining the means and methods of performing the specified services and DISTRICT shall have no right to control or exercise any supervision over SUPERINTENDENT'S agents, employees or officers as to how the services will be performed. Notwithstanding this independent contractor relationship, DISTRICT shall have the right to monitor and evaluate the performance of SUPERINTENDENT to assure compliance with this Agreement.

c. SUPERINTENDENT is responsible for paying all salary, benefits, entitlements and other costs and expenses of its agents, employees or officers, including those required by state or federal law, including, but not limited to: retirement benefits, statutory benefits, workers compensation and group insurance, FICA (Social Security) taxes, state or federal unemployment insurance contributions, state or federal income taxes, disability insurance contributions, and unemployment compensation insurance.

**5. COST OF SERVICES:** DISTRICT agrees to pay SUPERINTENDENT the sum of **\$29,873.00** for **Family Service Worker services** for **530 hours** as provided in this Agreement. Salary and benefits are estimated and will be adjusted to actual costs. Pursuant to Education Code section 1752, SUPERINTENDENT shall transfer this sum from the funds of DISTRICT to the County School Service Fund after **March 1, 2016**.

**6. INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify the other, its agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, including District property, arising from, or in connection with, their performance or their agents, officers and employees under this Agreement. This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

**7. TERMINATION:**

a. The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under this Agreement.

i. With Cause:

- (1) This Agreement may be terminated by either party should the other party:
  - (a) be adjudged a bankrupt, or
  - (b) become insolvent or have a receiver appointed, or
  - (c) make a general assignment for the benefit of creditors, or
  - (d) suffer any judgment which remains unsatisfied for 30 days, and which would substantively impair the ability of the judgment debtor to perform under this Agreement, or
  - (e) materially breach this Agreement.
- (2) For any of the occurrences except item (e), termination may be effected upon written notice by the terminating party specifying the date of the termination.
- (3) Upon a material breach, the Agreement may be terminated following the failure of the defaulting party to remedy the breach to the satisfaction of the non-defaulting party within five (5) days of written notice specifying the breach. If the breach is not remedied within that five (5) day period, the non-defaulting party may terminate the agreement on further written notice specifying the date of termination.
- (4) If the nature of the breach is such that it cannot be cured within a five (5) day period, the defaulting party may, submit a written proposal within that period which sets forth a specific means to resolve the default. If the non-defaulting party consents to that proposal in writing, which consent shall not be unreasonably withheld, the defaulting party shall immediately embark on its plan to cure. If the default is not cured within the time agreed, the non-defaulting party may terminate upon written notice specifying the date of termination.

b. Effects of Termination: Expiration or termination of this Agreement shall not terminate any obligations to indemnify, to maintain and make available any records pertaining to the Agreement, to cooperate with any audit, to be subject to offset, or to make any reports of pre-termination contract activities.

**8. ENTIRE AGREEMENT REPRESENTED:** This Agreement represents the entire agreement between SUPERINTENDENT and DISTRICT as to its subject matter and no prior oral or written understanding shall be of any force or effect. No part of this Agreement may be modified without the written consent of all parties.

**9. NOTICES:**

- a. Except as may be otherwise required by law, any notice to be given shall be written



and shall be either personally delivered, sent by facsimile transmission or sent by first class mail, postage prepaid and addressed as follows:

**SUPERINTENDENT:**

Jim Vidak  
Tulare County Superintendent of Schools  
P.O. Box 5091  
Visalia CA 93278-5091

**Phone No.:** (559) 733-6301

**Fax No.:** (559) 627-5219

**DISTRICT:**

Miguel Guerrero, Ed.D., Superintendent  
P.O. Box 787  
Tipton, CA 93272  
Phone No.: (559) 752-4213  
Fax No.: (559) 687-2221

**With Copies To:**

John Rodriguez, Human Resources Director  
Tulare County Office of Education  
Human Resources  
P.O. Box 5091  
Visalia CA 93278-5091

**Phone No.:** (559) 733-6306

**Fax No.:** (559) 627-4670

b. Notice personally delivered is effective when delivered. Notice sent by facsimile transmission is deemed to be received upon successful transmission. Notice sent by first class mail shall be deemed received on the fifth day after the date of mailing. Either party may change the above address or phone or fax number by giving written notice pursuant to this paragraph.

**10. CONSTRUCTION:** This Agreement reflects the contributions of all parties and accordingly the provisions of Civil Code Section 1654 shall not apply to address and interpret any uncertainty.

**11. NO THIRD PARTY BENEFICIARIES INTENDED:** The parties to this Agreement do not intend to provide any other person, including but not limited to Instructor, with any benefit or enforceable legal or equitable right or remedy.

**12. EXHIBITS AND RECITALS:** The Recitals and the Exhibits to this Agreement are fully incorporated into and are integral parts of this Agreement.

**13. CONFLICT WITH LAWS OR REGULATIONS/SEVERABILITY:** This Agreement is subject to all applicable laws and regulations. If any provision of this Agreement is found by any court or other legal authority, or is agreed by the parties, to be in conflict with any code or regulation governing its subject, the conflicting provision shall be considered null and void. If the effect of nullifying any conflicting provision is such that a material benefit of the Agreement to either party is lost, the Agreement may be terminated at the option of the affected party. In all other cases the remainder of the Agreement shall continue in full force and effect.

**14. FURTHER ASSURANCES:** Each party will execute any additional documents and to

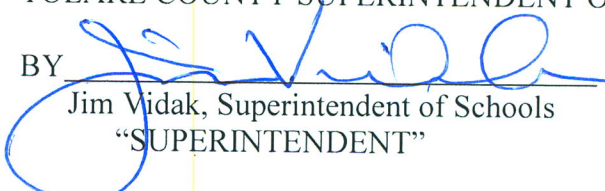
perform any further acts as may be reasonably required to affect the purposes of this Agreement.

**THE PARTIES**, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

Date: 9-23-15

TULARE COUNTY SUPERINTENDENT OF SCHOOLS

BY



Jim Vidak, Superintendent of Schools  
"SUPERINTENDENT"

TIPTON ELEMENTARY SCHOOL DISTRICT

Date: \_\_\_\_\_

BY \_\_\_\_\_

Chairperson, Board of Trustees  
"DISTRICT"

**3. CONSENT CALENDAR: Action items:**

**3.5 Health Service Agreement with TCOE**



# Tulare County Office of Education

*Committed to Students, Support and Service*

**Jim Vidak**  
*County  
Superintendent  
of Schools*

2637 W. Burrel Ave.  
P.O. Box 5091  
Visalia, California  
93278-5091

(559) 733-6300  
www.tcoe.org

## **Administration**

(559) 733-6301  
fax (559) 627-5219

## **Business Services**

(559) 733-6474  
fax (559) 737-4378

## **Human Resources**

(559) 733-6306  
fax (559) 627-4670

## **Instructional Services**

(559) 733-6328  
fax (559) 737-4378

## **Special Services**

(559) 730-2910  
fax (559) 730-2511

TO: District Superintendent

FROM: John Rodriguez, Director  
Human Resources

Date: September 23, 2015

RE: Health Services Contract

Enclosed please find contracts for Health services as requested by your district.

Please sign and return 2 original contracts, keeping 1 copy for your files.

If you have any questions, please call me at 733-6306.

/ss

Encl.

**TULARE COUNTY SUPERINTENDENT OF SCHOOLS  
AND  
TIPTON SCHOOL DISTRICT  
PSYCHOLOGICAL AND/OR HEALTH/NURSING SERVICES AGREEMENT**

**THIS AGREEMENT** is entered into as of **August 1, 2015**, between the TULARE COUNTY SUPERINTENDENT OF SCHOOLS, referred to as SUPERINTENDENT, and TIPTON SCHOOL DISTRICT, referred to as DISTRICT, with reference to the following:

- A. Pursuant to Education Code sections 1260(e), 1262 and 1700, SUPERINTENDENT may provide services to school districts within his jurisdiction.
- B. Education Code section 1752 states that SUPERINTENDENT may, with the approval of the county board of education, enter into an agreement with the governing board of a school district for the provision of any or all health services.
- C. DISTRICT requires:
- psychological services
  - health/school nursing services
- D. SUPERINTENDENT is willing to provide psychological and/or school nursing services to DISTRICT upon the terms and conditions of this Agreement.

**ACCORDINGLY, IT IS AGREED:**

**1. TERM AND RENEWAL:** This Agreement shall become effective as of **August 1, 2015** and shall expire on **June 30, 2016** unless otherwise terminated as provided in this Agreement. This Agreement may be renewed upon written consent of the parties. DISTRICT shall notify SUPERINTENDENT on or before **February 1** of the same year this Agreement is to expire whether or not it desires to renew this agreement for the ensuing school year. SUPERINTENDENT at his sole discretion shall have no obligation to renew this Agreement absent such notice.

**2. ROLE OF SUPERINTENDENT:** SUPERINTENDENT will furnish psychological and/or health/school nursing services to DISTRICT during the term of this Agreement under the direction of SUPERINTENDENT as follows:

- Provide a qualified staff member(s) pursuant to Education Code section 44874 to perform psychological services including:
  - i. Individualized tests and written psychological reports
  - ii. Parent-Teacher conferences
  - iii. In-service training programs on mental health
  - iv. Psychological diagnostic examinations
  - v. Other psychological services as may be agreed upon

**X** Provide a qualified staff member(s) pursuant to Education Code sections 44872, 44267.5 and 44877 to perform health/school nursing services including:

- i. Conducting medical case finding, screening and referral activities related to health defects of pupils.
- ii. Referring parents of pupils needing medical care or welfare assistance to appropriate resources.
- iii. Conducting a program directed toward the control of communicable diseases in the school and community.
- iv. Serving as a health education resource person to staff and pupils.

a. Pay expenses of staff member(s) for approved conferences during the year, not to exceed three (3) days (applicable to both psychological services and health/school nursing services).

b. Pay mileage fee for transportation of staff member(s) to the central office of DISTRICT and back to the county office to provide services (applicable to psychological services only).

c. Provide secretarial help, testing equipment and other materials used by staff member(s) in providing such services (applicable to psychological services only).

**3. ROLE OF DISTRICT:** DISTRICT agrees to:

a. Pay all mileage directly to the staff member(s) for travel from the DISTRICT'S central office to the assigned areas and back to DISTRICT'S central office.

b. Allow staff member(s) time to attend professional conferences associated with the services provided to the DISTRICT.

**4. INDEPENDENT CONTRACTOR:**

a. This Agreement is entered into by both parties with the express understanding that SUPERINTENDENT will perform all services required under this Agreement as an independent contractor. Nothing in this Agreement shall be construed to constitute SUPERINTENDENT or any of its agents, employees or officers as an agent, employee or officer of DISTRICT.

b. Subject to any performance criteria contained in this Agreement, SUPERINTENDENT shall be solely responsible for determining the means and methods of performing the specified services and DISTRICT shall have no right to control or exercise any supervision over SUPERINTENDENT'S agents, employees or officers as to how the services will be performed. Notwithstanding this independent contractor relationship, DISTRICT shall have the right to monitor and evaluate the performance of SUPERINTENDENT to assure compliance with this Agreement.

c. SUPERINTENDENT is responsible for paying all salary, benefits, entitlements and other costs and expenses of its agents, employees or officers, including those required by state or federal law, including, but not limited to: retirement benefits, statutory benefits, workers



compensation and group insurance, FICA (Social Security) taxes, state or federal unemployment insurance contributions, state or federal income taxes, disability insurance contributions, and unemployment compensation insurance.

**5. COST OF SERVICES:** DISTRICT agrees to pay SUPERINTENDENT the sum of **\$29,582.00** for Nursing services for 37 days as provided in this Agreement. Pursuant to Education Code section 1752, SUPERINTENDENT shall transfer this sum from the funds of DISTRICT to the County School Service Fund after **March 1, 2016**.

**6. INDEMNIFICATION:** SUPERINTENDENT and DISTRICT shall hold each other harmless, defend and indemnify the other, its agents, officers and employees from and against any liability, claims, actions, costs, damages or losses of any kind, including death or injury to any person and/or damage to property, including District property, arising from, or in connection with, their performance or their agents, officers and employees under this Agreement. This indemnification obligation shall continue beyond the term of this Agreement as to any acts or omissions occurring under this Agreement or any extension of this Agreement.

**7. TERMINATION:**

a. The right to terminate this Agreement under this provision may be exercised without prejudice to any other right or remedy to which the terminating party may be entitled at law or under this Agreement.

i. With Cause:

(1) This Agreement may be terminated by either party should the other party:

(a) be adjudged a bankrupt, or

(b) become insolvent or have a receiver appointed, or

(c) make a general assignment for the benefit of creditors, or

(d) suffer any judgment which remains unsatisfied for 30 days, and which would substantively impair the ability of the judgment debtor to perform under this Agreement, or

(e) materially breach this Agreement.

(2) For any of the occurrences except item (e), termination may be effected upon written notice by the terminating party specifying the date of the termination.

(3) Upon a material breach, the Agreement may be terminated following the failure of the defaulting party to remedy the breach to the satisfaction of the non-defaulting party within five (5) days of written notice specifying the breach. If the breach is not remedied within that five (5) day period, the non-defaulting party may terminate the agreement on further written notice specifying the date of termination.

(4) If the nature of the breach is such that it cannot be cured within a five (5) day period, the defaulting party may, submit a written proposal within that period which sets forth a specific means to resolve the default. If the non-defaulting party consents to that proposal in writing, which consent shall not be unreasonably withheld, the defaulting party shall immediately embark on its plan to cure. If the default is not cured within the time agreed, the non-defaulting party may terminate upon written notice specifying the date of termination.

b. Effects of Termination: Expiration or termination of this Agreement shall not terminate any obligations to indemnify, to maintain and make available any records pertaining to the Agreement, to cooperate with any audit, to be subject to offset, or to make any reports of pre-termination contract activities.

**8. ENTIRE AGREEMENT REPRESENTED:** This Agreement represents the entire agreement between SUPERINTENDENT and DISTRICT as to its subject matter and no prior oral or written understanding shall be of any force or effect. No part of this Agreement may be modified without the written consent of all parties.

**9. NOTICES:**

a. Except as may be otherwise required by law, any notice to be given shall be written and shall be either personally delivered, sent by facsimile transmission or sent by first class mail, postage prepaid and addressed as follows:

**SUPERINTENDENT:**

Jim Vidak  
Tulare County Superintendent of Schools  
P.O. Box 5091  
Visalia CA 93278-5091

**Phone No.:** (559) 733-6301

**Fax No.:** (559) 627-5219

**DISTRICT:**

Miguel A. Guerrero, Ed.D., Superintendent  
Tipton School District  
370 N. Evans, P.O. Box 787  
Tipton, CA 93272

**Phone No.:** (559) 752-4213

**Fax No.:** (559) 687-2221

**With Copies To:**

John Rodriguez, Human Resources Director  
Tulare County Office of Education  
Human Resources  
P.O. Box 5091  
Visalia CA 93278-5091

**Phone No.:** (559) 733-6306

**Fax No.:** (559) 733-6688

b. Notice personally delivered is effective when delivered. Notice sent by facsimile transmission is deemed to be received upon successful transmission. Notice sent by first class mail shall be deemed received on the fifth day after the date of mailing. Either party may change



the above address or phone or fax number by giving written notice pursuant to this paragraph.

**10. CONSTRUCTION:** This Agreement reflects the contributions of all parties and accordingly the provisions of Civil Code Section 1654 shall not apply to address and interpret any uncertainty.

**11. NO THIRD PARTY BENEFICIARIES INTENDED:** The parties to this Agreement do not intend to provide any other person, including but not limited to Instructor, with any benefit or enforceable legal or equitable right or remedy.

**12. EXHIBITS AND RECITALS:** The Recitals and the Exhibits to this Agreement are fully incorporated into and are integral parts of this Agreement.

**13. CONFLICT WITH LAWS OR REGULATIONS/SEVERABILITY:** This Agreement is subject to all applicable laws and regulations. If any provision of this Agreement is found by any court or other legal authority, or is agreed by the parties, to be in conflict with any code or regulation governing its subject, the conflicting provision shall be considered null and void. If the effect of nullifying any conflicting provision is such that a material benefit of the Agreement to either party is lost, the Agreement may be terminated at the option of the affected party. In all other cases the remainder of the Agreement shall continue in full force and effect.

**14. FURTHER ASSURANCES:** Each party will execute any additional documents and to perform any further acts as may be reasonably required to effect the purposes of this Agreement.

**THE PARTIES**, having read and considered the above provisions, indicate their agreement by their authorized signatures below.

TULARE COUNTY SUPERINTENDENT OF SCHOOLS

Date: 9-11-15

BY   
Jim Vidak, Superintendent of Schools  
"SUPERINTENDENT"

TIPTON SCHOOL DISTRICT

Date: \_\_\_\_\_

BY \_\_\_\_\_  
Chairperson, Board of Trustees  
"DISTRICT"

### **3. CONSENT CALENDAR: Action items:**

#### **3.6 Surplus Copiers**



**Tiger Pride!**

# TIPTON ELEMENTARY SCHOOL

370 N. Evans Road • P.O. Box 787 • Tipton, CA 93272  
559-752-4213 • FAX: 559-687-2221

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Miguel A. Guerrero Ed.D.  
Superintendent

Stacey Bettencourt  
Principal

Jacob Munoz  
Vice Principal – Projects

Anthony Hernandez  
Business Manager

Fausto Martin  
MOT Supervisor

Lidia Rocha  
Cafeteria Manager

DATE: September 4, 2015  
TO: Tipton Elementary School Board  
FROM: Anthony Hernandez  
RE: Surplus Copier

The following copier is out dated and obsolete. Stanton has agreed to dispose of copier for the District.

