

TIPTON ELEMENTARY SCHOOL DISTRICT REGULAR BOARD MEETING AGENDA

Tuesday, February 2, 2021
7:00 p.m. District Cafeteria

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 of First Interim Report

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Special Board Meeting - January 12, 2021

3.2 Minutes of the Regular Board Meeting - January 12, 2021

3.3 Library Surplus

3.4 Agreement with TCOE for Family Service Worker

4. ADMINISTRATIVE: Action items:

4.1 Comprehensive School Safety Plan 2020-2021

(A copy of the plan will be available at the board meeting)

4.2 Setting the Date of the Budget and LCAP Public Hearing. The proposed date is June 8, 2021

4.3 Setting the Date of the Budget and LCAP Approval. The proposed date is June 15, 2021

4.4 Approval of the 2020-21 School Plan for Student Achievement (SPSA)

4.5 Agreement with Jane Pharis for Professional Services

5. FINANCE: Action items:

5.1 Vendor Payments

5.2 Budget Revisions

6. INFORMATION: (Verbal Reports & Presentations)

6.1 MOT--FOOD SERVICE—PROJECTS

7. ANY OTHER BUSINESS:

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 Education Code 35146

Student transfers, inter District etc.

8.2 Government Code Section 54957

Public Employee Appointment/Employment

Title: Social Worker

8.2 Government Code Section 54957

Public Employee Appointment/Employment

Title: Business Manager

8.3 Government Code Section 54957

Public Employee Performance Evaluation

Title: Superintendent

9. RECONVENE TO OPEN SESSION

10. REPORT OUT FROM CLOSED SESSION

11. ADJOURNMENT

The Board upon discussion and a vote of agreement, the Board 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: Thursday, January 29, 2021

2. PUBLIC INPUT:

2.3 Correspondence

Review of First Interim Report

Tulare County Office of Education

Committed to Students, Support & Service

Tim A. Hire
*County
Superintendent
of Schools*

P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
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) 302-3633
fax (559) 739-0310

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

Main Locations

**Administration
Building & Conference
Center**
6200 S. Mooney Blvd.
Visalia

Doe Avenue Complex
7000 Doe Ave.
Visalia

**Liberty Center/
Planetarium &
Science Center**
11535 Ave. 264
Visalia

January 15, 2021

Stacey Bettencourt, Superintendent
Tipton School District
P.O. Box 787
Tipton, CA 93272

SUBJECT: REVIEW OF FIRST PERIOD INTERIM REPORT, 2020-21

Dear Stacey:

The county office has reviewed the 2020-21 First Period Interim Report of the Tipton School District, and will be able to certify to the California Department of Education that the district has submitted a positive report for the period ending October 31, 2020.

We find that these documents reflect a satisfactory fiscal position and indicate the district will be able to meet its financial obligations during this fiscal year and the two subsequent years as certified by your governing board. We thank you for the timely filing of your Interim Report with our office. The efforts of your staff in the preparation and submission of this report along with the supporting documentation is appreciated.

Please read our attached addendum for further comments and recommendations.

If you have any concerns or questions about this review, our comments or recommendations, please do not hesitate to call at 733-6474.

Sincerely,



Fernie Marroquin, Ed.D.
Assistant Superintendent, Business Services
Tulare County Office of Education

FM/sd
Encl.

cc: Greg Rice, Board President
District Business Manager

BACKGROUND

Our review of the district's 2020-21 First Period Interim Report and the comments included are based on information the district had available at the time the Interim Report was prepared. The Governor's proposed budget for 2021-22 reflects unanticipated increases in funding for California Public Education during a time of an unprecedented global pandemic. The State economy has recovered from the COVID-19 pandemic much faster than originally anticipated and state revenues are much higher than projected when the 2020 Budget Act was enacted last summer. As a result, the Governor's 2021-22 budget proposal includes significant investments to address the immediate and long-term impacts of the pandemic on K-12 education.

Of most significance is the Governor's proposal to allocate roughly \$2 billion in Prop 98 funding to fund a statutory cost of living adjustment (COLA) of 3.8% in 2021-22. This COLA is comprised of a catch-up COLA adjustment of 2.31% to address the unfunded COLA in 2020-21 and a COLA of 1.5% for the 2021-22 budget year. Building upon the \$3.15 billion CalSTRS and CalPERS pension relief already provided to school employers, the Governor is proposing an \$850 million one-time general fund contribution to buy down 2021-22 employer contribution rates for both retirement systems. The budget also proposes investments of more than \$6.7 billion to enable schools to mitigate COVID-19 Pandemic impacts on students and transition back to safe in-person learning. These proposals include:

- \$2 billion in one-time Prop 98 funding available to segment resources for schools to offer in-person instruction safely;
- \$4.6 billion in one-time Prop 98 funding to provide targeted interventions and extended school year/summer school for low-income families, English language learners, foster youth, and homeless youth;
- \$315 million comprehensive package for educator professional development with an emphasis on developing quality training in high-need areas and providing timely access to training;
- \$225 million to improve the State's teacher pipeline which includes continued investments in the Golden State Teacher Grant Program and expansion of the Teacher Residency and Classified Employees Credentialing Programs;
- \$715 million to fund multiple initiatives aimed at strengthening and expanding student mental health services;
- \$300 million in ongoing Prop 98 funding for the Special Education Early Intervention grant.

Supplementing the already higher than anticipated funding for schools is the \$900 billion Coronavirus Response and Relief Supplemental Appropriations Act signed into law on December 27, 2020. This new federal stimulus money includes \$82 billion for education and is comprised of Elementary and Secondary School Emergency Relief (ESSER) and Governor's Emergency Education Relief (GEER) funding. These resources are earmarked to assist schools in reopening and address the multitude of new costs incurred by schools attributable to the COVID-19 pandemic.

The Department of Finance recognizes that in spite of a global public health crisis the State's economic recovery is outperforming expectations. However, going forward we face unprecedented challenges and disruptions in providing K-12 education that come with hefty costs. A global pandemic combined with risks unique to California including emergency preparedness costs due to wildfires, affordable housing woes, state-wide declining enrollment and reliance on significant one-time federal funding point to the importance of districts exercising fiscal prudence even when times are good.

LOCAL CONTINUITY AND ATTENANCE PLAN

Given the uncertain trajectory of COVID-19, the Local Control Accountability Plan (LCAP) is not required for 2020-21 as established via the passage of SB98. Accountability in 2020-21 will instead rely on the Learning Continuity and Attendance Plan required to be adopted by each district by September 30, 2020. This plan is intended to provide information at the district level for how student learning continuity will be addressed during the COVID-19 crisis in the 2020-21 school year.

It is important to note that the LCAP document will resume as the main accountability document for K-12 education in 2021-22 and there continues to be a growing emphasis on accountability measures. The 2021-22 budget proposal includes language that will require districts to maintain supplemental and concentration grant funds to increase and improve services to unduplicated pupils until the funds are fully spent. This provision, if included in the final budget language, will effectively disallow supplemental and concentration dollars from being carried over in an unrestricted fashion from one year to the next. This provision will be especially challenging for those districts that are falling short of meeting their minimum proportionality requirement.