### Obsolete Copier:

Equipment Model      D1-551  
Serial Number         E150942

The Recommendation is to discard copier, as we have put in place newer models.

Tony Macedo  
President

Greg Rice  
Clerk

#### Board Members

Iva Sousa  
Trustee

John Cardoza  
Trustee

Shelley Heeger  
Trustee



**3. CONSENT CALENDAR: Action items:**

**3.7** Field Trip, Fund Raiser and Conference Attendance Requests

# Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Avila, Calderon, Benedetti GRADE 3

CLASSES ATTENDING 3rd grade

DATE OF TRIP 10-15-15 NUMBER OF PUPILS \_\_\_\_\_ ADULTS 5

DESTINATION County Musuem @ Mooney Grove Park

BUS TO LEAVE SCHOOL AT 9:30 RETURN AT 1:30

BUS ROUTING AND STOPS

Ø  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

USE THE BACK OF THIS PAPER IF ROUTNING NEEDS MORE SPACE

PRELIMINARY STEPS: \_\_\_\_\_  
\_\_\_\_\_

TRIP RELEVENCY: social studies unit on CA Indians

OTHER INFORMATION/STAFF CHAPARONE REQUEST:  
\_\_\_\_\_  
\_\_\_\_\_

COST \$ 20

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES  NO \_\_\_\_\_ HOW MANY 49

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES  NO \_\_\_\_\_ HOW MANY 2

SIGNATURE OF TEACHER IN CHARGE Diane Airden

TRIP AUTHORIZED BY SCHOOL BOARD YES \_\_\_\_\_ NO \_\_\_\_\_

SIGNATURE OF SUPERINTENDENT [Signature]

# Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Gilbert/Rocha/Sanchez GRADE 5

CLASSES ATTENDING all 5th grades

DATE OF TRIP 10/9/15 NUMBER OF PUPILS 63 ADULTS 3 + 1 bus driver

DESTINATION Ritchie Barn 116338 AVE 308, Visalia

BUS TO LEAVE SCHOOL AT 8:25 RETURN AT 2:00

BUS ROUTING AND STOPS

attached  
lunch at Plaza Park 12:30 - 1:30

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: \_\_\_\_\_

TRIP RELEVENCY: understanding and history of cowboy poetry  
RL 5.2 central ideas of theme in a poem  
RL 5.6 point of view, RL 5.7 evaluate in diverse media,  
OTHER INFORMATION/STAFF CHAPARONE REQUEST: \_\_\_\_\_

COST \$ — just the cost of the bus - transportation

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES  NO \_\_\_\_\_ HOW MANY 63 Kids

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES  NO \_\_\_\_\_ HOW MANY 3

SIGNATURE OF TEACHER IN CHARGE Rocha

TRIP AUTHORIZED BY SCHOOL BOARD YES \_\_\_\_\_ NO \_\_\_\_\_

SIGNATURE OF SUPERINTENDENT \_\_\_\_\_

# Field Trip Approval Form

(MUST BE SUBMITTED ONE MONTH PRIOR TO FIELD TRIP)

TEACHER(S) Heinks GRADE 5<sup>th</sup>-8<sup>th</sup>

CLASSES ATTENDING 5<sup>th</sup>-8<sup>th</sup> Spelling Bee Participants

DATE OF TRIP 11/4/15 NUMBER OF PUPILS 14 ADULTS 1

DESTINATION Waukena School 19113 Rd. 28 Tulare, CA 93277

BUS TO LEAVE SCHOOL AT 12:00 pm RETURN AT 4:00 pm

BUS ROUTING AND STOPS

1.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE

PRELIMINARY STEPS: \_\_\_\_\_  
\_\_\_\_\_

TRIP RELEVENCY: Rural School's Spelling Bee  
\_\_\_\_\_

OTHER INFORMATION/STAFF CHAPARONE REQUEST:

\* if we qualify the finals are on Nov 12<sup>th</sup>, 2015  
\_\_\_\_\_

COST \$ 50.00

CAFETERIA LUNCHES NEEDED FOR STUDENTS: YES  NO  HOW MANY 14 We will eat at 11:30 on campus

CAFETERIA LUNCHES NEEDED FOR ADULTS: YES  NO  HOW MANY \_\_\_\_\_

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES \_\_\_\_\_ NO \_\_\_\_\_

SIGNATURE OF SUPERINTENDENT \_\_\_\_\_



**FIELD TRIP APPROVAL FORM**  
(MUST BE SUBMITTED 30 DAYS PRIOR TO FIELD TRIP)

TEACHER (S) Lampe/Starling/Marquez/Burrell GRADE 7

CLASSES ATTENDING All of 7th grade

DATE OF TRIP 11-6-15 # OF PUPILS 54 ADULTS 4

TRIP DATE 11-6-15 DESTINATION Museum of Tolerance (LA)

BUS TO LEAVE SCHOOL AT 5:30am RETURN AT 7pm

BUS ROUTING AND STOPS (MEALS, RESTROOM, BREAKS)  
Leave Tipton - stop near Grapevine for restroom break  
Before Arriving at MOT - Lunch at nearby park  
Stop for dinner on way home - Grapevine  
USE THE BACK OF THIS PAPER IF ROUTING NEEDS MORE SPACE.

PRELIMINARY STEPS: \_\_\_\_\_

TRIP RELEVANCY Aligns w/ literature studies in ELA  
Promotes awareness in community problems (gangs, violence...)  
Promotes character - desire to be and do more!!

OTHER INFORMATION/STAFF CHAPARONE REQUEST:  
\_\_\_\_\_  
\_\_\_\_\_

COST \$ SCHOLARSHIP GRANT FOR ADMISSION

CAFETERIA LUNCHES NEEDED YES  NO \_\_\_\_\_ HOW MANY \_\_\_\_\_

SIGNATURE OF TEACHER IN CHARGE [Signature]

TRIP AUTHORIZED BY SCHOOL BOARD YES \_\_\_\_\_ NO \_\_\_\_\_

SIGNATURE OF SUPERINTENDENT [Signature]

# TIPTON ELEMENTARY SCHOOL DISTRICT

## SCHOOL ACTIVITY & FUND RAISER REQUEST FORM

(This form is to be completed **two weeks prior** for any school activity or fund raising event: Submit all requests to: Principal or Associate Principal Office).

Name of group, class or individual: 5th Grade

Activity or Fund raiser requested: Jamba Juice Cards

Date of the Event is to **Start**: Oct 6<sup>th</sup>

Date the event is to **End**: Oct 27<sup>th</sup>

Person or Individual in charge: Mrs. Rocha

---

### For District use only:

Request approved: Yes  No

Event will end on: Date: \_\_\_\_\_ Time: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Tipton Elementary School District Conference Attendance Request



Today's Date: September 29, 2015

Name: Miguel A. Guerrero Grade: \_\_\_\_\_

Name of Conference : ACSA "Mid-State Conference"

Location of Conference: San Luis Obispo, CA

Date of the Conference: March 11, 2016 to March 13, 2016

Date of Departure: March 11, 2016 Date of Return: March 13, 2016

Registration Deadline: \_\_\_\_\_

Conference Registration Fee: TBD College Credit: N/A

Advance Payment Required: \_\_\_\_\_

Check Payable To: \_\_\_\_\_

Mail Payment to: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City, State, and ZIP code: \_\_\_\_\_

Signature: *Miguel Guerrero* Date: 9/30/15

Office Use Only

Funding Source: \_\_\_\_\_ CODE: \_\_\_\_\_

Conference Request Approved: \_\_\_\_\_

Conference Request Denied: \_\_\_\_\_

**4. ADMINISTRATIVE: Action items:**

- 4.1** Approval of 2015-2016 Local Control Accountability Plan and Annual Update (LCAP)



**Introduction:**

**LEA:** Tipton Elementary School District **Contact (Name, Title, Email, Phone Number):** Miguel A. Guerrero Ed.D., Superintendent, mguerrero@tipton.k12.ca.us, (559) 752-4213  
**LCAP Year:** 2015-2016

### ***Local Control and Accountability Plan and Annual Update Template***

*The Tipton Elementary School's community treasures each of our students. Our commitment to each child is to provide an educational experience that promotes their academic progress in meeting or exceeding state grade level standards. Tipton Elementary is the main hub of the community. The school is a safe, caring place for all students. Currently, Tipton's student population consists of an enrollment of 614 students with a 92% Latino population 3% white, 3% not reported and 2% Asian. 400 students were identified as English Learners of which 98% are Spanish speakers. Tipton Elementary is a provision II school and all students receive a free breakfast and lunch.*

*All staff at Tipton Elementary has always been committed to providing each student with learning opportunities that optimizes their potential. Students are held to high expectations and the staff works toward providing an instructional program that is aligned to the Common Core Standards in all areas of the curriculum. Each teacher is fully credentialed and possesses the training and certification to work with second-language students.*

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

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Question #1 – Involvement Process</p> <p>Tipton Elementary School District outlined a plan to actively involve the stakeholders in the development of the Tipton’s Local Control Accountability Plan (LCAP). The involvement included but is not limited to:</p> <ul style="list-style-type: none"> <li>• Parent - Community Surveys</li> <li>• Staff Surveys (Classified &amp; Certificated)</li> </ul>	<p>Question #1 – Impact on LCAP</p> <p>As a result of these meetings, and including all stakeholders in the development of the LCAP we have decided to focus our efforts on State Priorities:</p> <ol style="list-style-type: none"> <li>1. Implementation of Common Core State Standards</li> <li>2. Ensuring Access to Student Instructional Materials</li> <li>3. Student Achievement</li> </ol>

- Board Meetings
- Parent Involvement Meetings
- Tulare County Office of Education
- ELAC/DLAC
- School Site Council
- School Website
- Tulare Youth Bureau
- Tipton Town Council
- Kiwanis

Question #2 – Involvement Process

Board Meetings	Parent/Student/Staff Surveys
April 2015	April 2015
May 2015	May 2015
June 2015	

Parent Survey  
 English Learner Advisory Committee (ELAC) – March 18, 2015  
 Parent Involvement – April 2015  
 Mail – April 2015

Tulare County Office of Education Administration Training  
 March 5, 2015    March 26, 2014

School Site Council	School Website
March 2015	Posted April 2015
May 2015	

Question #3 – Involvement Process

The following materials, resources and data collections were used to help educate and determine the focus priorities.

- CST Data for All Groups – 3 years
- Attendance Rate – Last 3 years of Data

4. Pupil Engagement
5. Parent Involvement

During the process it allowed the District to reconnect with all stakeholders and to identify needs through different perspectives.

Question #2 – Impact on LCAP

By allowing all stakeholders to provide input in a timely manner, it allowed the District to identify priorities and focus our efforts on the following State Priorities.

1. Implementation of Common Core State Standards
2. Ensuring Access to Student Instructional Materials
3. Student Achievement
4. Pupil Engagement
5. Parent Involvement

Question #3 – Impact on LCAP

By utilizing the information listed the District was able to identify the following State Priorities:

1. Implementation of Common Core State Standards
2. Ensuring Access to Student Instructional Materials

- Dropout Rate – Junior High For the last 3 Years
- CELDT Results
- Reclassification Rates
- Title III Plan
- Single Plan for Student Achievement
- Healthy Kids & Character Counts Survey
- Results from LCAP Survey
- Ratio of Computer to Students

Question #4 – Involvement Process

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

Question # 5 – Involvement Process

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

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

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

Question #6 –

We will continue to solicit input throughout this process and adjustments will be made when goals are met and/or new concerns arise or priorities change.

3. Student Achievement
4. Pupil Engagement
5. Parent Involvement

Question #4 – Impact on LCAP

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

Question #5 – Impact on LCAP

We predict that the involvement of the stakeholders in the process will have a positive impact on student outcomes.

Question #6 –

We predict that the involvement of the stakeholders in the process will have a positive effect on student outcomes.

**Annual Update:**

Tipton Elementary School District has a multifaceted approach to ensure that all of our school community stakeholders are informed and consulted. There is an ongoing dialogue with school staff about the LCAP planning and implementation process. This includes consultation with the leaders of each bargaining unit, discussions during committee and staff meetings, as well as budget updates. Parents participate in committee meetings and provide feedback through these meetings and the annual update survey. Students provide feedback through the annual update survey. School administration reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Our goal is ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

**Annual Update:**

The Tipton Elementary School District LCAP was modified in order to reflect the following feedback from our stakeholders:

1. Increase intervention in order to better differentiate and support individual students.
2. Increase professional development in both reading and writing to support achievement of all students, especially ELLs.

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

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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



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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

**FUNDING SOURCE LEGEND FOR EXPENDITURES**


	<p>As a result of stake-holder input and data analysis we have determined to address the following goal:</p> <p>GOAL 1: Improve student achievement in English Language Arts</p> <p>As a result of stake-holder input and data analysis we have determined to address the following goal:</p> <p>Improve student achievement in English Language Arts</p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Students at Tipton Elementary have traditional score below state averages on state assessments. Currently only 43.3% of students are meeting or exceeding state standards.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> <li>• California Assessment of Student Performance and Progress (CAASPP) System</li> <li>• Renaissance Reading Program</li> <li>• Dibels</li> <li>• Local Benchmarks</li> </ul>
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Goal Applies to:	Schools: Single School District
Applicable Pupil Subgroups:	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Low Income</li> <li>• Foster Youth</li> <li>• Special Education</li> </ul>

**LCAP Year 1: 2015 - 2016**

Expected Annual Measurable Outcomes:	<p>Increase DIBELS proficiency rates by 10%</p> <p>Increase 1:1 device ratio to 50%</p> <p>Increase reading proficiency rate by 10% as measured by Accelerated Reader</p> <p>Increase ELA PD days by 15%</p> <p>California Assessment of Student Performance and Progress (CAASPP) System will be the baseline this first year.</p> <p>Local Benchmark English Language Arts – 50% of students will meet grade level standards</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement primary intervention program	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	2000-2999: Classified Personnel Salaries Supplemental and Concentration 200,000

		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
2. Provide students with access to technology and resources for student research and learning. Upgrade infrastructure to support implementation.	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration 75,000 <hr/> Tech 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,000 <hr/> Infrastructure Upgrade 6000-6999: Capital Outlay Supplemental and Concentration 65,000
3. Professional development focused on the English Language Arts California State Standards (CSS).	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 40,000
4. Provide all students ancillary English Language Arts (ELA) materials	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	4000-4999: Books And Supplies Supplemental and Concentration 25,000
5. Provide students with incentives and awards to recognize and encourage increased achievement in Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent</li> </ul>	4000-4999: Books And Supplies Supplemental and Concentration 15,000

		English proficient _ Other Subgroups: (Specify)	
6. Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the Language Arts California State Standards (CSS).	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000
7. Provide a Vice Principal/Projects Director to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 90,000
8. Provide summer school to enhance support for struggling students in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000
9. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000

<p>10. Provide struggling students' access to Lexia Core 5 and Accelerated Reader.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 8,000</p>
<p>11. Tipton Elementary is fully committed to recruiting, hiring and retaining highly qualified staff which adversely affects the quality of the district's educational program, particularly for unduplicated pupils, and that the salary increase will address these adverse impacts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000</p>
<p><b>LCAP Year 2: 2016 - 2017</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase DIBELS proficiency rates by 5% Increase 1:1 device ration to 60% Increase reading proficiency rate by 5% as measured by Accelerated Reader Increase proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Local Benchmark English Language Arts – Students meeting grade level standards will increase by 5%</p>		
<p style="text-align: center;">Actions/Services</p>	<p style="text-align: center;">Scope of Service</p>	<p style="text-align: center;">Pupils to be served within identified scope of service</p>	<p style="text-align: center;">Budgeted Expenditures</p>
<p>1. Implement primary intervention program</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 200,000</p>

<p>2. Provide students with access to technology and resources for student research and learning in English Language Arts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration 75,000  Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>
<p>3. Professional development focused on the English Language Arts California State Standards (CSS).</p>	<p>School Wide</p>	<p><input type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional development focused on the ELA CCSS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 30,000</p>
<p>4. Provide all students ancillary English Language Arts (ELA) materials.</p>	<p>School Wide</p>	<p><input type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 25,000</p>
<p>5. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 15,000</p>
<p>6. Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of the English Language Arts California</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All  OR: _____</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>



<p>State Standards (CSS).</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>7. Provide a Vice Principal/Projects Director to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 90,000</p>
<p>8. Provide summer school to enhance support for struggling students in English Language Arts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000</p>
<p>9. Provide field trips based around the California State Standards to help build background knowledge and increase student achievement in Language Arts.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000</p>
<p>10. Provide struggling students' access to Lexia Core 5 and Accelerated Reader</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR: _____  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 8,000</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
11. Tipton Elementary is fully committed to recruiting, hiring and retaining highly qualified staff which adversely affects the quality of the district's educational program, particularly for unduplicated pupils, and that the salary increase will address these adverse impacts.	ALL	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Recruit and retain highly qualified staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 135,000

**LCAP Year 3: 2017 - 2018**

Expected Annual Measurable Outcomes:	Increase DIBELS proficiency rates by 5% Increase 1:1 device ratio to 70% Increase reading proficiency rate by 5% as measured by Accelerated Reader Increase proficiency rate by 5% as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Local Benchmark English Language Arts – Students meeting grade level standards will increase by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement primary intervention program	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 200,000
2. Provide students with access to technology and resources for student research and learning in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000

		_ Other Subgroups: (Specify)	
3. Professional development focused on the English Language Arts California State Standards (CSS).	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 30,000
4. Provide all students ancillary English Language Arts (ELA) materials.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 25,000
5. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 15,000
6. Provide a full time librarian to increase student access to books, technology, and support teachers with the implementation of English Language Arts California State Standards (CSS).	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000

7. Provide a Vice Principal/Projects Director to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 90,000
8. Provide summer school to enhance support for struggling students in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30,000
9. Provide field trips based around the California State Standards (CSS) to help build background knowledge and increase student achievement in English Language Arts.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000
10. Provide struggling students' access to Lexia Core 5 and Accelerated Reader.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 8,000
11. Tipton Elementary is fully committed to recruiting, hiring and retaining highly qualified staff which adversely affects the quality of the district's educational program,	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Recruit and retain highly qualified CCSS trained staff 1000-1999: Certificated Personnel Salaries Supplemental and

particularly for unduplicated pupils, and that the salary increase will address these adverse impacts.		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Concentration 135,000
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**Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.**

GOAL 2:	<p>As a result of stake-holder input and data analysis we have determined to address the following goal:</p> <p>Improve student achievement in Mathematics</p>	<p>Related State and/or Local Priorities:                  1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>                  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>                  Local : Specify</p>	
Identified Need :	<p>Students at Tipton Elementary have traditional score below state averages on state assessments. Currently only 58.8% of students are meeting or exceeding state standards.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> <li>• California Assessment of Student Performance and Progress (CAASPP) System</li> <li>• Local Benchmarks</li> </ul>		
Goal Applies to:	<p>Schools: Single School District</p> <p>Applicable Pupil Subgroups:</p>	<p>Although the District will focus on all students, this goal pertains to the following subgroups</p> <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Low Income</li> <li>• Foster Youth</li> <li>• Special Education</li> </ul>	
<b>LCAP Year 1: 2015 - 2016</b>			
Expected Annual Measurable Outcomes:	<p>Increase 1:1 device ratio to 50%</p> <p>California Assessment of Student Performance and Progress (CAASPP) System will be the baseline this first year</p> <p>Increase targeted Math PD by 5%</p> <p>Local Benchmark Math – 50% of students will meet grade level standards</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide all students with the California State Standards (CSS) Math adopted materials.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	4000-4999: Books And Supplies Supplemental and Concentration 30,000

		English proficient _ Other Subgroups: (Specify)	
2. Provide students with access to technology and resources for student research and learning in Mathematics.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration
3. Provide all teachers with Professional development focused on the Mathematics California State Standards (CSS).	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000
4. Provide all students with ancillary math materials.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000
5. Provide students with incentives and awards to recognize and encourage increased achievement in math.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration



<p>6. Provide summer school to enhance support for struggling students in Mathematics.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>
<p>7. Provide field trips to students based around the California State Standards to help build background knowledge and increase student achievement specific to math.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration</p>
<p><b>LCAP Year 2: 2016 - 2017</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase 1:1 device ratio to 60% Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels by 5% Increase targeted Math PD by 5% Local Benchmark Mathematics - Students meeting grade level standards will increase by 5%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Provide students with access to technology and resources for student research and learning</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

2. Provide all teachers with Professional development focused on the Mathematics California State Standards (CSS).	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000
3. Provide all students with ancillary math materials.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000
4. Provide students with incentives and awards to recognize and encourage increased achievement in math.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration
5. Provide summer school to enhance support for struggling students in Mathematics.	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration
6. Provide field trips to students based around the California State Standards to help build background knowledge and increase student achievement specific to	School Wide	<input checked="" type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration

math.		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>
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**LCAP Year 3: 2017 - 2018**

Expected Annual Measurable Outcomes:	Increase 1:1 device ratio to 70% Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels by 5% Increase targeted Math PD by 5% Local Benchmark Mathematics - Students meeting grade level standards will increase by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide students with access to technology and resources for student research and learning in math	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 2000-2999: Classified Personnel Salaries Supplemental and Concentration
2. Provide all teachers with Professional Development focused on the Mathematics California State Standards (CSS).	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000
3. Provide ancillary Math materials for all students.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth	4000-4999: Books And Supplies Supplemental and Concentration 10,000

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

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

GOAL 3:	<p>As a result of stakeholder input and data analysis we have determined to address following goal:</p> <p>Increase the language proficiency of all English learners.</p>	<p>Related State and/or Local Priorities:</p> <p>1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ 9</p> <p>COE only: 9 _ 10 _ 0</p> <p>Local : Specify</p>
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Identified Need :	<p>While English Language Learners at Tipton Elementary have consistently met AMAO 1 and AMAO 2 we have not met AMAO 3 since the 2008-2009 school year.</p> <p>For 2013-2014:</p> <p>Students who met AMAO 1: 69%</p> <p>Students who met AMAO 2: 64%</p> <p>In 2014-2015 we reclassified 21 students as fluent English proficient.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> <li>• CELDT Results</li> <li>• California Assessment of Student Performance and Progress (CAASPP) System</li> <li>• Renaissance Reading Program</li> </ul>
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Goal Applies to:	Schools: Single School District
	Applicable Pupil Subgroups: English Learners

**LCAP Year 1: 2015 - 2016**

Expected Annual Measurable Outcomes:	<p>Increase reclassification numbers by 10%</p> <p>Continue to meet AMAO 1 and AMAO 2</p> <p>Meet AMAO 3</p> <p>California Assessment of Student Performance and Progress (CAASPP) System will be the baseline this first year.</p> <p>Increase reading proficiency rate of English learners by 10% as measured by Accelerated Reader</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide all teachers with Professional Development focused on research based best practice EL strategies.	EL Learners	<u>  </u> All OR: -----	

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 17,000
2. Provide all English Learner access to computer based programs Lexia Core 5 and Accelerated Reader.	EL Students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration
3. Provide all English Language Learners students with access to technology and resources for student research and learning	EL Students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Chromebooks 4000-4999: Books And Supplies Supplemental and Concentration Tech 2000-2999: Classified Personnel Salaries Supplemental and Concentration
4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency.	EL Students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration
5. Provide summer school to enhance support for struggling ELL students.	EL Students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	1000-1999: Certificated Personnel Salaries Supplemental and Concentration

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
<b>LCAP Year 2: 2016 - 2017</b>			
Expected Annual Measurable Outcomes:	Increase reclassification numbers by 5% Continue to meet AMAO 1 and AMAO 2 Meet AMAO 3 Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels by 5% Increase reading proficiency rate of English learners by 5% as measured by Accelerated Reader		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide all teachers with Professional Development focused on research based best practice EL strategies.	EL Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000
2. Provide all English Learner access to computer based programs Lexia Core 5 and Accelerated Reader.	EL Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration
3. Provide all English Language Learners students with access to technology and resources for student research and learning	EL Students	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient	4000-4999: Books And Supplies Supplemental and Concentration 2000-2999: Classified Personnel Salaries Supplemental and Concentration



		_ Other Subgroups: (Specify)	
4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency.	EL Students	_ All OR: ----- _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration
5. Provide summer school to enhance support for struggling ELL students.	EL Students	_ All OR: ----- _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration
		_ All OR: ----- _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes:	Increase reclassification numbers by 5% Continue to meet AMAO 1 and AMAO 2 Meet AMAO 3 Increase California Assessment of Student Performance and Progress (CAASP) proficiency levels by 5% Increase reading proficiency rate of English learners by 5% as measured by Accelerated Reader
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide all teachers with Professional Development focused on research based best practice EL strategies.	EL Students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000
2. Provide all English Learner access to computer based programs Lexia Core 5 and Accelerated Reader.	EL Students	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration
3. Provide all English Language Learners students with access to technology and resources for student research and learning	EL Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 2000-2999: Classified Personnel Salaries Supplemental and Concentration
4. Provide students with incentives and awards to recognize and encourage increased achievement in language proficiency.	EL Learners	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Provide summer school to enhance support for struggling ELL students.	EL Students	<input type="checkbox"/> All OR: _____ <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration

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

GOAL 4:	As a result of stakeholder input and data analysis we have determined to focus on the following goal: Improving pupil attendance and truancy rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ 9 COE only: 9 _ 10 _ 11 Local : Specify
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Identified Need :	For students at Tipton Elementary it is essential that every student and family know that attendance is the first step to success in school. A strong emphasis on attendance is fundamental to achieving our mission of academic success for all students and particularly our most impacted subgroups.  Our K-5 attendance rate through April 2015 is: 96.4% 6-8 Attendance Rate through April 2015 is: 96.97% Our truancy rate is 23.8%  In order to measure our effectiveness we will monitor and track this data through: <ul style="list-style-type: none"> <li>• Attendance Data</li> <li>• Truancy Rate</li> <li>• Number of SARB Referrals</li> </ul>
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Goal Applies to:	Schools: Single District	Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Low Income</li> <li>• Foster Youth</li> <li>• Special Education</li> </ul>
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**LCAP Year 1: 2015 - 2016**

Expected Annual Measurable Outcomes:	Increase attendance rate by 1% Create SARB committee to hear and review cases Decrease truancy rate by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide students with incentives and awards to recognize and encourage increased achievement and	School Wide	<input checked="" type="checkbox"/> All OR: _____	4000-4999: Books And Supplies Supplemental and Concentration

<p>attendance.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
<p>2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate and implementation of the SARB process.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,250</p>
<p>3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000</p>
<p>4. Provide a Health Aide to assist with student health issues and family outreach.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000</p>

LCAP Year 2: 2016 - 2017

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase attendance rate by .5%                  Increase SARB Referrals 5% from previous year                  Decrease truancy rate by 5%</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration</p>
<p>2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate and implementation of the SARB process.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 36,250</p>
<p>3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000</p>
<p>4. Provide a Health Aide to assist with student health issues and family outreach.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

**LCAP Year 3: 2017 - 2018**

Expected Annual Measurable Outcomes:	Increase attendance rate by .5% Increase SARB Referrals 5% from previous year Decrease truancy rate by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide students with incentives and awards to recognize and encourage increased achievement	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration
2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate and implementation of the SARB process.	School Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36,250



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

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

GOAL 5:	<p>As a result of stakeholder input and data analysis we have determined to focus on the following goal:</p> <p>To improve the participation and increase learning opportunities for parents.</p>	<p>Related State and/or Local Priorities:            1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ 9            COE only: 9 _ 10 _ 11            Local : Specify</p>
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Identified Need :	<p>Tipton Elementary School District is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all members of the population. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders:</p> <p>Our LCAP Survey Results indicate that 15% of our parents and 43% of our certificated staff would like an increase in parental support and involvement.</p> <p>In order to measure our effectiveness we will monitor and track this data through:</p> <ul style="list-style-type: none"> <li>• LCAP survey results</li> <li>• Title I survey results</li> <li>• Participation Rates/Sign In sheets</li> </ul>
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Goal Applies to:	Schools: Single District	
	Applicable Pupil Subgroups:	School Wide

**LCAP Year 1: 2015 - 2016**

Expected Annual Measurable Outcomes:	<p>Hold three school sponsored parent events</p> <p>Increase parent conference attendance rate to 70%</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Host Student/Parent events that to help build a positive school climate, increase capacity, and solicit community input.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5,000

<p>2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate and implementation of the SARB process.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration</p>
<p>4. Provide a Health Aide to assist with student health issues and family outreach.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration</p>

**LCAP Year 2: 2016 - 2017**

Expected Annual Measurable Outcomes: Participation in Parent Conferences 75%  
Hold a total of three school sponsored parent events, one CCSS based event

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.</p>	<p>School Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 5,000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate and implementation of the SARB process.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
4. Provide a Health Aide to assist with student health issues and family outreach.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Supplemental and Concentration

## LCAP Year 3: 2017 - 2018

Expected Annual Measurable Outcomes: Participation in Parent Conferences 80%  
Hold a total of four school sponsored parent events, two CCSS based event

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Host Student/Parent events that help to create a positive school climate, increase capacity, and solicit community input.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 5,000
2. Provide additional School Psychologist hours to assist with increasing student attendance and decreasing the truancy rate. To assist with establishing a positive school climate and implementation of the SARB process.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
3. Provide Social Worker to assist with establishing a positive school climate and increase our capacity for family outreach and student support.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
4. Provide a Health Aide to assist with student health issues and family outreach.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	2000-2999: Classified Personnel Salaries Supplemental and Concentration

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	To provide and equip a multipurpose room which will assist with the implementation of a broad range of study, increase pupil achievement, and help facilitate parental involvement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 <u>X</u> 8 _ 9 _ COE only: 9 _ 10 _ 0 Local : Specify
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Identified Need :	Tipton Elementary School District is dedicated to providing a broad range of study that positively impacts the whole child, especially our students who struggle academically.  Our LCAP Survey results indicate that 49% of our parents and 57% of our certificated staff would like an increase in course offerings and an improvement in the facilities to support them.  In order to measure our effectiveness we will monitor and track this data through: <ul style="list-style-type: none"> <li>• LCAP survey results</li> <li>• Title I survey results</li> <li>• Increase in expanded course offerings</li> </ul>
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Goal Applies to:	Schools: Single District	Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Low Income</li> <li>• Foster Youth</li> <li>• Special Education</li> </ul>
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**LCAP Year 1: 2015 - 2016**

Expected Annual Measurable Outcomes:	40% of students will be participating in music Host 1 VAPA event LCAP Survey indicates that 50% of parents are satisfied with students access to music
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA	School Wide	<u>X</u> All OR: _____	6000-6999: Capital Outlay Supplemental and Concentration 304,318



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

**LCAP Year 2: 2016 - 2017**

Expected Annual Measurable Outcomes:	50% of the students will be participating in music Host 2 VAPA events LCAP Survey indicates that 60% of parents are satisfied with students access to music
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	6000-6999: Capital Outlay Supplemental and Concentration 82,629
2. Provide music and theater equipment for visual and performing arts for all students.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	4000-4999: Books And Supplies Supplemental and Concentration 10,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

**LCAP Year 3: 2017 - 2018**

Expected Annual Measurable Outcomes:	60% of the students will be participating in music Host 3 VAPA event LCAP Survey indicates that 70% of parents are satisfied with students access to music
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide adequate facilities to increase student participation in the music program as well as other VAPA course offerings.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies Supplemental and Concentration 10,000
2. Provide music and theater equipment for visual and performing arts for all students.	School Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	4000-4999: Books And Supplies Supplemental and Concentration

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

## Annual Update

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

### Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	As a result of stake-holder input and data analysis we have determined to address the following goal: Improve student achievement in English Language Arts		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Single School District  Applicable Pupil Subgroups:	Although the District will focus on all students, this goal pertains to the following subgroups <ul style="list-style-type: none"> <li>English Language Learners</li> <li>Low Income</li> <li>Foster Youth</li> <li>Special Education</li> </ul>		
Expected Annual Measurable Outcomes:	Positive progress based on previous year's data students will meet state standards as indicated by local assessments.  Lesson Plans  Classroom Observations	Actual Annual Measurable Outcomes:	63% of students met their growth percentile goal on the Renaissance Reading Program	
<b>LCAP Year:</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Intervention during and after school		ASES Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 150,000	ASES Program was hosted on site, but did not use LCAP funding.  2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 150,000	
Scope of Service	School Wide			Scope of Service
				School Wide
<input checked="" type="checkbox"/> All				<input checked="" type="checkbox"/> All
OR: <input type="checkbox"/> Low Income pupils				OR: <input type="checkbox"/> Low Income pupils

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Professional Development</p>	<p>Staff will attend training aligned to the CCSS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,000</p> <p>Staff will receive coaching aligned to the ELA CCSS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 12,000</p>	<p>All ELA Professional development occurred as planned</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 8,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 12,000</p>
<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Instructional Materials</p>	<p>Provide support materials to assist in teaching the ELA CCSS 4000-4999: Books And Supplies Supplemental and Concentration 20,000</p>	<p>Support Materials Purchased</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 20,000</p>
<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> </ul>		<p>Scope of Service   School Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> </ul>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Increase availability and access to materials in library	Purchase books and software to support AR implementation 4000-4999: Books And Supplies Supplemental and Concentration 5,000	Purchased books and software.	4000-4999: Books And Supplies Supplemental and Concentration 5.000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">ALL</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	ALL	
Scope of Service	School Wide						
Scope of Service	ALL						
Student Incentive/awards for performance throughout year	Student Incentives 4000-4999: Books And Supplies Supplemental and Concentration 20,000	Student Incentives purchased	4000-4999: Books And Supplies Supplemental and Concentration 15,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
Summer School	Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35,000	Summer School occurring in June	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 35,000				



Scope of Service   School Wide		Scope of Service   School Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Resource Teacher	Resource Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65,100	Resource Teacher hired	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 65,100
Scope of Service   School Wide		Scope of Service   School Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Software Assessment Systems	Software Assessment Systems 4000-4999: Books And Supplies Supplemental and Concentration 25,000	Purchased Software Assessment Systems	4000-4999: Books And Supplies Supplemental and Concentration 14,000
Scope of Service   School Wide		Scope of Service   School Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Instructional Aides	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration 284,000	Funded Instructional Aides	2000-2999: Classified Personnel Salaries Supplemental and Concentration 284,000
Scope of Service   School Wide		Scope of Service   School Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Field Trips	Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000	All Classes Attended Field Trips	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000
Scope of Service   School Wide		Scope of Service   School Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
CCSS Based TCOE Student Activities	CCSS Based TCOE Student Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	Participated in CCSS Based TCOE Student Activities	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2,000

		5,000			
Scope of Service	School Wide		Scope of Service	School Wide	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For the 2015-2016 year we will be increasing our ELA PD expenditures to reflect our focus on ELA. The ASES program will be removed from the LCAP. We will begin the process of evaluating a possible CCSS ELA adoption for grades K-8. We will continue to implement Lexia Core 5 and Accelerated Reader but reduce the budget for software assessment systems. We will reduce the student activities and the student incentives budget.			