BUDGET OVERVIEW FOR PARENTS

Due to the passage of AB1808 in 2018 the LCAP template for 2019-20 incorporates a new section titled “Budget Overview for Parents” which is intended to help stakeholders better understand funding decisions included in the LCAP. This bill takes an additional step towards increasing transparency over those additional supplemental and concentration dollars generated by unduplicated students. SB98 added Education Code Section 43509 changing the adoption date for the Budget Overview for Parents in the 2020-21 school year and is intended to help stakeholders better understand funding decisions included in the Learning Continuity and Attendance Plans.

For 2020-21, local governing boards are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020 in conjunction with the district’s first interim budget. As of the date of this approval letter, we have confirmed the district’s Budget Overview for Parents document was adopted by the December 15, 2020 deadline and has been reviewed by the county office. As the result of this review process, our Leadership Support Services department sent comments (if any) in separate correspondence.

RETIREMENT COSTS

The Governmental Accounting Standards Board Statement No. 68 (GASB 68) reporting requirements took effect for the 2014-15 financial statements for State and local government employers. Districts now need to recognize their proportionate share of the net pension liability (NPL) for both CalSTRS and CalPERS retirees in their accrual based financial statements (Audit Reports).

The CalPERS Board adopted changes to the actuarial assumptions that became effective June 30, 2015. The changes result in a projected increase to the employer contribution rates for 2015-16 and for the following five years. The CalPERS Circular Letter 200-012-14 dated March 10, 2014 provided projected rates for 2014-15 through 2020-21 which were subsequently modified as shown below. Both the CalPERS and CalSTRS rates shown for 2019-20 and beyond include the subsidy provided as part of the passage of AB84 on April 21, 2020 and the proposed rate offset included in the Governor’s 2021-22 proposed budget.

CalPERS Actual and Projected Rates					
<i>2016-17 Actual</i>	<i>2017-18 Actual</i>	<i>2018-19 Actual</i>	<i>2019-20 Actual</i>	<i>2020-21 Actual</i>	<i>2021-22 Projected</i>
13.888%	15.531%	18.062%	19.721%	22.70%	23.0%

Likewise, Assembly Bill 1469 increased the contribution rates that employers, employees and the state pay to support the State Teachers Retirement System. Employer rates will continue to increase until 2020-21. Thereafter, the STRS employer rate is set by the CalSTRS board.

CalSTRS Rates per Education Code Sections 22901.7 and 22950.5					
2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Projected
12.58%	14.43%	16.28%	17.10%	16.15%	15.92%

Districts should be cautious about budgeting for these lowered PERS and STRS rates in 2021-22 as they include a proposed offset not yet agreed upon by the legislator.

RESERVES

Reserve Caps – Our office continues to reinforce the need for reserves over the state minimum reserve requirements. Past experience has clearly demonstrated these minimum levels are not sufficient to protect educational programs from severe disruption in an economic downturn. The typical 3% reserve minimum represents less than two weeks of payroll for nearly all districts. Many LEAs have established reserve policies calling for higher than state minimum reserves, recognizing their duty to maintain fiscal solvency.

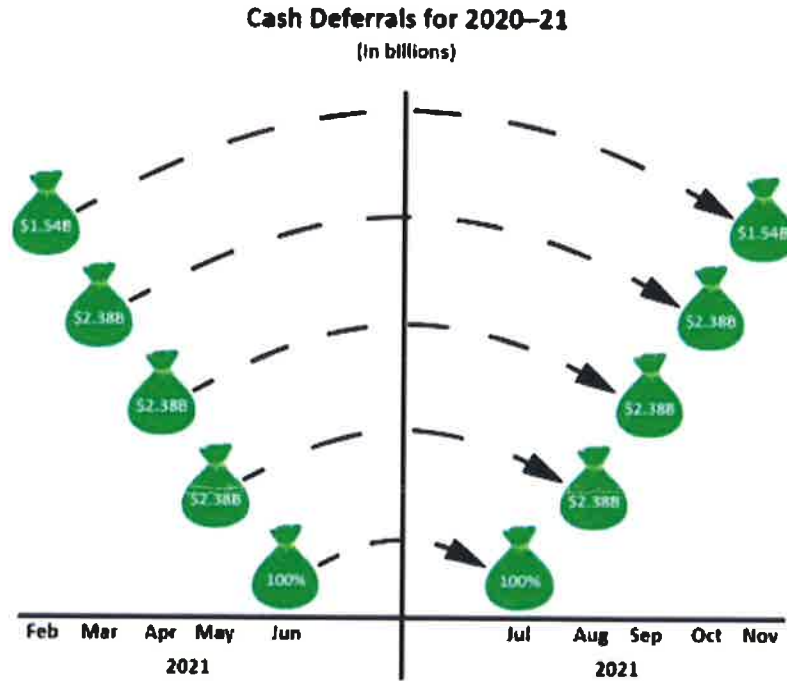
In October 2017 the Governor signed Senate Bill 751 which made significant changes to the previous Senate Bill 858 reserve cap requirements. These changes became effective January 1, 2018. The cap now allows for 10% of assigned or unassigned ending balances on a more limited number of district funds. It also exempts districts with fewer than 2,501 average daily attendance from the cap requirement.

The provisions of SB 751 are not imposed until the year after funds in the Public School System Stabilization Account equals or exceeds 3% of Proposition 98 funding for school districts. The State Superintendent of Public Instruction is required to notify districts and county offices of education when the conditions are met. The \$389 million contribution made as part of the Governor’s 2019-20 budget was short of the \$2.1 billion contribution amount that would have triggered the cap on district reserves in 2020-21. It is projected that required deposits of \$747 million and \$2.2 billion will be required in 2020-21 and 2021-22 respectively, triggering the school district reserve cap in 2022-23. It is recommended that districts impacted by the reserve cap take board action to commit funds for a specific purpose so they are not subject to the reserve cap.

Full Accrual Financial Position - As audit reports have begun to recognize long-term pension obligations under GASB 68, districts find their annual audit report may reflect a negative unrestricted balance on their Statement of Net Position. Beginning with fiscal year 2017-18, district audit reports will also reflect the full impact of long-term commitments for Other Post-Employment Benefits (Retiree health plans) under GASB 75. This will further reduce a district’s unrestricted net position. This will likely result in public concern over the fiscal management of the school district and higher costs associated with long-term financing. We encourage districts to review and understand their district’s unrestricted net position upon receipt of the district’s audited financial statements for 2019-20 in case questioned.