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

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

Original GOAL 2 from prior year LCAP:	As a result of stake-holder input and data analysis we have determined to address the following goal: Improve student achievement in Mathematics	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Single School District  Applicable Pupil Subgroups:  Although the District will focus on all students, this goal pertains to the following subgroups <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Low Income</li> <li>• Foster Youth</li> <li>• Special Education</li> </ul>		
Expected Annual Measurable Outcomes:	Positive progress based on previous year's data students will meet state standards as indicated by local assessments.  Lesson Plans  Curriculum Adoption (Grades 6-8)	Actual Annual Measurable Outcomes:  New CCSS based Go Math! curriculum implemented across all grades.	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Intervention during and after school	ASES Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES)	ASES Program was hosted on site, but did not use LCAP funding.	2000-2999: Classified Personnel Salaries After School Education and Safety (ASES)
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)					
Professional Development	Staff will attend training aligned to Math CCSS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000  Staff will receive coaching aligned to the Math CCSS 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 12,000	Staff attended training and received coaching	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 12,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
Instructional Materials	Provide support materials to assist in teaching the Math CCSS 4000-4999: Books And Supplies Supplemental and Concentration 20,000  6-8 CCSS Math Textbook Adoption 4000-4999: Books And Supplies Supplemental and Concentration 15,000	Purchased support materials and textbooks to assist in teaching the Math CCSS. Partially purchased a K-8 CCSS Math Textbook Adoption	4000-4999: Books And Supplies Supplemental and Concentration 6,000  4000-4999: Books And Supplies Supplemental and Concentration 58,000				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>					
<p>Increase availability and access to materials in library</p>	<p>Purchase books and software to support AR implementation 4000-4999: Books And Supplies Supplemental and Concentration</p>	<p>Purchased books and software.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
<p>Student Incentive/awards for performance throughout year</p>	<p>Student Incentives 4000-4999: Books And Supplies Supplemental and Concentration</p>	<p>Student Incentives purchased</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	Scope of Service	School Wide	
Scope of Service	School Wide						
Scope of Service	School Wide						
<p>Summer School</p>	<p>Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>	<p>Summer School occurring in June</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration</p>				

Scope of Service   School Wide		Scope of Service   School Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Resource Teacher	Resource Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	Resource Teacher hired	1000-1999: Certificated Personnel Salaries Supplemental and Concentration
Scope of Service   School Wide		Scope of Service   School Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
CCSS Based TCOE Student Activities	CCSS Based TCOE Student Activities 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	Participated in CCSS Based TCOE Student Activities	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
Scope of Service   School Wide		Scope of Service   School Wide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Field Trips	Field Trips 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	All classes attended field trips	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration
Scope of Service   School Wide		Scope of Service   School Wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2015-2016 year we will be decreasing our math PD and coaching. The ASES program will be removed from the LCAP. We will complete the purchase of Go Math!, our CCSS based math curriculum. We will reduce the student activities and the student incentives budget.		

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



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

Original GOAL 3 from prior year LCAP:	As a result of stakeholder input and data analysis we have determined to address following goal: To increase the rate of EL students meeting adequate yearly progress.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Single School District Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	Introduction of ELD Standards Start Implementation of ELD standards in all Core Classes Classroom Observation Lesson Plans Local Assessments	Actual Annual Measurable Outcomes: Tipton met AMAO 1 and AMAO 2. ELD writing professional development will begin in May 2015.	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Intervention before, during and after school		2000-2999: Classified Personnel Salaries After School Education and Safety (ASES)	
ASES Program 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES)		ASES Program was hosted on site, but did not use LCAP funding.	
Scope of Service	ELL	Scope of Service	ELL
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Professional Development	Staff will receive PD for new ELD standards 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 10,000	Staff will receive PD in ELD writing standards this spring/summer	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000
Scope of Service   ELL <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   ELL <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Instructional Materials	Instructional Materials 4000-4999: Books And Supplies Supplemental and Concentration 5,000	Instructional materials included in cost of PD	4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service   ELL <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service   ELL <hr/> _ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Software Assessment Systems	Software Assessment and Tracking Systems 4000-4999: Books And Supplies Supplemental and Concentration	Purchased Software Assessment Systems	4000-4999: Books And Supplies Supplemental and Concentration
Scope of Service   ELL <hr/>		Scope of Service   ELL <hr/>	

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Instructional Aides	Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental and Concentration	Funded Instructional Aides	2000-2999: Classified Personnel Salaries Supplemental and Concentration
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	For the 2015-2016 year we will maintain our ELD budget to continue our focus on the implementation of the ELD writing standards. The ASES program will be removed from the LCAP. We We will continue to implement Lexia Core 5 and Accelerated Reader but reduce the budget for software assessment systems.		

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

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

Original GOAL 4 from prior year LCAP:	As a result of the LCAP survey the School will work towards ensuring that all students have access to instructional materials (emphasis on technology).		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	Single School District  Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Low Income</li> <li>• Foster Youth</li> <li>• Special Education</li> </ul>		
Expected Annual Measurable Outcomes:	Purchase/update additional technology devices, (iPads/ laptops/ CPUs), to be at 40% of one-to-one student access to a technology device  Classroom Observations  Software Aligned to the CCSS		Actual Annual Measurable Outcomes:	Purchased devices for grades 6-8 to have a 1:1 ratio. Disseminated devices from 6-8 for Lexia Core 5 implementation K-5.
<b>LCAP Year:</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Professional Development	Professional Development around technology 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000		Teachers attended less technology PD than expected, technology PD was embedded in the math curriculum purchase as well as conducted by in house staff.  5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500	

<p>Scope of Service   School Wide</p>		<p>Scope of Service   School Wide</p>	
<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>Purchase technology devices</p>	<p>Purchase technology devices 4000-4999: Books And Supplies Supplemental and Concentration 50,000</p>	<p>Purchased devices for 1:1 implementation for grades 6-8</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 80,000</p>
<p>Scope of Service   School Wide</p>		<p>Scope of Service   School Wide</p>	
<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>		<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups: (Specify)</p>	
<p>Technology Tech</p>	<p>Hire a 4.5 hour tech to support 1:1 initiative 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000</p>	<p>Hired a full time technology tech</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 50,000</p>
<p>Scope of Service   School Wide</p>		<p>Scope of Service   School Wide</p>	
<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English</p>		<p>X All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Purchase computerized programs to support CCSS	Provide computerized programs to support CCSS 4000-4999: Books And Supplies Supplemental and Concentration 10,000	Purchased inexpensive programs, most included with curriculum.	4000-4999: Books And Supplies Supplemental and Concentration 1,000
Scope of Service   School Wide		Scope of Service   School Wide	
<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Mobile Labs			
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	This goal will be consolidated as an action into our first three goals. We will continue our commitment to providing a 1:1 learning environment for grades 3-8. We are developing a strategy for technology in grades K-2. We will reduce the budget for computerized programs as most of this is inclusive of our curriculum. We will add a budget line to the area of infrastructure updates in order to provide the necessary bandwidth to operate a 1:1 environment.		

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

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

Original GOAL 5 from prior year LCAP:	As a result of stakeholder input and data analysis we have determined to focus on the following goal: Improving pupil Attendance and Truancy rates.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: Single District Applicable Pupil Subgroups: School Wide		
Expected Annual Measurable Outcomes:	Evaluation will occur each trimester in the following school years: 2014-2015 2015-2016 2016-2017	Actual Annual Measurable Outcomes: 2014-2015 Attendance Rates K-5 Attendance Rate through April: 96.4% 6-8 Attendance Rate through April: 96.97%  There is a decrease in attendance during the months of December and January.	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Psychologist	Hire a part time Psychologist/ Counselor 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000	Staffed part time Psychologist	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

Social Worker	Contract with TCOE for Social Workers Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000	Staffed part time Social Worker	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000
Scope of Service   School Wide		Scope of Service   School Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Student Attendance Incentives	Purchase various attendance incentives 4000-4999: Books And Supplies Supplemental and Concentration 10,000	Attendance incentives were purchased with general student incentives	4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service   School Wide		Scope of Service   School Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Perfect attendance field trip	Perfect Attendance field trip 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,500	Perfect Attendance field trip held end of May	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,500
Scope of Service   School Wide		Scope of Service   School Wide	



<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Health Aide	Health Aide 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,000	Staffed part time health aide	2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,000
Scope of Service   School Wide		Scope of Service   School Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will eliminate student attendance incentives from the budget and increase our Psychologist/Counseling services to help improve our home to school connection and communication especially for students with chronic attendance issues.		

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

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

Original GOAL 6 from prior year LCAP:	As a result of stakeholder input and data analysis we have determined to focus on the following goal: To improve the participation and increase learning opportunities for parents.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Single District Applicable Pupil Subgroups: Although the District will focus on all students, this goal pertains to the following subgroups		
	<ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• Low Income</li> <li>• Foster Youth</li> <li>• Special Education</li> </ul>		
Expected Annual Measurable Outcomes:	Participation in Parent Conferences, Parent Learning Opportunities and Events 60%	Actual Annual Measurable Outcomes: Parent conference attendance rate exceeded 60%	
<b>LCAP Year:</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Appreciation Day for parents – Spring	Appreciation Day for parents – Spring 4000-4999: Books And Supplies Supplemental and Concentration 500	Appreciation Day for parents was not held this year	4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service	School Wide	Scope of Service	School Wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Moms and Muffins	Moms and Muffins 4000-4999: Books And Supplies Supplemental and Concentration 500	Moms and Muffins held in fall	4000-4999: Books And Supplies Supplemental and Concentration 500
Scope of Service   School Wide		Scope of Service   School Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Dads and Donuts	Dads and Donuts 4000-4999: Books And Supplies Supplemental and Concentration 500	Dads and Donuts held in spring	4000-4999: Books And Supplies Supplemental and Concentration 500
Scope of Service   School Wide		Scope of Service   School Wide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
ELA Literacy Night	ELA Literacy Night 4000-4999: Books And Supplies Supplemental and Concentration 1,000	ELA Literacy Night was not held this year	4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service   School Wide		Scope of Service   School Wide	

<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Parent Math Night	Parent Math Night 4000-4999: Books And Supplies Supplemental and Concentration 1,000	Parent Math Night was not held this year	4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service   School Wide		Scope of Service   School Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Father Daughter Dance	Father Daughter Dance 4000-4999: Books And Supplies Supplemental and Concentration 500	Father Daughter Dance was not held this year	4000-4999: Books And Supplies Supplemental and Concentration 0
Scope of Service   School Wide		Scope of Service   School Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will work to incorporate the parent events we had envisioned while sustaining what we have already began.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$1,265,568</u>
<p>Tipton Elementary School district is committed to cultivating a 21st century learning environment. Our unduplicated pupil count of English learners, low income, and foster youth is 97.72%, which is why we believe that a schoolwide program best meets the needs of our students. Our goal is to have a 1:1 device to student ratio from 3rd-8th grade to provide our students access to cutting edge technology, research, and curriculum that will allow them to develop Common Core proficiency while differentiating their learning experience. We are investing in the development of strong foundational reading and writing skills in K-2 so that by 3rd grade our students are ready to focus on deep rich content. In the 2015-2016 school year we will be offering elective courses in agriculture, computer programming, speech, robotics, STEM, journalism, music, and theater. We are both excited and proud to expand the opportunities we offer to our community.</p>	

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

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

28.6 3	%
<p>Using the calculation tool provided by the state, Tipton Elementary School District has calculated that it will receive \$1,265,568 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). In addition, using the same calculation tool the proportionality percentage has been calculated at 28.63%. Tipton Elementary School District has demonstrated that the district is meeting its minimum proportionality requirement by expenditure of the total 2015-2016 Supplemental and Concentration grant funding for qualifying purposes as listed on Attachment A.</p>	

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

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

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

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

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

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

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

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

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

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

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



**4. ADMINISTRATIVE: Action items:**

- 4.2** Authorize Signature Update to the Valley Bank Accounts, remove Merri Larson and add Anthony Hernandez from the list as per attached.



# TIPTON ELEMENTARY SCHOOL

370 N. Evans Road • P.O. Box 787 • Tipton, CA 93272  
559-752-4213 • FAX: 559-687-2221

**Tiger Pride!**

Miguel A. Guerrero Ed.D.  
Superintendent

Stacey Bettencourt  
Principal

Jacob Munoz  
Vice Principal – Projects

Anthony Hernandez  
Business Manager

Fausto Martin  
MOT Supervisor

Lidia Rocha  
Cafeteria Manager

September 30, 2015

Valley Business Bank  
1901 E. Prosperity Avenue  
Tulare, CA 93274

To Whom It May Concern:

Regarding the following accounts please remove Merri Larson as a signer. Please leave Miguel Guerrero and Stacey Bettencourt, and add Anthony Hernandez as current signers.

Apply to accounts as listed:

- 31100009 – Clearing Account
- 30780166 – Student Body Account
- 30580162 – Cafeteria Account
- 30000795 – PSO Account
- 30501570 – Revolving Account
- 30103392 – Help Child Fund
- 30201083 – 8<sup>th</sup> Grade (Savings)

This is in accordance with our Board Minutes on October 6, 2015.

Sincerely,

Miguel A. Guerrero  
Superintendent

### Board Members

Tony Macedo  
President

Greg Rice  
Clerk

Iva Sousa  
Trustee

John Cardoza  
Trustee

Shelley Heeger  
Trustee

**5. FINANCE: Action items:**

**5.1 Vendor Payments (A revised document will be available during the vendor payment presentation)**

# APY Input List

## Accounts Payable 9/3,9/10, and 9/24 of 2015

Fiscal Year 2016

**Items of Status: Finalized**  
**Entered by: anthonyh**

<u>Vendor</u>	<u>RefType</u>	<u>RefNo</u>	<u>InvoiceDate</u>	<u>AccountCode</u>	<u>Amount</u>
013971		PV-160204	09/01/2015	010-90336-0-11100-10000-52000-0	\$28.56
14181		ALMEIDA, VIRGINIA	August Mileage		
14181	PV	160259	08/24/2015	6200788	\$222.21
12788	PV	160260	08/24/2015	6200788	\$2.70
12788	PV	160308	09/03/2015	503-0758216	\$201.30
12788	PV	160309	09/10/2015	503-0764540	\$204.13
12788	PV	160310	09/17/2015	503-0770814	\$202.15
012788		PV-160203	08/27/2015	503-0751945	\$202.70
014101		PV-160205	07/31/2015	01-08-TIP	\$170.00
14166	PV	160311	09/03/2015	467987	\$698.00
14166	PV	160312	09/07/2015	468647	\$7,475.00
13619	PV	160345	09/16/2015	ZC31786	\$2,488.80
13637	PV	160306	08/31/2015	8809-558457	\$8.80
014185		PV-160207	08/27/2015	192459	\$79.80
14141	PV	160252	09/08/2015	DOT Physical	\$100.00
13568	PV	160313	09/14/2015	120515	\$70.20
12602	PV	160314	09/09/2015	784044	\$56.34
013181		PV-160208	08/24/2015	5670645	\$215.12
13219	PV	160305	09/03/2015	118303	\$96.00
14153	PV	160315	08/31/2015	15079	\$1,772.50
14153	PV	160316	09/23/2015	15078	\$18,912.50
14153	PV	160317	06/30/2015	14806	\$343.75
014153		PV-160209	08/27/2015	15131	\$968.11
13796	PV	160340	09/04/2015	P770294	\$8.37
13796	PV	160341	09/11/2015	P770760	\$142.42
13796	PV	160342	09/22/2015	P771675	\$211.47
13796	PV	160343	09/23/2015	P771722	\$19.72
13831	PV	160304	09/02/2015	VARIOUS	\$100.00
13831	PV	160304	09/02/2015	VARIOUS	\$65.00
13831	PV	160304	09/02/2015	VARIOUS	\$450.00
13831	PV	160302	09/02/2015	VARIOUS	\$31.25
13831	PV	160304	09/02/2015	VARIOUS	\$65.00
13831	PV	160344	09/11/2015	CLOSE OUT	\$25.00
13831	PV	160301	09/02/2015	VARIOUS	\$9.77
13831	PV	160301	09/02/2015	VARIOUS	\$206.14
13831	PV	160301	09/02/2015	VARIOUS	\$629.27
13831	PV	160301	09/02/2015	VARIOUS	\$79.70
13831	PV	160301	09/02/2015	VARIOUS	\$137.53
14164	PV	160303	09/04/2015	TESD-OM-INV10	\$2,317.50



14117	INGRAM BAND SUPPLY, LLC	PV 160258	09/08/2015	Various	010-60100-0-11100-10000-58000-0	\$3,980.88
14104	KELLY, RENAE	PV 160300	08/04/2015	LOTTERY REIMB	010-11000-0-11100-10000-43000-0	\$100.00
13594	KINGSLEY BOGARD THOMPSON I	PV 160257	07/31/2015	23256	010-00000-0-00000-71000-58000-0	\$8,594.00
013961	LOWE'S	PV-160210	08/27/2015	08421	010-00000-0-00000-81000-43000-0	\$248.10
14207	MARIA TRUJILLO	PV 160335	09/23/2015	FINGERPRINT REIMB.	010-00000-0-00000-72000-58000-0	\$15.00
003676	MC ELMOYL REFRIGERATION	PV-160211	08/07/2015	31257	010-00000-0-00000-81000-56000-0	\$363.51
13882	MOBILE MODULAR MGT. CORP.	PV 160337	09/07/2015	818211	010-00000-0-00000-81000-56000-0	\$474.00
13882	MOBILE MODULAR MGT. CORP.	PV 160338	09/07/2015	818256	010-00000-0-00000-81000-56000-0	\$412.00
13882	MOBILE MODULAR MGT. CORP.	PV 160339	09/07/2015	818309	010-00000-0-00000-81000-56000-0	\$474.00
14205	MOBYMAX LLC	PV 160319	08/11/2015	49507	010-07200-0-11100-10000-43000-0	\$699.00
011531	MORRIS LEVIN & SON	PV-160213	08/25/2015	50059552	010-00000-0-00000-81000-56000-0	\$177.62
12836	OFFICE DEPOT, INC.	PV 160286	08/27/2015	790042068001	010-00000-0-00000-72000-43000-0	\$105.75
12836	OFFICE DEPOT, INC.	PV 160332	09/23/2015	VARIOUS	010-07200-0-11100-10000-43000-0	\$925.87
12836	OFFICE DEPOT, INC.	PV 160287	09/09/2015	VARIOUS	010-07200-0-11100-10000-43000-0	\$781.30
12836	OFFICE DEPOT, INC.	PV 160331	09/15/2015	792491415001	010-07200-0-11100-10000-43000-0	\$41.19
13214	PEARSON EDUCATION	PV 160251	08/01/2015	4023948241	010-60100-0-11100-10000-43000-0	\$4,701.69
014176	PIONEER RESEARCH	PV-160215	08/12/2015	243732	010-07200-0-11100-10000-41000-0	\$543.10
14179	PITNEY BOWES	PV 160336	09/13/2015	8000-9090-0896-7114	010-00000-0-00000-81000-56000-0	\$133.59
014179	PITNEY BOWES	PV-160216	09/03/2015	6851114	010-00000-0-00000-72000-59000-0	\$73.40
014066	RIGO' SIGNS	PV-160221	09/02/2015	11086	010-00000-0-11100-10000-43000-0	\$78.12
012434	SCHOLASTIC INC	PV-160226	08/04/2015	11472880	010-07200-0-11100-10000-43000-0	\$353.16
14111	SISC	PV 160289	08/31/2015	AUG BILL	010-00000-0-00000-00000-95024-0	\$54,760.20
14111	SISC	PV 160292	09/09/2015	SEPT BILL	010-00000-0-00000-00000-95024-0	\$61,277.60
14111	SISC	PV 160290	08/31/2015	AUG BILL	010-00000-0-00000-00000-95028-0	\$4,683.80
14111	SISC	PV 160293	09/09/2015	SEPT BILL	010-00000-0-00000-00000-95028-0	\$4,523.00
14111	SISC	PV 160291	08/31/2015	AUG BILL	010-00000-0-00000-71000-34020-0	\$6,517.40
14111	SISC	PV 160294	09/09/2015	SEPT BILL	010-00000-0-00000-71000-34020-0	\$6,517.40
14111	SISC	PV 160295	09/09/2015	SEPT BILL	010-00000-0-00000-72000-58000-0	\$331.11
14111	SISC	PV 160296	09/09/2015	AUG BILL	010-00000-0-00000-72000-58000-0	\$360.79
005383	SOUTHERN CALIF EDISON CO	PV-160222	08/21/2015	JUL-AUG2-01-784-2345	010-00000-0-00000-81000-55000-0	\$6,844.38
13902	SOUTHWEST SCH. & OFFICE SUF	PV 160320	09/09/2015	PINV0054545	010-11000-0-11100-10000-43000-0	\$45.60
13902	SOUTHWEST SCH. & OFFICE SUF	PV 160321	09/09/2015	PINV0054739	010-11000-0-11100-10000-43000-0	\$56.54
13902	SOUTHWEST SCH. & OFFICE SUF	PV 160322	09/10/2015	PINV0055679	010-11000-0-11100-10000-43000-0	\$81.54
013902	SOUTHWEST SCH. & OFFICE SUPPLY	PV-160223	08/12/2015	PINV0037215	010-11000-0-11100-10000-43000-0	\$22.65
14197	Stanton Office Machine Company	PV 160282	08/27/2015	239983	010-00000-0-00000-72000-58000-0	\$46.67
14197	Stanton Office Machine Company	PV 160284	08/27/2015	85622A 1	010-00000-0-11100-10000-43000-0	\$83.70
14206	Stephanie Solis	PV 160253	09/08/2015	Fingerprint Reimb.	010-00000-0-00000-72000-58000-0	\$15.00
13267	Supplyworks	PV 160285	08/04/2015	5143860-02	010-00000-0-00000-81000-43000-0	\$254.64
13130	SYSCO FOOD SERVICES	PV 160325	09/08/2015	509080145	010-60100-0-00000-37000-47000-0	\$103.97
13130	SYSCO FOOD SERVICES	PV 160326	09/15/2015	509150178	010-60100-0-00000-37000-47000-0	\$256.22
13130	SYSCO FOOD SERVICES	PV 160277	08/07/2015	508070303	010-60100-0-00000-37000-47000-0	\$245.21
13130	SYSCO FOOD SERVICES	PV 160278	08/18/2015	508180219	010-60100-0-00000-37000-47000-0	\$267.61
13130	SYSCO FOOD SERVICES	PV 160279	08/25/2015	508250135	010-60100-0-00000-37000-47000-0	\$26.67
13130	SYSCO FOOD SERVICES	PV 160280	08/28/2015	508280215	010-60100-0-00000-37000-47000-0	\$755.09
13828	THE DIESEL DOCTOR	PV 160288	07/02/2015	31800	010-00000-0-00000-81000-56000-0	\$2,000.00
13828	THE DIESEL DOCTOR	PV 160297	07/03/2015	31800	010-00000-0-00000-81000-56000-0	\$78.55



5388	THE GAS COMPANY	PV	160330	09/21/2015	8/18-9/17	010-00000-0-00000-81000-55000-0	\$171.44
005388	THE GAS COMPANY	PV-160229		08/20/2015	7/20-8/18	010-00000-0-00000-81000-55000-0	\$40.83
012264	TIPTON AUTO PARTS	PV-160230		08/08/2015	5308	010-81500-0-00000-81100-43000-0	\$5.83
005760	TIPTON COMMUNITY SERVICES DIST	PV-160240		08/31/2015	8/1-8/31	010-00000-0-00000-81000-55000-0	\$535.86
5763	TIPTON SCH REV CASH FUND	PV 160254		09/08/2015	Various	010-07230-0-00000-36000-43000-0	\$16.15
5763	TIPTON SCH REV CASH FUND	PV 160254		09/08/2015	Various	010-90358-0-00000-24950-43000-0	\$822.95
5763	TIPTON SCH REV CASH FUND	PV 160254		09/08/2015	Various	010-90358-0-00000-24950-43000-0	\$80.22
5763	TIPTON SCH REV CASH FUND	PV 160254		09/08/2015	Various	010-90358-0-00000-24950-43000-0	\$101.30
12777	TULARE CO. SMALL SCH. SUPER.	PV 160347		09/24/2015	PIXLEY PRODEV	010-40350-0-11100-10000-52000-0	\$100.00
13463	TULARE COUNTY OFFICE OF EDL	PV 160299		07/09/2015	160027	010-07200-0-11100-10000-52000-0	\$125.00
13463	TULARE COUNTY OFFICE OF EDL	PV 160298		07/27/2015	160177	010-07200-0-11100-10000-58000-0	\$7,150.00
13463	TULARE COUNTY OFFICE OF EDL	PV 160334		10/01/2014	150827	010-30100-0-11100-10000-58000-0	\$100.00
14190	UZIBULL	PV 160250		07/06/2015	2652	010-07200-0-11100-10000-43000-0	\$673.65
14190	UZIBULL	PV 160333		09/14/2015	1833	010-60100-0-11100-10000-43000-0	\$323.35
13496	VALLEY PACIFIC PET. SERV., INC	PV 160262		08/17/2015	INV-386528	010-07230-0-00000-36000-43000-0	\$749.94
13496	VALLEY PACIFIC PET. SERV., INC	PV 160263		09/03/2015	INV-390007	010-07230-0-00000-36000-43000-0	\$1,498.33
12229	VALLEYPBS	PV 160346		08/28/2015	4852	010-00000-0-11100-10000-58000-0	\$475.00
013333	VERIZON WIRELESS	PV-160248		08/19/2015	9750933864	010-00000-0-00000-81000-59000-0	\$451.11
011885	WILL TIESIERA FORD MERCURY	PV-160249		07/09/2015	32898A	010-00000-0-00000-81000-55000-0	\$269.14

**\$226,137.53**

**GENERAL FUND TOTAL EXPENDITURES**

13412	AUTO-CHLOR SYS.OF FRESNO, II	PV 160307		09/08/2015	271865	130-53100-0-00000-37000-43000-0	\$185.47
13412	AUTO-CHLOR SYS.OF FRESNO, II	PV 160261		08/14/2015	272132	130-53100-0-00000-37000-43000-0	\$119.28
13831	F & M BANK VISA	PV 160304		09/02/2015	VARIOUS	130-53100-0-00000-37000-43000-0	\$22.76
13831	F & M BANK VISA	PV 160302		09/02/2015	VARIOUS	130-53100-0-00000-37000-47000-0	\$10.05
12907	FOCUS PACKAGING	PV 160318		08/12/2015	198340	130-53100-0-00000-37000-43000-0	\$1,025.85
12907	FOCUS PACKAGING	PV 160264		09/02/2015	199471	130-53100-0-00000-37000-43000-0	\$944.24
013191	PRODUCERS	PV-160217		08/24/2015	49524538	130-53100-0-00000-37000-47000-0	\$563.27
13130	SYSCO FOOD SERVICES	PV 160327		09/08/2015	509080146	130-53100-0-00000-37000-47000-0	\$2,280.17
13130	SYSCO FOOD SERVICES	PV 160328		09/08/2015	509080143	130-53100-0-00000-37000-47000-0	\$70.69
13130	SYSCO FOOD SERVICES	PV 160329		09/15/2015	509150177	130-53100-0-00000-37000-47000-0	\$1,879.73
13130	SYSCO FOOD SERVICES	PV 160265		08/07/2015	508070304	130-53100-0-00000-37000-47000-0	\$1,866.14
13130	SYSCO FOOD SERVICES	PV 160266		08/04/2015	508040349	130-53100-0-00000-37000-47000-0	\$335.26
13130	SYSCO FOOD SERVICES	PV 160267		08/14/2015	508140360	130-53100-0-00000-37000-47000-0	\$18.47
13130	SYSCO FOOD SERVICES	PV 160268		08/18/2015	508180221	130-53100-0-00000-37000-47000-0	\$3,728.60
13130	SYSCO FOOD SERVICES	PV 160269		08/18/2015	508180222	130-53100-0-00000-37000-47000-0	\$56.04
13130	SYSCO FOOD SERVICES	PV 160270		08/19/2015	508190302	130-53100-0-00000-37000-47000-0	\$91.21
13130	SYSCO FOOD SERVICES	PV 160271		08/25/2015	508250136	130-53100-0-00000-37000-47000-0	\$3,270.95
13130	SYSCO FOOD SERVICES	PV 160272		08/28/2015	508280216	130-53100-0-00000-37000-47000-0	\$340.76
13130	SYSCO FOOD SERVICES	PV 160273		09/01/2015	509010144	130-53100-0-00000-37000-47000-0	\$4,604.31
13130	SYSCO FOOD SERVICES	PV 160323		09/08/2015	509080144	130-53100-0-00000-37000-47000-0	\$103.97
13130	SYSCO FOOD SERVICES	PV 160324		09/15/2015	509150176	130-90100-0-00000-37000-47000-0	\$215.57
13130	SYSCO FOOD SERVICES	PV 160274		08/07/2015	508070305	130-90100-0-00000-37000-47000-0	\$343.85
13130	SYSCO FOOD SERVICES	PV 160275		08/18/2015	508180220	130-90100-0-00000-37000-47000-0	\$68.46
13130	SYSCO FOOD SERVICES	PV 160276		08/28/2015	508280214	130-90100-0-00000-37000-47000-0	\$46.46
5763	TIPTON SCH REV CASH FUND	PV 160254		09/08/2015	Various	130-53100-0-00000-37000-43000-0	\$31.88
012650	VALLEY FOOD SERVICE	PV-160242		08/17/2015	311101	130-53100-0-00000-37000-47000-0	\$92.88

014105 SPENCE FENCE COMPANY, INC. CAFETERIA FUND TOTAL EXPENDITURES PV-160225 08/14/2015 3682 140-06205-0-00000-81100-56000-0 **\$22,316.32**  
 \$6,267.00

13607 MANGINI ASSOCIATES, INC. PV 160255 07/31/2015 7402 350-77110-0-00000-85000-62000-0 **\$6,267.00**  
 13607 MANGINI ASSOCIATES, INC. PV 160256 08/31/2015 7464 350-77110-0-00000-85000-62000-0 \$16,659.00  
 \$51,650.84

**\$68,309.84**  
**CAPITAL FACILITY FUND TOTAL EXPENDITURES**  
**Total Entered on 9/23/2015 3:25:00PM: \$323,030.69**

**Total Entered by UserId: \$323,030.69**  
**Report Total for Payment Status: Finalized \$323,030.69**  
**Report Total: \$323,030.69**

## **5. FINANCE: Action items:**

**5.2 Budget Revisions (A revised document will be available during the budget revision presentation)**



## Budget Revision Report

Control Number: 92446617

Fund:	0100	General Fund	Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Revenues</b>						
			010-00000-0-00000-00000-80110-0	\$4,538,880.00	\$43,065.00	\$4,581,945.00
			010-00000-0-00000-00000-80910-0	\$0.00	(\$295,000.00)	(\$295,000.00)
			<b>Revenue Limit</b>	\$4,538,880.00	(\$251,935.00)	\$4,286,945.00
			<b>Total Revenues</b>	\$4,538,880.00	(\$251,935.00)	\$4,286,945.00
<b>Expenditures</b>						
			010-60100-0-00000-37000-47000-0	\$0.00	\$3,000.00	\$3,000.00
			010-60100-0-11100-10000-43000-0	\$10,000.00	(\$3,000.00)	\$7,000.00
			010-90358-0-00000-24950-43000-0	\$500.00	\$749.10	\$1,249.10
			<b>Books and Supplies</b>	\$10,500.00	\$749.10	\$11,249.10
			010-99900-0-00000-81000-58000-0	\$0.00	\$9,000.00	\$9,000.00
			010-99900-0-00000-85000-58000-0	\$9,000.00	(\$9,000.00)	\$0.00
			<b>Services, Other Operating Expenses</b>	\$9,000.00	\$0.00	\$9,000.00
			<b>Total Expenditures</b>	\$19,500.00	\$749.10	\$20,249.10
			<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$2,507,124.31</b>	
			<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>(\$252,684.10)</b>	
			<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$2,254,440.21</b>	

# Budget Revision Report

BGR030  
anthonyh

9/24/2015  
12:57:15PM

Control Number: 92446617

Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 1300 Cafeteria Special Revenue Fund Revenues</b>			
130-53100-0-00000-00000-86990-0	\$15,500.00	(\$12,000.00)	\$3,500.00
130-90100-0-00000-00000-86990-0	\$0.00	\$12,000.00	\$12,000.00
<b>Other Local Revenues</b>	\$15,500.00	\$0.00	\$15,500.00
<b>Total Revenues</b>	\$15,500.00	\$0.00	\$15,500.00
<b>Expenditures</b>			
130-53100-0-00000-37000-43000-0	\$10,000.00	\$1,000.00	\$11,000.00
130-53100-0-00000-37000-44000-0	\$5,000.00	(\$1,000.00)	\$4,000.00
130-53100-0-00000-37000-47000-0	\$300,000.00	(\$12,000.00)	\$288,000.00
130-90100-0-00000-37000-47000-0	\$0.00	\$12,000.00	\$12,000.00
<b>Books and Supplies</b>	\$315,000.00	\$0.00	\$315,000.00
<b>Total Expenditures</b>	\$315,000.00	\$0.00	\$315,000.00
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$186,399.46</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>\$0.00</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$186,399.46</b>	

# Budget Revision Report

Control Number: 92446617

Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 2100 Building Fund Expenditures</b>			
210-99900-0-00000-91000-58000-0	\$0.00	\$500,000.00	\$500,000.00
<b>Services, Other Operating Expenses</b>	\$0.00	\$500,000.00	\$500,000.00
210-99900-0-00000-85000-62000-0	\$0.00	\$2,865,225.02	\$2,865,225.02
<b>Capital Outlay</b>	\$0.00	\$2,865,225.02	\$2,865,225.02
<b>Total Expenditures</b>	\$0.00	\$3,365,225.02	\$3,365,225.02
<b>Other Financing Sources/Uses</b>			
210-99900-0-00000-00000-89510-0	\$0.00	\$3,365,225.02	\$3,365,225.02
<b>Sources</b>			
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$0.00</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>\$0.00</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$0.00</b>	

# Budget Revision Report

BGR030  
anthonyh

9/24/2015  
12:57:15PM

Control Number: 92446617

## Account Classification

Approved / Revised

Change Amount      Proposed Budget

At a meeting of the school board on \_\_\_\_\_, the board approved the above budget account lines change to those amounts indicated in the proposed budget column.