DEFERRALS

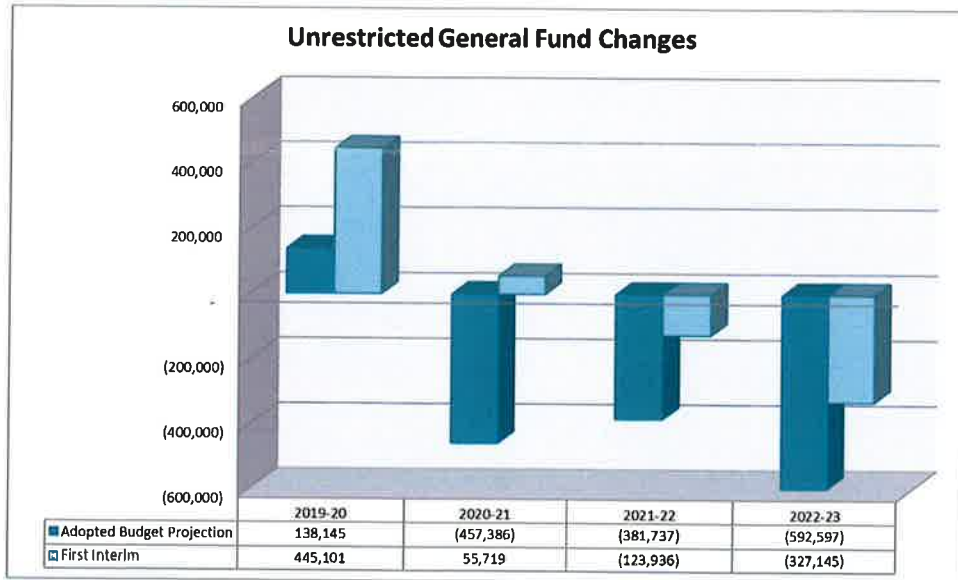
The 2020-21 enacted budget included approximately \$11 billion in deferrals from 2020-21 to 2021-22 beginning February 2021. The Governor’s 2021-22 proposed budget maintains the original deferral schedule for February through June 2021. Below is an illustration of the deferral repayment schedule:



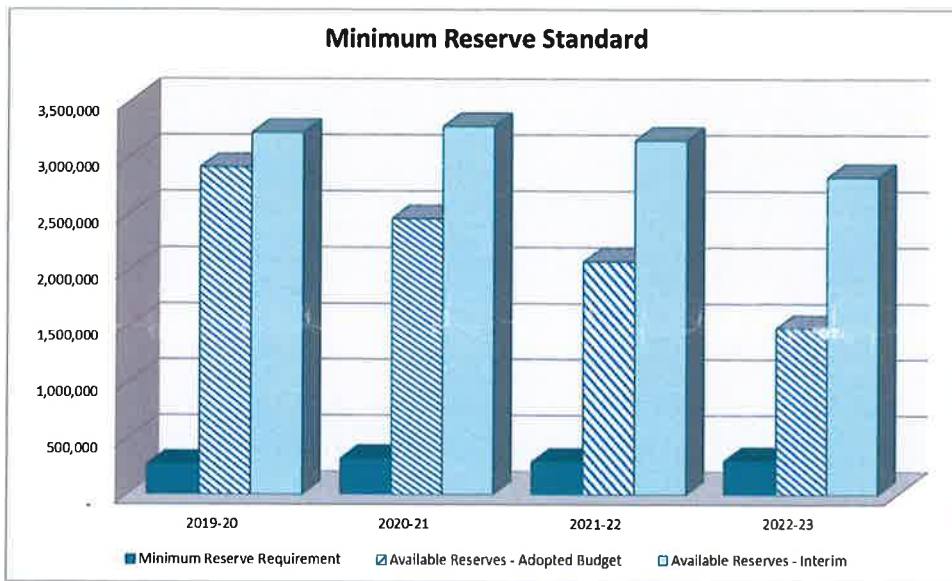
Districts should be reviewing cash balances on a monthly basis until these scheduled deferrals are repaid. Districts should be preparing cash flow projections for at least the next 18-24 months. These cash flow projections should be analyzed to determine if internal or external borrowing is going to be necessary. Cash flow monitoring is critical as we enter these deferral months.

LOCAL CONTROL FUNDING FORMULA PROJECTIONS

Below is a comparison of the district’s adopted budget and the current interim’s anticipated change in the unrestricted general fund balance. The differences primarily represent an updated beginning balance for the year, changes in state LCFF estimates and changes in district provided ADA estimates.



The next graph presents the district's 2020-21 First Interim reserve status compared with the original adopted budget and state minimum reserve requirement.



COMMENTS AND RECOMMENDATIONS

This section of our letter lists comments and recommendations we consider appropriate as a result of our review and current state budget projections.

- ▶ ***The district is projecting current and future reserves that reflect a sound fiscal position. We commend the district for maintaining a secure financial position.***
- ▶ ***Some of the district's interfund loans appear to be on-going or increasing on a regular basis. The district should review the requirements of Education Code 42603 to ensure the limitation and repayment requirements for such loans are being met.***
- ▶ ***There are no additional comments or recommendations.***

3. CONSENT CALENDAR: Action items:

3.1 Minutes of the Special Board Meeting - January
12, 2021

Tipton Elementary School District

MINUTES

SPECIAL BOARD MEETING

Tuesday, January 12, 2021

6:45 p.m. District Cafeteria

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

Board President, Greg Rice, called the meeting to order at 6:45 pm and led the flag salute. Board Members present: Iva Sousa, John Cardoza, Fernando Cunha, and Greg Rice. Shelley Heeger arrived at 6:47 pm. No guests were present.

2. **Public Input:**

2.1 Community Relations/ Citizen Comments

Mrs. Stacey Bettencourt read a message from the Principal, Dr. Solian letting them know that she was not able to attend the meeting tonight and looked forward to seeing them at the next Board meeting.

2.2 Reports by Employee Units CTA/CSEA

No comments

3. **ADMINISTRATIVE: Action items:**

3.1 Approve COVID-19 Prevention Plan (CPP)

Motion to approve the COVID-19 Prevention Plan (CPP) as required by CalOsha was made by Fernando Cunha and second by John Cardoza..

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain - 0

Absent - 0

4. **Adjournment 6:50 pm**

Minutes approved February 2, 2021

Greg Rice, President

Iva Sousa, Clerk

Stacey Bettencourt, Secretary

3. CONSENT CALENDAR: Action items:

3.2 Minutes of the Regular Board Meeting - January 12, 2021

Tipton Elementary School District

MINUTES

REGULAR BOARD MEETING

Tuesday, January 12, 2021

7:00 p.m. District Cafeteria

1. CALL TO ORDER- FLAG SALUTE

Board President, Greg Rice, called the meeting to order at 7:00 pm and led the flag salute. Board Members present: Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha, and Greg Rice. Guest: Fausto Martin

2. PUBLIC INPUT:

2.1 Community Relations/Citizen Comments

2.2 Reports by Employee Units CTA/CSEA

No Comments

3. CONSENT CALENDAR: Action items:

3.1 Minutes of Regular Board Meeting for December 15, 2020

3.2 School Accountability Report Card 2019-2020

Motion to approve the consent calendar was made by Iva Sousa and second by Fernando Cunha.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain -0

Absent - 0

4. ADMINISTRATIVE: Action items:

4.1 Relief Subaward Agreement Between Save The Children Federation, INC. And Tipton Elementary School District

Motion to approve Relief Subaward Agreement Between Save The Children Federation, INC. And Tipton Elementary School District was made by Iva Sousa and second by Fernando Cunha.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain -0

Absent - 0

4.2 Approve/Ratify the Purchase of an 82 Passenger Bus to Help with Additional Bus Runs Transporting Students Safely Due to Covid-19. Bus is Purchased from Creative Bus Sales With a Piggyback Contract with South County Support Services Agency

Motion to approve and ratify the Purchase of an 82 Passenger Bus to Help with Additional Bus

Runs Transporting Students Safely Due to Covid-19. Bus is Purchased from Creative Bus Sales With a Piggyback Contract with South County Support Services Agency was made by John Cardoza and second by Iva Sousa.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain -0

Absent - 0

4.3 Quarterly Board Policy Updates October 2020

Motion to approve Quarterly Board Policy Updates October 2020 was made by Iva Sousa and second by Fernando Cunha.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain -0

Absent - 0

4.4 Remove Maryann Henry as an Authorized Signer for Tipton Elementary School

Motion to Remove Maryann Henry as an Authorized Signer for Tipton Elementary School was made by John Cardoza and second by Fernando Cunha.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain -0

Absent - 0

5. FINANCE: Action items:

5.1 Vendor Payments

Motion to approve Vendor Payments was made by John Cardoza and second by Fernando Cunha.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain -0

Absent - 0

5.2 Budget Revisions

Motion to approve Budget Revisions was made by Iva Sousa and second John Cardoza.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No - 0

Abstain -0

Absent - 0

5.3 Audit Report for Year Ended June 30, 2020

Motion to approve Audit Report for Year Ended June 30, 2020 was made by Fernando Cunha and second by Shelley Heeger.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

6. **INFORMATION: (Verbal Reports & Presentations)**

6.1 MOT--FOOD SERVICE—PROJECTS

Mr. Fausto Martin updated the Board on the purchase of a new school bus, hands free devices on campus, bus renewal license and the recent visit from the Fire Marshal. He also shared an estimated date of arrival for three electric carts.

6.2 Update on Covid-19 in Tulare County

Mrs. Stacey Bettencourt shared with the Board that as of January 12, 2021 there were 88.6 new COVID-19 cases per day per 100,000 and the positivity rate was 19.7%. Mrs. Bettencourt discussed concerns over the high numbers and the lack of rooms at our local hospitals. She discussed options on when to bring students back to campus for in person learning for those students in Tk- 5th grade. After much consideration and out of an abundance of caution students will continue with distance learning until February 1, 2021. Mrs. Bettencourt also gave an update on when educators would be able to receive a vaccine. Educators are on the next phase which is 1B and should be able to receive a vaccine soon if they choose to get one.

7. **Any Other Business:**

8. **Adjourn to Closed Session: 7:42 pm**

9. **Reconvene to Open Session 8:36pm**

10. **Report out from Closed Session**

8.1 Government Code Section 54957

Public Employee Discipline/Dismissal/Release/Complaint

Motion to ratify employee 4266723956, Business Manager's resignation effective January 12, 2021 and accepted by the Superintendent on December 22, 2020 was made by John Cardoza and second by Fernando Cunha.

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

Yea - Shelley Heeger, Iva Sousa, John Cardoza, Fernando Cunha and Greg Rice

No – 0

Abstain –0

Absent – 0

11. **ADJOURNMENT: 8:37 pm**

Minutes approved February 2, 2021

Greg Rice, President

Iva Sousa, Clerk

Stacey Bettencourt, Secretary

3. CONSENT CALENDAR: Action items:

3.3 Library Surplus

Memo

To: Mrs. Bettencourt
From: Megan Rice
Date: January 25, 2021
Re: Library Surplus

Attached is a list of books and library materials that have been weeded from the Library Collection due to the fact that these books were torn, missing pages, damaged, irrelevant, out of date, etc.

Weeding Project: Several of our library shelves are double stacked with books, which can lead to books being damaged much more quickly and also make locating specific titles much more difficult. There are a number of book titles that are out of date or simply have not been circulated in 8+ years. This weeding project is in effort to make our library of better quality resources. This will also allow us to see which areas we may be lacking relevant sources in and create room for the new titles we add each year.

Books that are severely damaged and worn will be disposed of. Those books that are still in readable condition I would like to give the teachers a chance to take them for their classroom libraries. After they have taken what they wish, I would then like to disperse the remaining books to the students at a future date. All of the books listed have been stamped with “discard”, our barcode and labels have been removed, and removed from our library system.

In effort to keep our library materials & teacher resources current and up-to-date the following materials/resources are being removed from our collection.

After the following materials have been declared as a surplus teacher’s & staff will have an opportunity to take any materials. All materials will have “Tipton Elementary School” blacked out and barcodes removed (where applicable). Media items not taken by staff will be recycled or disposed of.

If you should have any further questions, please let me know.

Thank you,

Megan Rice

January 25, 2021

Tipton Elementary School Library
Discarded/Weeded Library Materials

Title/Author/Number of copies

BOOKS

100 th day of school / Schiller, Melissa	Amazon fever / Zoehfeld, Kathleen Weidner
A isn't for fox: an isn't alphabet / Ulmer, Wendy K.	Amos & boris / Steig, William / 2
Abiyoyo / Seeger, Pete / 2	Angel child, dragon child / Surat, Michele Maria / 2
Abuela's weave / Castaneda, Omar S.	Animalogies: a collection of animal analogies / 4 th grade students of Six to Six Interdistric Magnet School
Adventures of snail at school, the / Stadler, John / 2	Anna's best friend / Webster, Christy
Albert's alphabet / Tryon, Leslie / 2	Arion and the dolphin / Seth, Vikram
Albert's impossible toothache / Williams, Barbara / 2	Bad case of stripes, a / Shannon, David / 5
Alexander and the terrible, horrible, no good, very bad day / Viorst, Judith	Barbie in the 12 dancing princesses / Burr, Daniela
Alexander, who's not (do you hear me? I mean it!) going to move / Viorst, Judith	Bear / Schoenherr, John
Alice the fairy / Shannon, David / 4	Bear wants more / Wilson, Karma
All god's critters got a place in the choir / Staines, Bill	Bear's new friend / Wilson, Karma / 2
All the broken pieces: a novel in verse / Burg, Ann E. / 5	Beautiful Christmas tree, the / Zolotow, Charlotte / 2
Almost home / Bauer, Joan / 2	Because a little bug went ka-choo / Stone, Rosetta
Alphabet mystery / Wood, Audrey	Behold, no cavities: a visit to the dentist / Willson, Sarah
Always my dad / Wyeth, Sharon Dennis	Best thanksgiving book / Whitehead, Pat
Am I the princess or the frog / Benton, Jim	Best valentine in the world, the / Sharmat, Marjorie Weinman
Amazing bone, the / Steig, William	