Authorized by: \_\_\_\_\_  
(County Office Use Only)  
Updated at County Office on \_\_\_\_/\_\_\_\_/\_\_\_\_ by \_\_\_\_\_

# Budget Revision Report

Control Number: 90442738

Account Classification	Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 0100 General Fund Expenditures</b>			
010-40350-0-11100-10000-52000-0	\$0.00	\$500.00	\$500.00
010-40350-0-11100-10000-58000-0	\$15,000.00	(\$500.00)	\$14,500.00
<b>Services, Other Operating Expenses</b>	\$15,000.00	\$0.00	\$15,000.00
<b>Total Expenditures</b>	\$15,000.00	\$0.00	\$15,000.00
<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>\$2,507,124.31</b>	
<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>\$0.00</b>	
<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$2,507,124.31</b>	



# Budget Revision Report

Control Number: 90442738

Account Classification		Approved / Revised	Change Amount	Proposed Budget
<b>Fund: 1400</b>	<b>Deferred Maintenance Fund</b>			
	<b>Revenues</b>			
	<b>Revenue Limit</b>			
	140-06205-0-00000-00000-80910-0	\$0.00	\$295,000.00	\$295,000.00
		\$0.00	\$295,000.00	\$295,000.00
	<b>Other Local Revenues</b>			
	140-06205-0-00000-00000-86600-0	\$7,000.00	(\$7,000.00)	\$0.00
		\$7,000.00	(\$7,000.00)	\$0.00
	<b>Total Revenues</b>	\$7,000.00	\$288,000.00	\$295,000.00
	<b>Expenditures</b>			
	140-06205-0-00000-81000-44000-0	\$0.00	\$80,000.00	\$80,000.00
		\$0.00	\$80,000.00	\$80,000.00
	<b>Books and Supplies</b>			
	140-06205-0-00000-81000-58000-0	\$0.00	\$35,000.00	\$35,000.00
	140-06205-0-00000-81100-56000-0	\$10,000.00	\$90,000.00	\$100,000.00
		\$10,000.00	\$125,000.00	\$135,000.00
	<b>Services, Other Operating Expenses</b>			
	140-06205-0-00000-85000-61700-0	\$10,000.00	(\$10,000.00)	\$0.00
	140-06205-0-00000-85000-62000-0	\$2,000.00	\$78,000.00	\$80,000.00
	140-06205-0-00000-85000-65000-0	\$10,000.00	(\$10,000.00)	\$0.00
		\$22,000.00	\$58,000.00	\$80,000.00
	<b>Capital Outlay</b>			
	<b>Total Expenditures</b>	\$32,000.00	\$263,000.00	\$295,000.00
	<b>Budgeted Unappropriated Fund Balance before this adjustment:</b>		<b>(\$23,199.29)</b>	
	<b>Total Adjustment to Unappropriated Fund Balance:</b>		<b>\$25,000.00</b>	
	<b>Budgeted Unappropriated Fund Balance after this adjustment:</b>		<b>\$1,800.71</b>	



## **7. Any Other Business-**

### **7.1 Quarterly Board Policy Updates – Informational**



# **POLICY GUIDE SHEET**

**October 2015**

**Page 1**

## **AR 5121 - Grades/Evaluation of Student Achievement**

(AR revised)

Regulation updated to reflect **NEW LAW** (AB 2160, 2014) which requires districts to submit the grade point average (GPA) of students in grade 12 to the Cal Grant program. Revised regulation condenses material prohibiting lowering of a foster youth's grades for absences due to a change in placement or specified court-related activities, also addressed in BP 6173.1 - Education for Foster Youth. Regulation also replaces two options regarding grading for repeated classes with optional language that the highest grade received will be used in calculating the GPA.

## **BP 5131.2 - Bullying**

(BP revised)

Policy updated to clarify the appropriate use of the uniform complaint procedures (UCP) in cases of nondiscriminatory bullying. As revised, the policy provides that the UCP be used to investigate all instances of bullying, but that conduct determined to be nondiscriminatory bullying then be resolved in accordance with the district's student discipline policies and procedures.

## **BP/AR 5148 - Child Care and Development**

(BP/AR revised)

Policy updated to expand optional priorities for child care services to include children of district students, expand examples of methods to provide facilities for child care services, and add new section on "Complaints." Regulation updated to reflect **NEW LAW** (AB 1944, 2014) which deletes the requirement for parents/guardians of a child age 11-12 to certify in writing that they need child care services because a before-school or after-school program is unavailable. Regulation also revised to clarify eligibility for subsidized services, reflect the new fee schedule that went into effect July 1, 2014, provide for reassessment of fees when a family is recertified or experiences a change in status, and reflect renumbering of legal cites.

## **BP/AR 5148.2 - Before/After School Programs**

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW** (SB 1221, 2014) which requires before/after school programs to submit program attendance reports on a semi-annual basis and to use a program quality improvement process that is based on standards developed by the CDE. Policy also adds material on qualifications of staff and volunteers, the preferred placement of students ages 11-12 in a before/after school program rather than subsidized child care services, and timelines for review and maintenance of the program plan. Regulation also revised to clarify applicable grade levels for the 21st Century Community Learning Center program, reflect funding priorities used by the CDE, add material on summer programs, and reflect law authorizing a full meal to be served in after-school programs.

## **BP/AR 5148.3 - Preschool/Early Childhood Education**

(BP/AR revised)

Policy and regulation updated to reflect the mandate for districts offering California State Preschool Program (CSPP) programs to develop written admissions policies and procedures with specified components. Policy also updated to reflect **NEW LAW** (SB 858, 2014) which (1) authorizes districts to use a portion of a reserve fund for purposes of staff development for CSPP instructional staff and (2) establishes the early learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs. Regulation updated to reflect provisions of SB 858 that grant second priority for enrollment to four-year-old children who are not enrolled in a transitional kindergarten (TK) program. Regulation also reflects the applicability to CSPP programs of specified requirements for general child care and development programs, reflects CDE guidance regarding four-year-olds who are eligible for both CSPP and TK programs, and adds material on staffing ratios, parent/guardian notification of approval or denial of enrollment, and maintenance of a family data file.

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT**

Written report cards displaying students' grades in each subject or course shall be distributed to parents/guardians at the end of each grading period. Parents/guardians shall be offered an opportunity to meet with their child's teacher(s) to discuss the grades and strategies to improve their child's performance.

*(cf. 6020 - Parent Involvement)*

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. (Education Code 49067)

*(cf. 5123 - Promotion/Acceleration/Retention)*

**Grades for Achievement**

For grades K-3, students' level of progress shall be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

For grades 4-12, grades for achievement shall be reported for each grading period as follows:

A	(90-100%)	Outstanding Achievement	4.0 grade points
B	(80-89%)	Above Average Achievement	3.0 grade points
C	(70-79%)	Average Achievement	2.0 grade points
D	(60-69%)	Below Average Achievement	1.0 grade points
F	(0-59%)	Little or No Achievement	0 grade points
I		Incomplete	0 grade points

An Incomplete shall be given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the Incomplete shall become an F.

**Grades for Physical Education**

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel. (Education Code 49066)

*(cf. 6142.7 - Physical Education and Activity)*

## **GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

### **Grades for Citizenship, Study Skills, and Effort**

Grades for citizenship, study skills, and effort shall be reported as follows:

- O Outstanding
- S Satisfactory
- N Needs Improvement

### **Pass/Fail Grading**

The Superintendent or designee may identify courses or programs for which students may, with parent/guardian permission, elect to earn a Pass or Fail grade instead of a letter grade.

Students who receive a Pass grade shall acquire the appropriate semester units of credit for the course. The grade shall not be counted in determining class rank, honors list, or membership in the California Scholarship Federation. Students who receive a Fail grade shall not receive credit for taking the course.

### **Peer Grading**

At their discretion, teachers may use peer grading of student tests, papers, and assignments as appropriate to reinforce lessons.

### **Effect of Absences on Grades**

Teachers who may choose to withhold class credit because of excessive unexcused absences shall so inform students and parents/guardians of such a possibility at the beginning of the school year or semester. When a student reaches the number of unexcused absences defined as excessive in Board policy, the student and parent/guardian shall again be notified of the district's policy regarding excessive unexcused absences.

*(cf. 5113 - Absences and Excuses)*

The student and parent/guardian shall have a reasonable opportunity to explain the absences. (Education Code 49067)

**GRADES/EVALUATION OF STUDENT ACHIEVEMENT** (continued)

If a student receives a failing grade because of excessive unexcused absences, the student's record shall specify that the grade was assigned because of excessive unexcused absences. (Education Code 49067)

Grades for a student in foster care shall not be lowered if the student is absent for any reason specified in Education Code 49069.5.

*(cf. 6173.1 - Education for Foster Youth)*

**Grade Point Average**

The Superintendent or designee shall calculate each student's GPA using the grade point assigned to each letter grade in accordance with the scale described in the section "Grades for Achievement" above. The grade points for all applicable coursework shall be totaled and divided by the number of courses completed. Pass/Fail grades shall not be included in the determination of a student's GPA.

*(cf. 5126 - Awards for Achievement)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

When plus and minus designations are added to letter grades, they shall not be considered in determining GPA.

**BULLYING**

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

*(cf. 5131 - Conduct)*

*(cf. 5136 - Gangs)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

*Cyberbullying* includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

*(cf. 5145.2 - Freedom of Speech/Expression)*

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 6020 - Parent Involvement)*

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

*(cf. 1020 - Youth Services)*

**Bullying Prevention**

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative

**BULLYING** (continued)

school climate Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

*(cf. 5137 - Positive School Climate)*

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

*(cf. 6142.8 - Comprehensive Health Education)*  
*(cf. 6142.94 - History-Social Science Instruction)*  
*(cf. 6163.4 - Student Use of Technology)*

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

**Intervention**

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

**BULLYING** (continued)**Reporting and Filing of Complaints**

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

**Investigation and Resolution of Complaints**

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

**BULLYING** (continued)

**Discipline**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

*Legal Reference: (see next page)*



**BULLYING** (continued)

*Legal Reference:*

EDUCATION CODE

200-262.4 *Prohibition of discrimination*

32282 *Comprehensive safety plan*

32283.5 *Bullying; online training*

35181 *Governing board policy on responsibilities of students*

35291-35291.5 *Rules*

48900-48925 *Suspension or expulsion*

48985 *Translation of notices*

52060-52077 *Local control and accountability plan*

PENAL CODE

422.55 *Definition of hate crime*

647 *Use of camera or other instrument to invade person's privacy; misdemeanor*

647.7 *Use of camera or other instrument to invade person's privacy; punishment*

653.2 *Electronic communication devices, threats to safety*

CODE OF REGULATIONS, TITLE 5

4600-4687 *Uniform complaint procedures*

UNITED STATES CODE, TITLE 47

254 *Universal service discounts (e-rate)*

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 *Nondiscrimination on basis of disability; complaints*

CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 *Designation of responsible employee for Section 504*

106.8 *Designation of responsible employee for Title IX*

110.25 *Notification of nondiscrimination on the basis of age*

COURT DECISIONS

*Wynar v. Douglas County School District*, (2013) 728 F.3d 1062

*J.C. v. Beverly Hills Unified School District*, (2010) 711 F.Supp.2d 1094

*Lavine v. Blaine School District*, (2002) 279 F.3d 719

*Management Resources: (see next page)*

**BULLYING** (continued)

*Management Resources:*

CSBA PUBLICATIONS

*Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014**Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

*Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009*

*Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008*

*Bullying at School, 2003*

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

*Dear Colleague Letter: Bullying of Students with Disabilities, August 2013*

*Dear Colleague Letter: Harassment and Bullying, October 2010*

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

ON[the]LINE, digital citizenship resources: <http://www.onthelineca.org>

U.S. Department of Education: <http://www.ed.gov>

**CHILD CARE AND DEVELOPMENT**

The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6175 - Migrant Education Program)*

The Board shall enter into a contract with the California Department of Education (CDE) for the provision of child care and development services by the district.

*(cf. 3312 - Contracts)*

The district shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and supply information about child care options.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

*(cf. 0000 - Vision)*

*(cf. 0100 - Philosophy)*

*(cf. 0200 - Goals for the School District)*

**Eligibility and Enrollment**

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 3540 - Transportation)*

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

## **CHILD CARE AND DEVELOPMENT** (continued)

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

*(cf. 5111.1 - District Residency)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

### **Staffing**

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.2 - Certification)*

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

### **Facilities**

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

*(cf. 1330.1 - Joint Use Agreements)*

*(cf. 7110 - Facilities Master Plan)*

## **CHILD CARE AND DEVELOPMENT** (continued)

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

### **Complaints**

For a licensed child care center, any complaint alleging health and safety violations shall be referred to the California Department of Social Services. For a license-exempt facility, such complaints shall be referred to the appropriate Child Development regional administrator. Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Program Evaluation**

The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The evaluation report shall be submitted to the Board and the CDE along with an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

**CHILD CARE AND DEVELOPMENT** (continued)

*Legal Reference:*

EDUCATION CODE

8200-8499.10 *Child Care and Development Services Act, especially:*  
8200-8209 *General provisions for child care and development services*  
8210-8216 *Resource and referral program*  
8220-8226 *Alternative payment program*  
8230-8233 *Migrant child care and development program*  
8235-8239 *California state preschool program*  
8240-8244 *General child care programs*  
8250-8252 *Programs for children with special needs*  
8263 *Eligibility and priorities for subsidized child development services*  
8263.3 *Disenrollment of families due to reduced funding levels*  
8263.4 *Enrollment of students ages 11-12 years*  
8273-8273.3 *Fees*  
8278.3 *Child Care Facilities Revolving Fund*  
8360-8370 *Personnel qualifications*  
8400-8409 *Contracts*  
8482-8484.65 *After-school education and safety program*  
8484.7-8484.8 *21st Century community learning centers*  
8493-8498 *Facilities*  
8499-8499.7 *Local planning councils*  
49540-49546 *Child care food program*  
49570 *National School Lunch program*  
56244 *Staff development funding*

HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*  
1596.90-1597.21 *Day care centers*  
120325-120380 *Immunization requirements*

CODE OF REGULATIONS, TITLE 5

4610-4687 *Uniform complaint procedures*  
18000-18434 *Child care and development programs, especially:*  
18012-18122 *General requirements*  
18180-18192 *Federal and state migrant programs*  
18210-18213 *Severely handicapped program*  
18220-18231 *Alternative payment program*  
18240-18248 *Resource and referral program*  
18270-18281 *Program quality, accountability*  
18290-18292 *Staffing ratios*  
18295 *Waiver of qualifications for site supervisor*  
18300-18308 *Appeals and dispute resolution*  
80105-80125 *Commission on Teacher Credentialing, child care and development permits*

CODE OF REGULATIONS, TITLE 22

101151-101239.2 *General requirements, licensed child care centers, especially:*  
101151-101163 *Licensing and application procedures*  
101212-101231 *Continuing requirements*  
101237-101239.2 *Facilities and equipment*

*Legal Reference continued: (see next page)*

**CHILD CARE AND DEVELOPMENT (continued)**

*Legal Reference: (continued)*

UNITED STATES CODE, TITLE 42

1751-1769 School lunch programs

9831-9852 Head Start programs

9858-9858q Child care and development block grant

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch program

CODE OF FEDERAL REGULATIONS, TITLE 45

98.2-98.93 Child care and development fund

COURT DECISIONS

CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91 Cal.App.4th 892

*Management Resources:*

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

14-03a Revised Child Care and Development Fee Schedule, Management Bulletin, September 2014

Uniform Complaint Procedures, 2014

12-07 Disenrollment due to Maximum Reimbursable Amount Reduction, Management Bulletin, July 2012

Keeping Children Healthy in California's Child Care Environments: Recommendations to Improve Nutrition and Increase Physical Activity, 2010

WEB SITES

CSBA: <http://www.csba.org>

California Association for the Education of Young Children: <http://www.caeyc.org>

California Child Development Administrators Association: <http://www.ccdaa.org>

California Department of Education, Early Education and Support Division: <http://www.cde.ca.gov/sp/cd>

California Department of Education, Early Education Management Bulletins:

<http://www.cde.ca.gov/sp/cd/ci/allmbs.asp>

California Department of Social Services, Licensing Information: <http://cclld.ca.gov/PG492.htm>

California Head Start Association: <http://caheadstart.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

National Association for the Education of Young Children: <http://www.naeyc.org>

U.S. Department of Education: <http://www.ed.gov>

**CHILD CARE AND DEVELOPMENT**

**Licensing**

All district child care and development services shall be licensed by the California Department of Social Services, unless exempted pursuant to Health and Safety Code 1596.792 or 22 CCR 101158.