Beware of dog / Balaban, Bob

Big bushy mustache / Soto, Gary

Big smelly bear / Teckentrup, Britta

Big storm, the / Tregobov, Rhea

Biggest bear, the / Ward, Lynd

Black beauty / Lerner, Sharon

Black beauty / Sewell, Anna

Blubber / Blume, Judy

Blue ghosts, the / Bauer, Marion Dane / 2

Blue jackal, the / Sharma, Rashmi

Body of evidence / Brown, Jeremy

Book of three, the / Alexander, Lloyd

Boy in the garden, the / Say, Allen

Boy of the three-year nap, the / Snyder, Dianne / 2

Boy who dared, the / Batoletti, Susan Campbell / 2

Brave little kittens, the / Wilkon, Piotr

Bridge to terabithia / Paterson, Kathrine

Brothers in hope / Williams, Mary

Bully brothers: goblin' Halloween, the / Thaler, Mike

Bully from the black lagoon, the / Thaler, Mike

Bunnies in the bathroom / Baglio, Ben M. / 2

Bunny cakes / Wells, Rosemary

Bunny money / Wells, Rosemary

Bunny trouble / Wilhelm, Hans

Bunyans, the / Wood, Audrey

But no elephants / Smath, Jerry

C d b / Steig, William

Caddie woodlawn / Brink, Carol Ryrie

Cafeteria lady from the black lagoon, the / Thaler, Mike

Cam jansen and the catnapping mystery / Adler, David A.

Cam jansen and the mystery of the dinosaur bones / Adler, David A.

Cam jansen and the summer camp mysteries / Adler, David A.

Cat in the hat, the / Seuss, Dr. / 5

Cat in the hat comes back, the / Seuss, Dr.

Catch you later, traitor / AVI

Cave of the dark wind / Barry, Dave

Champions on the bench / Weatherford, Carole Boston

Charley skedaddle / Beatty, Patricia / 4

Chato and the party animals / Soto, Gary / 3

Cheerleaders of doom, the / Buckley, Michael

Chicken little / Sullivan, Maureen

Chipmunk at hollow tree lane / Sherrow, Victoria

Christmas miracle of jonathan Toomey, the / Wojciechowski, Susan

Chronicles of Vladimir tod: eleventh grade burns / Brewer, Heather

Chronicles of Vladimir tod: ninth grade slays / Brewer, Heather

Chronicles of Vladimir tod: tenth grade bleeds / Brewer, Heather

Chronicles of Vladimir tod: twelfth grade kills / Brewer, Heather / 3

Cinderella skeleton / San Souci, Robert D.

Citizen miles: a lesson in citizenship / Walton, Phillip

City mouse-country mouse and two more mouse tales / Aesop

Class pet from the black lagoon, the / Thaler, Mike

Clay / Almond, David

Clinton gregory's secret / Whatley, Bruce

Coal miner's bride: the diary of anetka kaminska, a / Bartoletti, Susan Campbell / 2

Come along, daisy / Simmons, Jane

Coming on home soon / Woodson, Jacqueline / 2

Conspiracy, the / Applegate, K.A.

Cornelia and the audacious escapades of the comerset sisters / Blume, Lesley M.M.

Cornrows / Yarbrough, Camille / 3

Cosmo's moon / Scillian, Devin

Counting Crocodiles / Sierra, Judy

Cowboy and octopus / Scieszka, Jon

Coyote school news / Sandin, Joan

Crazy hair day / Saltzberg, Barney / 2

Crow boy / Yashima, Taro / 2

Dachshund in danger / Baglio, Ben M.

Dad, Jackie, and me / Uhlberg, Myron

Dance at grandpa's / Wilder, Laura Ingalls / 2

Dark pond, the / Bruchac, Joseph

Day gogo went to go vote, the / Sisulu, Elinor Batezat

Dear mrs. Larue: letters from obedience school / Teague, Mark

Deep in the forest / Turkle, Brinton

Dentist from the black lagoon, the / Thaler, Mike

Detective dinosaur / Skofield, James / 2

Detective larue: Cartas de la investigacion / Teague, Mark

Detective larue : letters to the investigation / Teague, Mark / 3

Dog at the door / Baglio, Ben M.

Dog needs a bone, a / Wood, Audrey

Doghouse, the / Thomas, Jan

Don't fidget a feather / Silverman, Erica / 2

Don't let the pigeon drive the bus / Willems, Mo / 2

Don't let the pigeon stay up late / Willems, Mo

Don't you know there's a war on? / AVI

Door to time / Baccalario, Pierdomenico

Dora salva a las sirenas / Teitelbaum, Michael / 2

Dora saves mermaid kingdom / Teitelbaum, Michael / 4

Dora's chilly day / Rosebrough, Ellen

Dora's eggs / Sykes, Julie

Down the road / Schertle, Alice

Dr. cat / Ziefert, Harriet

Dr. Jekyll and mr, dog / Butcher, Nancy

Dream tree, the / Wolf, Winfried

Drip drop : how water gets to your tap /
Seuling, Barbara

Duck on a bike / Shannon, David / 2

Durable goods / Berg, Elizabeth

Each kindness / Woodson, Jacqueline / 2

Ej and the bully : a lesson in respect / Walton,
Philip

Eloise / Thompson, Kay

Emily at school / Williams, Suzanne

Emperor and the kite, the / Yolen, Jane

Enormous carrots, the / Vagin, Vladimer

Epossumondas playes possum / Salley, Coleen

Epossumondas saves the day / Salley, Coleen

Ereth's birthday / AVI

Escape from the carnival / Barry Dave

Everyone's hero: the movie storybook / West,
Tracey

Evie & Margie / Waber, Bernard

Fairy-tale detectives, the / Buckley, Michael

Farm book, the / Smith, E Boyd

Farmer duck / Waddell, Martin

Fashion frenzy / Bryant, Annie

Feel better, ernest / Vincent, Gabrielle

Ferno the fire dragon / Blade, Adam / 2

Field mouse and the dinosaur named sue, the /
Wahl, Jan

Fight for life / Anderson, Laurie Halse

Finders keepers / Will

Firefighter gil / Tillworth, Mary

Firefly named torchy, a / Waber, Bernard

Fireman small / Yee, Wong Herbert

Flat Stanley / Brown, Jeff / 2

Flying bed, the / Willard, Nancy

Foolish goose / Simon, Shirley

Four feet, two sandals / Williams, Karen Lynn

Fox in socks / Seuss, Dr.

Fox went out on a chilly night, the / Spier,
Peter

Freedom on the menu / Weatherford, Carole
Boston

Freedom summer / Wiles, Deborah

Frida / Winter, Jonah

Friendship according to Humphrey / Birney,
Betty G.

Frog prince continued, the / Scieszka, Jon

Frog princess, the / Baker, E.D.

From pictures to words: a book about making a
book / Stevens, Janet / 2

Fudgeamania / Blume, Judy / 2

Funny, funny lyle / Waber, Bernard

Gardner, the / Stewart, Sarah / 2

Gathering of days, a / Blos, Joan W. / 2

George catches a cold / Scholastic

Get lost, becca / Simon, Shirley

Ghost children, the / Bunting, Eve

Gift of the inuksuk, the / Ulmer, Mike

Gingerbread doll, the / Tewis, Susan

Girl who wanted a song, the / Sanfield, Steve

Giving tree, the / Silverstein, Shel / 2

Glitter trap, the / Brauner, Barbara

Golden wasp, the / Abbott, Tony

Goldi rocks and the three little bears /
Schwartz, Corey Rosen

Good dog, the / AVI

Goose that almost got cooked, the / Simont,
Marc

Gotta go! Gotta Go / Swope, Sam

Grandad's prayers of the earth / Wood,
Douglas

Grandfather's journey / Say, Allen / 2

Grandmother's chair / Scott, Ann Herbert

Grandpa Jake and the grand Christmas / Ames,
Mildred

Great day for up / Seuss, Dr.

Great fuzz frenzy, the / Stevens, Janet / 2

Gregory, the terrible eater / Sharmat, Mitchell /
2

Growing farm, school and me / Sixth-grade
students of Reiffon School / 2

Halfway to the sky / Bradley, Kimberly
Brubaker

Hanukkah: a counting book / Sper, Emily

Hanzel and pretzel / Thaler, Mike

Happy hocky family, the / Smith, Lane

Harold's runaway nose / Sonnenschein, Harriet

Harry the dirty dog / Zion, Gene

Have you seen my ducking / Tafuri, Nancy

Headless horseman of sleepy hollow, the /
Berg, Cherney

Help me, mr. mutt / Stevens, Janet

Here comes the mystery man / Sander, Scott R.
/ 2

Hey, al / Yorkins, Arthur

Hiccopotamus, the / Zenz, Aaron

High king, the / Alexander, Lloyd

Hildegard sings / Wharton, Thomas

Hippopotamus ate the teacher, a / Thaler, Mike
/ 2

Home to medicine mountain / Santiago, Chiori

Homeless / Anderson, Laurie Halse

Hooray for mother's day / Sharmat, Marjorie
Weinman

Hop on pop / Seuss, Dr.

Horrible spookhouse, the / Stridh, Kicki

House in the night, the / Swanson, Susan Marie

How do dinosaurs eat their food / Yolen, Jane	Invisible Stanley / Brown, Jeff
How Georgie radbourn saved baseball / Shannon, David	Iron thunder: the battle between the monitor & the Merrimac / Avi
How I learned geography / Shulevitz, uri	It looked like spilt milk / Shaw, Charles G. / 2
How many, how many, how many / Walton, Rick	It's a dog-eat-dog world / Balaban, Bob
Howard / Stevenson, James	It's a dog's life / Balaban, Bob / 3
Hugs and kisses / Loupy, Christophe	It's the great pumpkin, Charlie brown / Schulz, Charles M.
I am eyes / Ward, Leila	Itsy bitsy spider, the / Trapani, Iza
I doko: the tale of a basket / Young, Ed / 3	Ivy + bean / Barrows, Annie / 2
I don't like peas / Vinje, Marie	Ivy + bean break the fossil record / Barrows, Annie
I have heard of a land / Thomas, Joyce Carol	Jefferson's sons: a founding father's secret children / Bradley, Kimberly Brubaker
I lost my tooth / Wilhelm, Hans	Jenny's journey / Samton, Sheila White
I love snow / Wilhelm, Hans / 2	Jingle dancer / Smith, Cynthia Leitich
I swapped my dog / Ziefert, Harriet	John, paul, George & ben / Smith, Lane / 3
I went walking /Williams, Sue /2	Joseph had a little overcoat / Taback, Simms / 2
I'm a little teapot / Trapani, Iza	Journal of jesse smoke: a Cherokee boy, the / Bruchac, Joseph
I'm the biggest thing in the ocean / Sherry, Kevin	Journey of the sparrows / Buss, Fran Leeper
If I owned a candy factory / Stevenson, James Walker	June 29, 1999 / Weisner, David
If I ran the zoo / Seuss, Dr.	Jungle party / Wildsmith, Brian
If you hopped like a frog / Schwartz, David M.	Just kidding / Bryant, Annie
Igor: more than an igor / West, Tracey / 3	Kate shelley and the midnight express / Wetterer, Margaret K.
Illusion, the / Applegate, K.A.	Katie and the night noises / Sweeney, Jacqueline
Inch and miles: the journey to success / Wooden, Coach John	Kickoff / Barber, Tiki
Incredible journey, the / Burnford, Sheila	

Kid for jack , a / 4th grade students of Piney Grove Elementary

Kitten that won first prize and other animal stories, the / Baglio, Ben M.

Knuffle bunny too: a case of mistaken identity / Willems, Mo

Komodo / Sis, Peter

Lacemaker and the princess, the / Bradley, Kimberly Brubaker

LaRue for mayor: Letters from the campaign trail / Teague, Mark

Later, rover / Ziefert, Harriet

Let's eat / Zamorano, Ana

Let's go for a drive / Willems, Mo

Let's pretend this never happened / Benton, Jim

Let's trade / Ziefert, Harriet

Letters from the corrugated castle / Blos, Joan W.

Librarian of basra: a true story from Iraq, the / Winter, Jeanette

Lion named Shirley Williamson, a / Waber, Bernard

Listen to my trumpet / Willems, Mo

Listening walk, the / Showers, Paul

Little bit of winter, a / Stewart, Paul

Little by little / Stewart, Amber

Little dog, lost / Bauer, Marion Dane

Little men / Alcott, Louisa May

Little prairie house, a / Wilder, Laura Ingalls

Little princess, a / Burnett, Frances Hodgson / 2

Little quack / Thompson, Laura

Little quack's hide and seek / Thompson, Laura

Little quack's new friend / Thompson, Lauren / 2

Little women / Alcott, Louisa May / 2

Little wood duck, the / Wildsmith, Brian

Lizzie for president / Alfonsi, Alice / 4

Lorax, the / Seuss, Dr.

Lorna done / Blackmore, R.D.

Lost and found, the / Teague, Mark

Lots and lots of pippindotz / Stevenson, J.K.

Lucky charm / Bryant, Annie

Lucky dog: owney, U.S. rail mail service dog, a / Wales, Dirk

Lucy & andy Neanderthal / Brown, Jeffery

Macbeth / Birch, Beverley

Mad for miley / Alexander, Lauren / 2

Madam president / Smith, Lane

Madlenka / Sis, Peter

Magic half, the / Barrows, Annie

Mailing may / Tunnell, Michael O. / 3

Making strides / Broooke, Lauren

Mama, I'll give you the world / Schotter, Roni

Martha / Spirin, Gennady

Masterpiece / Broach, Elise

Masterpiece for bess, a / Bergen, Lara / 3

Max's dragon shirt / Wells, Rosemary

May bird among the stars / Anderson, Jodi Lynn

May bird and the ever after / Anderson, Jodi Lynn / 2

McDuff and the baby / Wells, Rosemary

McDuff moves in / Wells, Rosemary

Meet Samantha: an American girl / Adler, Susan S.