The license shall be posted in a prominent, publicly accessible location in the facility. (Health and Safety Code 1596.8555)

Licensed child care centers shall be subject to the requirements of Health and Safety Code 1596.70-1597.21, 22 CCR 101151-101239.2, and, when applicable, 22 CCR 101451-101539.

**Program Components**

The district's child care and development program shall include the following components:

1. A developmental profile recording each child's physical, cognitive, social, and emotional development which shall be used to plan and conduct developmentally and age-appropriate activities (Education Code 8203.5; 5 CCR 18272)

Program staff shall complete the "Desired Results Developmental Profile," available from the California Department of Education (CDE), for each child who is enrolled in the program for at least 10 hours per week and for any child with disabilities regardless of the number of hours enrolled. The profile shall be completed within 60 days of enrollment and at least once every six months thereafter for children of all ages. (Education Code 8203.5; 5 CCR 18270.5, 18272)

2. An educational program which complies with 5 CCR 18273, including the provision of services that are developmentally, linguistically, and culturally appropriate and inclusive of children with special needs

*(cf. 5148.2 - Before/After School Programs)*  
*(cf. 5148.3 - Preschool/Early Childhood Education)*  
*(cf. 6159 - Individualized Education Program)*  
*(cf. 6164.4 - Identification of Individuals for Special Education)*  
*(cf. 6164.6 - Identification and Education Under Section 504)*  
*(cf. 6174 - Education for English Language Learners)*

3. A staff development program which complies with 5 CCR 18274

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*



**CHILD CARE AND DEVELOPMENT** (continued)

4. Parent/guardian involvement and education which comply with 5 CCR 18275 and involve parents/guardians through an orientation, at least two individual conferences per year, meetings with program staff, an advisory committee, participation in daily activities, and information regarding their child's progress

*(cf. 6020 - Parent Involvement)*

5. A health and social services component which complies with 5 CCR 18276 and includes referrals to appropriate community agencies as needed

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 5141 - Health Care and Emergencies)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.6 - School Health Services)*

6. A community involvement component which complies with 5 CCR 18277

7. A nutrition component which ensures that children in the program are provided nutritious meals, beverages, and snacks that meet state and federal standards and have access to drinking water throughout the day, including at meal times (Health and Safety Code 1596.808; 5 CCR 18278; 42 USC 1766)

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 5030 - Student Wellness)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

8. An annual plan for program evaluation which conforms with the state's "Desired Results for Children and Families" system and includes, but is not limited to, a self-evaluation, parent survey, and environment rating scale using forms provided by the CDE (5 CCR 18270.5, 18279, 18280)

*(cf. 0500 - Accountability)*

9. Programs that promote age-appropriate structured and unstructured opportunities for physical activity and that limit the amount of time spent in sedentary activities to an appropriate level

**Staffing Ratios**

The district's child care and development program shall maintain at least the minimum adult-child and teacher-child ratios specified in 5 CCR 18290-18292 based on the ages of the children served.

**CHILD CARE AND DEVELOPMENT** (continued)**Eligibility and Enrollment**

The district's subsidized child care and development services may be available to infants and children through age 12 years and to individuals with disabilities through age 21 years in accordance with their individualized education program and Education Code 8208. (Education Code 8208, 8263.4; 5 CCR 18089, 18407, 18422)

Eligible families shall be those who document both an eligibility basis and a need for care, as follows: (Education Code 8263)

1. The family is eligible for subsidized services on the basis of being a current aid recipient, income eligible, or homeless and/or the family's children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited.
2. The family has a need for child care based on the unavailability of the parents/guardians to care for and supervise their children for some portion of the day because they are either working, seeking employment, participating in vocational education and training programs, seeking permanent housing for family stability, or temporarily or permanently incapacitated. Alternatively, a family satisfies the need requirement if the child is identified by a legal, medical, social services agency, or emergency shelter as a recipient of child protective services or as being, or at risk of being, neglected, abused, or exploited.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

First priority for enrollment shall be given to neglected or abused children who are recipients of child protective services, or children who are at risk of being neglected or abused, upon written referral from a legal, medical, or social services agency. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8263)

Second priority for enrollment shall be given to families who are income eligible, as defined in Education Code 8263.1. Families with the lowest gross monthly income in relation to family size shall be admitted first. If two or more families are in the same priority in relation to income, the family that has a child with disabilities shall be admitted first or, if there is no child with disabilities, the family that has been on the waiting list for the longest time shall be admitted first. (Education Code 8263, 8263.1)

**CHILD CARE AND DEVELOPMENT** (continued)

The district shall allow eligible children ages 11-12 years to combine enrollment in a before-school or after-school program with subsidized child care services during the time that the before-school or after-school program does not operate. Children ages 11-12 years, except for children with disabilities, shall be eligible for subsidized child care services only for the portion of care needed that is not available in a before-school or after-school program. (Education Code 8263.4)

After all children eligible for subsidized services have been enrolled, the district may enroll children in accordance with the priorities established by the Governing Board.

The district's decision to approve or deny services shall be communicated to the parent/guardian through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18118)

*(cf. 5145.6 - Parental Notifications)*

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that he/she no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

The Superintendent or designee shall establish and maintain a basic data file for each family receiving child care and development services containing the completed and signed application for services, documentation used to determine the child's eligibility and need, and copies of all Notices of Action. (5 CCR 18081, 18095)

**CHILD CARE AND DEVELOPMENT** (continued)**Fees and Charges**

Except when offering a program which is prohibited by law from charging any fees, the Superintendent or designee may charge fees for services according to the fee schedule established by the Superintendent of Public Instruction, the actual cost of services, or the maximum daily/hourly rate specified in the contract, whichever is least. (Education Code 8250, 8263, 8273, 8273.1, 8273.2, 8447; 5 CCR 18078, 18108-18110)

However, no fee shall be charged to a family that is receiving CalWORKS cash aid, an income-eligible family whose child is enrolled in a part-day California State Preschool Program, or a family whose income level, in relation to family size, is less than the first entry in the fee schedule. (Education Code 8273.1; 5 CCR 18110)

In addition, any family receiving child care on the basis of having a child who is a recipient of child protective services, or having a certification by a county child welfare agency that child care services continue to be necessary, may be exempt from these fees for up to 12 months. Any family whose child is receiving child care on the basis of being at risk of abuse, neglect, or exploitation may be exempt from these fees for up to three months, unless the family becomes eligible based on receipt of child protective services or certification of need by a county child welfare agency. The cumulative period of exemption for these purposes shall not exceed 12 months. (Education Code 8273.1)

Fees shall be assessed at initial enrollment and reassessed when a family is recertified or experiences a change in status. Fees shall be considered delinquent after seven days from the date that fees are due. Parents/guardians shall be notified in the event that fees are delinquent. If a reasonable plan for payment of the delinquent fees has not been provided by the parents/guardians, services shall be terminated if all delinquent fees are not paid within two weeks of such notification. Parents/guardians shall receive a copy of the district's regulations regarding fee collection at the time of initial enrollment into the program. (Education Code 8273; 5 CCR 18082, 18114, 18115)

The Superintendent or designee shall establish a process which involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

**Disenrollment**

When necessary due to a reduction in state reimbursements, families shall be disenrolled from subsidized child care and development services in the following order: (Education Code 8263.3)

**CHILD CARE AND DEVELOPMENT** (continued)

1. Families with the highest income in relation to family size shall be disenrolled first.
2. If two or more families have the same income ranking, children without disabilities who have been enrolled in child care services the longest shall be disenrolled first. After all children without disabilities have been disenrolled, children with disabilities shall be disenrolled, with those who have been enrolled in child care services the longest being disenrolled first.
3. Families whose children are receiving child protective services or are at risk of neglect, abuse, or exploitation, regardless of family income, shall be disenrolled last.

Whenever the district issues a notice to the families who will be disenrolled due to funding reduction, a parent/guardian may appeal the decision only on the grounds that the factors used to determine the family's disenrollment are incorrect. He/she shall submit the appeal within 14 calendar days of receipt of the notice, or within 19 calendar days if the notice was mailed.

The Superintendent or designee shall review the appeal and notify the parent/guardian, in writing, of the district's final decision within 10 calendar days of receiving the appeal request. Services shall continue to be provided pending the appeal decision.

**Health Examination**

A physical examination and evaluation, including age-appropriate immunization, shall be required prior to or within six weeks of enrollment, unless the parent/guardian submits a letter stating that such examination is contrary to his/her religious beliefs. (Education Code 8263)

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.3 - Health Examinations)*

*(cf. 5141.31 - Immunizations)*

**Attendance**

Sign-in and sign-out sheets shall be used daily for all children for attendance accounting purposes. Attendance records shall include verification of excused absences, including the child's name, date(s) of absence, specific reason for absence, and signature of parent/guardian or district representative. (5 CCR 18065, 18066)

Absences shall be excused for the following reasons:

1. Illness or quarantine of the child or of the parent/guardian (Education Code 8208)

**CHILD CARE AND DEVELOPMENT** (continued)

2. Family emergency (Education Code 8208)

A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.

3. Time spent with a parent/guardian or other relative as required by a court of law (Education Code 8208)

4. Time spent with a parent/guardian or other relative which is clearly in the best interest of the child (Education Code 8208)

An absence shall be considered to be in the best interest of the child when the time is spent with the child's parent/guardian or other relative for reasons deemed justifiable by the program coordinator or site supervisor.

Except for children who are recipients of child protective services or are at risk of abuse or neglect, excused absences in the best interest of the child shall be limited to 10 days during the contract period. (5 CCR 18066)

Any absence due to a reason other than any of those stated above, or without the required verification, shall be considered an unexcused absence. After three unexcused absences during the year, the program coordinator or site supervisor shall notify the parents/guardians. Children who continue to have excessive unexcused absences may be removed from the program at the discretion of the program coordinator in order to accommodate other families on the waiting list for admission.

Parents/guardians shall be notified of the policies and procedures related to excused and unexcused absences for child care and development services. (5 CCR 18066)

**Rights of Parents/Guardians**

At the time a child is accepted into a licensed child care and development center, the child's parent/guardian or authorized representative shall be notified of his/her rights as specified in 22 CCR 101218.1, including, but not limited to, the right to enter and inspect the child care facility and the right to be informed, upon request, of the name and type of association to the center of any adult who has been granted a criminal record exemption. (Health and Safety Code 1596.857; 22 CCR 101218.1)

The written notice of parent/guardian rights also shall be permanently posted within the facility in a location accessible to parents/guardians. Notwithstanding these rights, access to

**CHILD CARE AND DEVELOPMENT** (continued)

the facility may be denied to an adult whose behavior presents a risk to children present in the facility or to noncustodial parents/guardians when so requested by the responsible parent/guardian. (Health and Safety Code 1596.857)

**Records**

The Superintendent or designee shall maintain records of enrollment, attendance, types of families served, income received from all families participating in the district's child care and development program, and any other records required by the CDE.

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

**BEFORE/AFTER SCHOOL PROGRAMS**

The Governing Board desires to provide before-school and/or after-school enrichment programs that support the regular education program and provide safe alternatives for students. In order to increase academic achievement of participating students, the content of such programs shall be coordinated with the district's vision and goals for student learning, its curriculum, and district and state academic standards.

*(cf. 0000 - Vision)*  
*(cf. 0200 - Goals for the School District)*  
*(cf. 5147 - Dropout Prevention)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 6011 - Academic Standards)*  
*(cf. 6176 - Weekend/Saturday Classes)*  
*(cf. 6177 - Summer Learning Programs)*  
*(cf. 6179 - Supplemental Instruction)*

The district's program shall be planned through a collaborative process that includes parents/guardians, students, and representatives of participating schools, governmental agencies including city and county parks and recreation departments, local law enforcement, community organizations, and, if appropriate, the private sector. (Education Code 8422, 8482.5)

*(cf. 1020 - Youth Services)*  
*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*  
*(cf. 1700 - Relations Between Private Industry and the Schools)*  
*(cf. 6020 - Parent Involvement)*

The establishment of any program shall be approved by the Board and the principal of each participating school. (Education Code 8421, 8482.3)

The Superintendent or designee shall ensure that all staff who directly supervise students in the district's before-school and/or after-school program possess appropriate knowledge and experience. As needed, staff and volunteers shall receive ongoing training related to their job responsibilities. (Education Code 8483.4)

*(cf. 1240 - Volunteer Assistance)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4222 - Teacher Aides/Paraprofessionals)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

The program shall include academic and enrichment elements in accordance with law and administrative regulation. In addition, the program may include support services that reinforce the educational component and promote student health and well-being.

*(cf. 0450 - Comprehensive Safety Plan)*  
*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 6142.7 - Physical Education and Activity)*



**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

A fee may be charged to participating families based on the actual cost of services. The fee may be waived or subsidized based on economic need or other critical needs.

Eligible students ages 11-12 years shall be placed in a before-school or after-school program, if and when available, rather than subsidized child care and development services. During the time that the before-school or after-school program does not operate, students ages 11-12 years may be provided the option of enrolling in child care and development services in accordance with the priorities established in AR 5148 - Child Care and Development. (Education Code 8263.4)

*(cf. 3260 - Fees and Charges)*

The Board and the Superintendent or designee shall monitor student participation rates and shall identify multiple measures that shall be used to evaluate program effectiveness. Such measures may include, but are not limited to, student outcome data; program self-assessments; feedback from staff, participating students, and parents/guardians; and observations of program activities.

*(cf. 0500 - Accountability)*

Every three years, the program shall review its after-school program plan, including program goals, program content, and outcome measures. Documentation of the program plan shall be maintained for a minimum of five years. (Education Code 8482.3)

*(cf. 3580 - District Records)*

*Legal Reference: (see next page)*

## **BEFORE/AFTER SCHOOL PROGRAMS (continued)**

### *Legal Reference:*

#### EDUCATION CODE

8263 *Eligibility and priorities for subsidized child development services*  
8263.4 *Enrollment of students ages 11-12 years*  
8273.1 *Family fees, exemptions*  
8350-8359.1 *Programs for CalWORKS recipients*  
8360-8370 *Personnel qualifications*  
8420-8428 *21st Century After-School Program for Teens*  
8482-8484.65 *After School Education and Safety Program*  
8484.7-8484.9 *21st Century Community Learning Centers*  
8490-8490.7 *Distinguished After School Health Recognition Program*  
17264 *New construction; accommodation of before- and after-school programs*  
35021.3 *After-school physical recreation instructors*  
45125 *Criminal record check*  
45330 *Paraprofessionals; instructional aides*  
35340-45349 *Paraprofessionals; instructional aides*  
49024 *Criminal background check; Activity Supervisor Clearance Certificate*  
49430-49434 *Nutrition standards*  
49553 *Free or reduced-price meals*  
69530-69547.9 *Cal Grant program*

#### UNITED STATES CODE, TITLE 20

6314 *Title I schoolwide programs*  
6319 *Program improvement*  
7171-7176 *21st Century Community Learning Centers*

#### UNITED STATES CODE, TITLE 42

1766-1766a *Child and Adult Care Food Program*

#### CODE OF FEDERAL REGULATIONS, TITLE 7

226.17 *Nutrition standards*

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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*Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality, 2014*

*California After School Physical Activity Guidelines, 2009*

#### U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

*21st Century Community Learning Centers, Nonregulatory Guidance, February 2003*

#### WEB SITES

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California Healthy Kids Survey: <https://chks.wested.org>

California School-Age Consortium: <http://calsac.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Partnership for Children and Youth: <http://partnerforchildren.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov/cnd/care/afterschool.htm>

U.S. Department of Education: <http://www.ed.gov>

Policy  
adopted:

CSBA MANUAL MAINTENANCE SERVICE  
July 2015

**BEFORE/AFTER SCHOOL PROGRAMS**

**Grades K-9**

The district's After School Education and Safety (ASES) program or 21st Century Community Learning Center (21st CCLC) program may serve students in grades K-9. (Education Code 8482.3, 8484.8)

Consistent with state funding priorities, the district shall, to the extent feasible, give priority to establishing ASES programs that serve students in schools with the highest percentage of students eligible for free and reduced-price meals.

*(cf. 3553 - Free and Reduced Price Meals)*

The district's 21st CCLC program shall primarily serve students in Title I schoolwide programs or serve a high percentage of students from low-income families. (Education Code 8484.8; 20 USC 7173)

*(cf. 6171 - Title I Programs)*

Consistent with federal funding priorities, the district shall, to the extent feasible, give priority to establishing 21st CCLC programs in schools that are identified for program improvement under 20 USC 6316 and/or programs that will provide year-round expanded learning opportunities.