Meet the cutie cars / Scholastic

Midsummer night's dream, a / Birch, Beverley

Milly and tilly: the story of a town mouse and a country mouse / Summers, Kate

Mimi and the biscuit factory / Sundvall, Viveca / 2

Mimi and the picnic / Waddell, Martin

Mind your manners, B.B. wolf / Sierra, Judy

Missing piece meets the big o, the / Silverstein, Shel

Mitten, the / Tresselt, Alvin

Mommy mine / Warnes, Tim

Moo moo, brown cow / Wood, Jakki

Moon lady, the / Tan, Amy

More bunny trouble / Wilhelm, Hans

More more more said the baby / Williams, Vera B.

Moses: when harriet tubman led her people to freedom / Weatherford, Carole Boston / 3

Mousetrap / Snowball, Diane

Mouse surprise / Whitney, Alexandra

Mouse's first spring / Thompson, Lauren

Mr. lincoln's whiskers / Winnick, Karen / 2

Mr. rabbit and the lovely present / Zolotow, Charlotte

Mufaro's beautiful daughters: an African tale / Steptoe, John / 4

Music inside me, the / 4th and 5th grade students of Marvin Elementary

Mutation, the / Applegate, K.A.

My friend is sad / Willems, Mo / 3

My friends make me happy / Thomas, Jan

My name is sangoel / Williams, Karen Lynn

My school's a zoo / Smith, Stu / 2

My teacher for president / Winters, Kay / 3

My thirteenth winter / Abeel, Samantha / 2

My tooth is loose / Silverman, Martin

Mystery of the cupboard, the / Banks, Lynne Reid

Name of this book is secret, the / Bosch, Pseudonymous

Naping house, the / Wood, Audrey

Nate the great and the mushy valentine / Sharmat, Marjorie Weinman

Nate the great and the stolen base / Sharmat, Marjorie Weinman

New class, the / Brooke, Lauren

New coat for anna, a / Ziefert, Harriet

New pig in town, a / Balkan, Gabrielle

New pig in town / Wheeler, Lisa

Nicky upstairs and down / Ziefert, Harriet

Night shift daddy / Spinelli, Eileen

Noise in the night / Witty, Bruce

Noisy nora / Wells, Rosemary / 3

Nothing but the truth / AVI

Nothing ever happens on 90th street / Schotter, Roni / 2

Nugget & fang / Sauer, Tammi

Oh, the places you'll go / Seuss, Dr. / 2

Old cricket / Wheeler, Lisa / 3

Old woman who loved to read, the / Winch, John

Olivia plans a tea party / Shaw, Natalie

Olivia the princess / Shaw, Natalie

On beyond zebra / Seuss, Dr.

On mother's lap / Scott, Ann Herbert

On the morn of mayfest / Silverman, Erica

One-eye! Two-eyes! Three-eyes: a very grimm fairy tale / Shepard, Aaron

One boy / Seeger, Laura Vaccaro

One fish, two fish, red fish, blue fish / Seuss, Dr.

One happy classroom / Simon, Charnan

One is a snail; ten is a crab / Sayre, April Pulley

Other side, the / Woodson, Jacqueline

Otto runs for president / Wells, Rosemary

Our tree named steve / Zweibel, Alan / 4

Over in the meadow / Wadsworth, Olive A.

Owl moon / Yolen, Jane / 2

Pack 109 / Thaler, Mike

Pappy's handkerchief / Scillian, Devin

Pearl paints / Thomas, Abigail

Peculiar, the / Bachmann, Stefan

Peeled / Bauer, Joan

Penderwicks: a summer tlae of four sisters, two rabbits, and a very interesting boy, a / Birdsall, Jeanne / 2

Peter and the starcatchers / Barry, Dave / 5

Peter and the sword of mercy / Barry, Dave

Peter pan / Barrie, J.M.

Picnic with piggins / Yolen, Jane / 2

Pie rats ahoy / Scarry, Richard / 2

Pigeon finds a hot dog, the / Willems, Mo

Piggies / Wood, Audrey

Pigs make me sneeze / Willems, Mo

Pirate mom / Underwood, Deborah / 2

Pirates don't change diapers / Long, Melinda

Pirates of the purple dawn / Abbott, Tony / 2

Polar bear can swim, a / Ziefert, Harriet

Pole dog / Seymour, Tres

Postcard, the / Abbot, Tony

President's daughter, the / Bradley, Kimberly Brubaker

Princess of borscht, the / Schubert, Leda

Princess plot, the / Boie, Kirsten

Princess trap, the / Boie, Kirsten

Principal from the black lagoon, the / Thaler, Mike

Prophecy, the / Applegate, K.A.

Proposal, the / Applegate, K.A.

Pup in king arthur's court, a / Barkan, Joanne

Puppy for life, a / Baglio, Ben M.

Queen Amidala / Watson, Jude

Quilt, the / Bunn, T. Davis

Racehorse in the rain / Baglio, Ben M. / 3

Rain / Stojic, Manya

Rain talk / Serfozo, Mary

Rapunzel / Zelinsky, Paul O.

Red sings from treetops: a year in colors / Sidman, Joyce

Revenge of the shadow king, the / Benz, Derek

Rhyming dust bunnies / Thomas, Jan

Riches of rangoberra , the / Weber, Jane

Robot zot / Scieszka, Jon

Rocket and groot: stranded on planet strip mall / Angleberger, Tom

Rotton island / Steig, William

Roughing it on the Oregon trail / Stanley, Diane

Row row row your boat / Trapani, Iza

Rumpelstiltskin's daughter / Stanley, Diane

Russell the sheep / Scotton, Rob / 3

Sailor bear / Waddell, Martin

Sam the garbage hound / Simon, Charnan

Saying good-bye to grandma / Thomas, Jane Resh

Scarecrow of oz, the / Baum, L. Frank / 2

Schmoe white and the seven dorfs / Thaler, Mike

School bus driver from the black lagoon, the / Thaler, Mike

School nurse from the black lagoon, the / Thaler, Mike

School of mischief / Bentley, Sue

School secretary from the black lagoon, the / Thaler, Mike

Science verse / Scieszka, Jon

Seashore book, the / Zolotow, Charlotte

Secret agent splat / Scotton, Rob

Secret garden, the / Burnett, Frances Hodgson

Secret of the fortune wookiee, the / Angleberger, Tom

Secret shortcut, the / Teague, Mark

Seen art / Scieszka, Jon

Seer of shadows, the / AVI

Seperation, the / Applegate, K.A.

Sepron the sea serpent / Blade, Adam

Seven blind mice / Young, Ed

Seven wonders of sassafras springs, the / Birney, Betty G.