*(cf. 0520.2 - Title I Program Improvement Schools)*

The district's ASES and 21st CCLC program(s) shall be operated in accordance with the following:

1. Program Elements

- a. The program shall include an educational and literacy element in which tutoring or homework assistance is provided in language arts, mathematics, history and social science, computer training, and/or science. (Education Code 8482.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6142.93 - Science Instruction)*

*(cf. 6154 - Homework/Makeup Work)*

*(cf. 6163.4 - Student Use of Technology)*

- b. The program shall include an educational enrichment element which may include, but is not limited to, fine arts, career technical education, recreation, technology, physical fitness, and prevention activities. (Education Code 8482.3)

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.62 - Tobacco)*  
*(cf. 6142.6 - Visual and Performing Arts)*  
*(cf. 6142.7 - Physical Education and Activity)*  
*(cf. 6178 - Career Technical Education)*

2. Nutrition

- a. If snacks or meals are made available in the program, they shall conform to state nutrition standards specified in Education Code 49430-49434 or 42 USC 1766 as applicable. (Education Code 8482.3; 42 USC 1766-1766a; 7 CFR 226.17)
- b. The district's before-school program shall offer a breakfast meal as described in Education Code 49553 for all program participants. (Education Code 8483.1)

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 3554 - Other Food Sales)*  
*(cf. 5030 - Student Wellness)*

3. Location of Program

- a. The program may be offered at one or multiple school sites and/or at an easily available and accessible off-campus facility. (Education Code 8482.3)
- b. When there is a significant barrier to student participation in either the before-school or after-school component of a program at the school of attendance, the district may, with the approval of the Superintendent of Public Instruction, provide services at another school site. A significant barrier includes either of the following: (Education Code 8482.8)

- (1) Fewer than 20 students participating in the program component
- (2) Extreme transportation constraints, including, but not limited to, desegregation busing, busing for magnet or open enrollment schools, or student dependence on public transportation

In such cases, the district shall arrange for safe, supervised transportation between school sites; ensure communication among staff in the regular school program, staff in the before-school or after-school program, and parents/guardians; and ensure alignment of the educational and literacy elements with the regular school program of participating students. (Education Code 8482.8)

*(cf. 3540 - Transportation)*

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

4. Staffing

- a. All staff members who directly supervise students shall, at a minimum, meet the qualifications for an instructional aide. (Education Code 8483.4; 20 USC 6319)

*(cf. 4222 - Teacher Aides/Paraprofessionals)*

- b. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in law and Board policy. (Education Code 8483.4)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*

*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*

- c. The student-to-staff ratio shall be no more than 20 to 1. (Education Code 8483.4)

5. Hours of Operation

- a. A before-school program shall not operate for less than one and one-half hours per regular school day. (Education Code 8483.1)
- b. An after-school program shall begin immediately upon the conclusion of the regular school day and shall operate a minimum of 15 hours per week and at least until 6 p.m. on every regular school day. (Education Code 8483)

6. Admissions

- a. Every student attending a school operating a program is eligible to participate in the program, subject to program capacity. (Education Code 8482.6)

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

- b. If the number of students wishing to participate in the program exceeds program capacity, students shall be selected for enrollment based on the following guidelines:

- (1) Priority for enrollment of middle or junior high school students shall be given to students who attend daily. (Education Code 8483, 8483.1)

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- (2) Priority for enrollment shall be given to students identified as in need of academic remediation or support in accordance with Board policy or administrative regulations.

*(cf. 6179 - Supplemental Instruction)*

- (3) Any remaining capacity shall be filled by students selected at random.
- (4) A waiting list shall be established to accommodate additional students if space becomes available.

7. Attendance/Early Release

- a. Each student admitted into a district program shall be expected to attend the full number of hours that the program is in operation every day that he/she participates.
- b. When necessary, a student's parent/guardian may request, in writing, that the Superintendent or designee approve the reasonable late daily arrival of his/her child for the before-school program or the reasonable early daily release of his/her child from the after-school program. The Superintendent or designee shall not approve such a request if the student would be attending less than one-half of the daily program hours.

8. Summer/Intersession/Vacation Programs

- a. A before-school program operating during summer, intersession, and/or vacation days shall be offered for a minimum of two hours per day. An after-school program offered during summer, intersession, and/or vacation days may be operated for either three hours or six hours per day in accordance with Education Code 8483.76. When both before-school and after-school programs are offered for the same students on such days, they shall be operated for a minimum of four and one-half hours per day. (Education Code 8483, 8483.1, 8483.2, 8483.76)
- b. A program offered during summer, intersession, and/or vacation periods may open eligibility to every student attending a school in the district, with priority for enrollment given to students enrolled in the school that received the grant. (Education Code 8483.76)
- c. To address the needs of students and school closures, the program may be conducted at an off-site location or an alternate school site. The program shall notify the California Department of Education (CDE) of the change of location and shall include a plan to provide safe transportation pursuant to Education Code 8484.6. (Education Code 8483.76)

**BEFORE/AFTER SCHOOL PROGRAMS** (continued)

- d. Any program operating for six hours per day shall provide at least one nutritionally adequate free or reduced-price meal to each eligible student during each program day. (Education Code 8483.76)
- e. For any program operating six hours per day, district procedures pertaining to student attendance and early release as specified in item #7 above shall apply. (Education Code 8483.76)

*(cf. 6177 - Summer Learning Programs)*

**Volunteers**

The Superintendent or designee may establish a registry of volunteer after-school physical recreation instructors and other before-school and after-school program volunteers. (Education Code 35021.3)

To be included in the registry, a volunteer shall submit to a criminal background check pursuant to Education Code 45125. He/she also shall submit current contact information to the district and shall update that information whenever the information changes. (Education Code 35021.3)

The Superintendent or designee may use a volunteer registered with the district or may select another person to provide physical recreation to students after school hours or to provide other services. (Education Code 35021.3)

**Reports**

The Superintendent or designee shall annually submit to the CDE outcome-based data, including, but not limited to: (Education Code 8427, 8482.3, 8484)

- 1. For participating students, school day attendance on an annual basis and program attendance on a semi-annual basis
- 2. Evidence of a program quality improvement process that is data driven and based on CDE program quality standards

*(cf. 0500 - Accountability)*

**PRESCHOOL/EARLY CHILDHOOD EDUCATION**

The Governing Board recognizes that high-quality preschool experiences help children ages 3-4 years to develop knowledge, skills, abilities, and attributes necessary for a successful transition into the elementary education program. Early education programs should provide developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

**Collaboration with Community Programs**

The Superintendent or designee shall collaborate with the local child care and development planning council, other public agencies, organizations, the county office of education, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 5148 - Child Care and Development)*

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

**District Preschool Programs**

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools.

The Board shall approve for the district's preschool program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 6171 - Title I Programs)*

On a case-by-case basis, the Board shall determine whether the district shall directly administer a preschool program or contract with a public or private provider to offer such a program.



**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

Facilities for preschool classrooms shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

*(cf. 1330.1 - Joint Use Agreements)*

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7210 - Facilities Financing)*

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall coordinate planning efforts for the district's preschool program, transitional kindergarten program, and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

*(cf. 6011 - Academic Standards)*

*(cf. 6170.1 - Transitional Kindergarten)*

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by the CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

The district's preschool program shall provide appropriate services to support the needs of English learners and children with disabilities.

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6174 - Education for English Language Learners)*

The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

*(cf. 1240 - Volunteer Assistance)*

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

*(cf. 3550 - Food Services/Child Nutrition Program)*  
*(cf. 5030 - Student Wellness)*  
*(cf. 5141.31 - Immunizations)*  
*(cf. 5141.32 - Health Screening for School Entry)*  
*(cf. 5141.6 - School Health Services)*

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

*(cf. 4112.2 - Certification)*  
*(cf. 4112.4/4212.4/4312.4 - Health Examinations)*  
*(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)*  
*(cf. 4131 - Staff Development)*  
*(cf. 4222 - Teacher Aides/Paraprofessionals)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's part-day preschool program is offered.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

The Superintendent or designee shall regularly report to the Board regarding enrollments in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

*(cf. 0500 - Accountability)*

*Legal Reference: (see next page)*

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*Legal Reference:*

EDUCATION CODE

8200-8499.10 *Child Care and Development Services Act, especially:*  
8200-8209 *General provisions for child care and development services*  
8230-8233 *Migrant child care and development program*  
8235-8239 *California State Preschool Program*  
8240-8244 *General child care and development programs*  
8250-8252 *Programs for children with special needs*  
8263 *Eligibility and priorities for subsidized child development services*  
8263.3 *Disenrollment of families due to reduced funding levels*  
8300-8303 *Early Learning Quality Improvement System Advisory Committee*  
8360-8370 *Personnel qualifications*  
8400-8409 *Contracts*  
8493-8498 *Facilities*  
8499.3-8499.7 *Local child care and development planning councils*  
48000 *Transitional kindergarten*

HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*  
1596.90-1597.21 *Day care centers*  
120325-120380 *Immunization requirements*

CODE OF REGULATIONS, TITLE 5

18000-18434 *Child care and development programs, especially:*  
18130-18136 *California State Preschool Program*  
18295 *Waiver of qualifications for site supervisor*  
80105-80125 *Permits authorizing service in child development programs*

UNITED STATES CODE, TITLE 20

6311-6322 *Title I, relative to preschool*  
6319 *Qualifications for teachers and paraprofessionals*  
6371-6376 *Early Reading First*  
6381-6381k *Even Start family literacy programs*  
6391-6399 *Education of migratory children*

UNITED STATES CODE, TITLE 42

9831-9852 *Head Start programs*  
9858-9858q *Child Care and Development Block Grant*

CODE OF FEDERAL REGULATIONS, TITLE 22

101151-101239.2 *General requirements, licensed child care centers, including:*  
101151-101163 *Licensing and application procedures*

*Legal Reference continued: (see next page)*

**PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

*Legal Reference: (continued)*

CODE OF FEDERAL REGULATIONS, TITLE 22 (continued)

101212-101231 Continuing requirements

101237-101239.2 Facilities and equipment

OF FEDERAL REGULATIONS, TITLE 45

1301-1310 Head Start

*Management Resources:*

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California Preschool Learning Foundations

14-02 Enrolling and Reporting Children in California State Preschool Programs, April 2014

12-08 Disenrollment Due to 2012-13 Budget Reduction for California State Preschool Programs, Management Bulletin, July 2012

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Good Start, Grow Smart, April 2002

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California Children and Families Commission: <http://www.cafc.ca.gov>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

California Department of Education: <http://www.cde.ca.gov>

California Head Start Association: <http://caheadstart.org>

California Preschool Instructional Network: <http://www.cpin.us>

Child Development Policy Institute: <http://www.cdpi.net>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

First 5 Association of California: <http://www.f5ac.org>

National Institute for Early Education Research: <http://nieer.org>

National School Boards Association: <http://www.nsba.org>

Preschool California: <http://www.preschoolcalifornia.org>

U.S. Department of Education: <http://www.ed.gov>

**PRESCHOOL/EARLY CHILDHOOD EDUCATION**

When approved by the California Department of Education (CDE) under the California State Preschool Program, the district may operate one or more part-day preschool programs in accordance with law and the terms of its contract with the CDE.

*(cf. 5148 - Child Care and Development)*

The district's preschool program shall include all required program components, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development, for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation. (5 CCR 18271-28281)

**Minimum Hours/Days of Operation**

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8235; 5 CCR 18136)

**Staffing Ratios**

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. If the district cannot recruit a sufficient number of parents/guardians or volunteers to meet the required adult-child ratio, teacher aides shall be hired as necessary. (5 CCR 18135, 18290)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 6020 - Parent Involvement)*

**Wraparound Child Care Services**

In accordance with its contract with the CDE, the district may offer full-day services to meet the needs of eligible families through a combination of part-day preschool and wraparound child care services that are offered for the remaining portion of the day or year following completion of the preschool services. Child care and development services offered through this program shall meet the requirements of general child care and development programs pursuant to Education Code 8240-8244. (Education Code 8239)

Wraparound services shall operate a minimum of 246 days per year unless otherwise specified in the contract. For this period of time, part-day preschool programs shall operate 175-180 days and general child care and development programs may operate a full day for the remainder of the year after the completion of the preschool program. (Education Code 8239)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

**Family Literacy Services**

When any district preschool program receives funding for family literacy services pursuant to Education Code 8238.4, the Superintendent or designee shall coordinate the provision of: (Education Code 8238)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of participating children to support their children's development of literacy skills, including, but not limited to, parent education in:
  - a. Providing support for the educational growth and success of their children
  - b. Improving parent-school communications and parental understanding of school structures and expectations
  - c. Becoming active partners with teachers in the education of their children
  - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve parents/guardians' academic skills

*(cf. 6200 - Adult Education)*

4. Staff development for teachers in participating classrooms that includes, but is not limited to:
  - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional strategies
  - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
  - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities

**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

- d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

*(cf. 4131 - Staff Development)*

**Eligibility and Enrollment**

Children eligible for the district's preschool program include those who will have their third or fourth birthday on or before September 1 of the fiscal year that they are being served. (Education Code 8208, 8235, 8236)

When a child is eligible for both the preschool program and the district's transitional kindergarten program, the family may choose the most appropriate program for the child. In accordance with the enrollment priorities described below, the child may be enrolled in both programs provided that the child is not enrolled in both programs for the same time period on the same day.

*(cf. 5111 - Admission)*

*(cf. 6170.1 - Transitional Kindergarten)*

Eligibility for subsidized preschool shall be as follows:

1. Children shall be eligible for subsidized preschool services if their family is a current aid recipient, income eligible, or homeless and/or the family's children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited. (Education Code 8235, 8263, 8263.1; 5 CCR 18131, 18134)
2. Children shall be eligible for subsidized wraparound preschool and child care services if their family meets at least one of the criteria specified in item #1 above or needs child care services due to either of the following circumstances: (Education Code 8239, 8263)
  - a. The child is identified by a legal, medical, or social services agency or emergency shelter as a recipient of protective services or as being, or at risk of being, neglected, abused, or exploited.
  - b. The parents/guardians are engaged in vocational training leading directly to a recognized trade, paraprofession, or profession; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

First priority for enrollment in a preschool program shall be given to neglected or abused children age 3 or 4 years who are recipients of child protective services or who, based upon written referral from a legal, medical, or social service agency, are at risk of being neglected, abused, or exploited. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236; 5 CCR 18131)

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

After all children with first priority are enrolled, the district shall give second priority to eligible children age 4 years who are not enrolled in a transitional kindergarten program prior to enrolling eligible children age 3 years. (Education Code 8236)

After enrolling all eligible children who meet the criteria for subsidized services, up to 10 percent of the program's enrollment, calculated throughout the entire contract, may be filled with children who exceed the age limitations and children whose family income is no more than 15 percent above the income eligibility threshold. (Education Code 8235; 5 CCR 18133)

The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the remainder of the program year. (Education Code 8237; 5 CCR 18082)

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

*(cf. 5145.6 - Parental Notifications)*

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing



## **PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**

3. An indication by the parent/guardian that he/she no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file containing a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18130, 18133, 18081, 18084)

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

*(cf. 5125 - Student Records)*

### **Fees and Charges**

Fees for participation in the district's preschool program shall be assessed and collected in accordance with the fee schedule established by the Superintendent of Public Instruction. (Education Code 8273, 8273.2; 5 CCR 18078)

*(cf. 3260 - Fees and Charges)*

However, no fee shall be charged to an income-eligible family whose child is enrolled in a part-day preschool program, a family that is receiving CalWORKs cash aid, or a family that is otherwise exempted pursuant to Education Code 8273.1. (Education Code 8273.1; 5 CCR 18110)

In addition, any family qualifying for subsidized preschool on the basis of having a child who is a recipient of child protective services, or having a certification by a county child welfare agency that services continue to be necessary, may be exempt from these fees for up to 12 months. Any family whose child is receiving subsidized preschool on the basis of being at risk of abuse, neglect, or exploitation may be exempt from these fees for up to three months, unless the family becomes eligible based on receipt of child protective services or certification of need by a county child welfare agency. The cumulative period of exemption for these purposes shall not exceed 12 months. (Education Code 8273.1)

**PRESCHOOL/EARLY CHILDHOOD EDUCATION** (continued)

The Superintendent or designee shall establish a process which involves parents/guardians in determining whether to require parents/guardians to provide diapers. This process shall also be used to determine whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

**Disenrollment**

When necessary due to a reduction in state reimbursements, families shall be disenrolled in the following order: (Education Code 8236, 8263.3)

1. Children age 3 years whose families have the highest income in relation to family size shall be disenrolled first, followed by children age 4 years whose families have the highest income in relation to family size.

At each age level, if two or more families have the same income ranking, the child with disabilities shall be disenrolled last. If there are no families that have a child with disabilities, the child who has received services the longest shall be disenrolled first.

2. Families of children age 3 or 4 years who are receiving child protective services or who have been documented to be at risk of being neglected, abused, or exploited, regardless of income, shall be disenrolled last.

## **7. Any Other Business-**

### **7.2 CAASPP 2014-2015 Results**