Shakespeare's secret / Broach, Elise

Shape of me and other stuff, the / Seuss, Dr.

Sheep out to eat / Shaw, Nancy

Sheep take a hike / Shaw, Nancy / 2

Shrek / Steig, William / 2

Ship breaker / Bacigalupi, Paolo /

Shiver me letters: a pirate abc / Sobel, June / 2

Shoo fly / Trapani, Iza

Show way / Woodson, Jacqueline

Sierra / Siebert, Diane

Sign painter, the / Say, Allen

Silly sally / Wood, Audrey

Simon and his boxes / Tibo, Gilles

Skeleton man / Bruchac, Joseph

Skippyjon jones and the big bones / Schachner, Judy

Skippyjon jones class action / Schachner, Judy / 2

Skippyjon jones in mummy trouble / Schachner, Judy

Skippyjon jones in the dog house / Schachner, Judith / 2

Skippyjon jones lost in spice / Schachner, Judy / 2

Skippyjon jones shape up / Schachner, Judith Byron

Skippyjon jones up & down / Schachner, Judy

Skullduggery island / Ambrose, Adrienne

Sleep, black bear, sleep / Yolen, Jane

Sleep tight, pete / Schecter, Ellen / 3

Sleepy little alphabet: a bedtime story from alphabet town, the / Sierra, Judy

Snapshots from the wedding / Soto, Gary

Sneetches, the / Seuss, Dr.

Snow / Shulevitz, Uri / 2

Snow bear, the / Stafford, Liliana

So hungry / Ziefert, Harriet

So say the little monkeys / Van Laan, Nancy

Somebody and the three bears / Tolhurst, Marilyn

Somewhere in the ocean / Ward, Jennifer

Sophie the hero / Bergen, Lara

Souder / Armstrong, William H. / 2

Sport mites with Frankie fumble in football friends, the / Smith, Alias

Sport mites with Freddie faceoff and fanny falls in ice monster, the / Smith, Alias

Spy high: mission one / Butcher, A.J.

Squids will be squids / Scieszka, Jon

Stand tall / Bauer, Joan / 2

Stanley, flat again / Brown, Jeff

Stevie / Steptoe, John

Sticking to it / Walton, Phillip

Stinky cheese man and the other fairly stupid tales, the / Scieszka, Jon / 2

Stolen sapphire, the / Buckey, Sarah Masters

Stone soup / Paterson, Diane

Storm in the night / Stolz, Mary

Storm mountain / Birdseye, Tom

Story of the three bears, the / Stobbs, William

Strange case of origami yoda, the / Angleberger, Tom / 2

Stranger, the / Applegate, K.A.

Summer before boys, the / Baskin, Nora Raleigh

Summer to remember, a / Brooke, Lauren

Sylvester and the magic pebble / Steig, William

Tales of a fourth grade nothing / Blume, Judy

Talking eggs, the / San Souci, Robert

Tango: the tale of an island dog / Beha, Eileen / 2

Tea with milk / Say, Allen

Teacher from the black lagoon, the / Thaler, Mike

Tenth good thing about barney, the / Viorst, Judith

Tennyson / Blume, Lesley M. M.

Thank you, santa / Wild, Margaret

Thanksgiving at the tappletons' / Spinelli, Eileen

Thanksgiving is for giving thanks / Sutherland, Margret / 3

That's what friends aren't for / Benton, Jim

There was an old lady who swallowed a trout / Sloat, Teri

Three billy goats gruff, the / Stevens, Janet / 2

Three girls in the city : black and white / Betancourt, Jeanne / 3

Three pebbles and a song / Spinelli, Eileen

Through moon and stars and night skies / Turner, Ann

Throwing smoke / Brooks, Bruce

Thumbelina / Origuella, Luz / 2

Thumbelina / Valriu, Caterina

Thunder on the sierra / Balmes, Kathy

Thy friend, Obadiah / Turkle, Brinton

Timothy goes to school / Wells, Rosemary

Today I will fly / Willems, Mo / 3

Toll-bridge troll, the / Wolff, Patricia Rae

Too many tamales / Soto, Gary / 2

Tops & bottoms / Stevens, Janet

Tosca's Christmas / Sturgis, Matthew

Totally talented pets / Skies, Cecile

Touchstone, the / Stevenson, Robert Louis

Tree house, the / Tolman, Marjie

Tree is nice, a / Udry, Janice May / 2

Tree of cranes / Say, Allen

Trivia queen, 3rd grade supreme / Barnes, Derrick

Trudy / Anderson, Jessica Lee

True confessions of charlotte day, the / AVI / 2

True story of the 3 little pigs, the / Scieszka, Jon

Truth about Truman school, the / Butler, Dori Hillestad

Tuck everlasting / Babbitt, Natalie

Tuesday / Wiesner, David

Twinkle, twinkle, little star / Toms, Kate

Twinkle, twinkle, little star / Trapani, Iza

Two cool cows / Speed, Toby

Two dollars one wallet / 3rd grade students of William McKinley School

Umbrella / Yashima, Taro

Underdogs: a novel of the Mexican revolution, the / Azuela, Mariano

Unlovable / Yaccarino, Dan

Unusual suspects, the / Buckley, Michael

Valentine for Ms. Vanilla / Ziefert, Harriet

Weakness, the / Applegate, K.A.

What a song can do: 12 riffs on the power of music / Armstrong, Jennifer

What a wonderful world / Weiss, George

What time is it, Mr. Crocodile / Sierra, Judy

What will fat cat sit on / Thomas, Jan

What's faster than a speeding cheetah / Wells, Robert E.

What's that sound, woolly bear / Sturges, Philemon

Where the wild things are / Sendak, Maurice

Whispering cloth: a refugee's story, the / Shea, Pegi Deitz / 2

White cat, the / San Souci, Robert D.

Whittington / Armstrong, Alan

Who wants a cheap rhinoceros / Silverstein, Shel

Whose shoes / Wildsmith, Brian

Who's afraid of granny wolf / Wheeler, Lisa

Wild about books / Sierra, Judy / 3

Wild will / Schuebert, Ingrid

Will you come back for me / Tompert, Ann

Winter days in the big woods / Wilder, Laura Ingalls

Without you / Weeks, Sarah / 2

Wright 3, the / Balliett, Blue

Yatandou / Whelan, Gloria

Year of the hangman, the / Blackwood, Gary

Yelly Kelly / Sweetland, Nancy Rose

Zany zoo / Wise, William / 2

Zeralda's orge / Ungerer, Tomi

Zombie surf commandos from mars / Abbott, Tony

CD/DVD

KITS

3. CONSENT CALENDAR: Action items:

3.4 Agreement with TCOE for Family Service Worker

For TCOE Office Use	
Vendor #	_____
Req. #	_____
PO #	_____
Contract #	_____

TCOE CONTRACT #:
210478 ←

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.

ACCORDINGLY, IT IS AGREED:

1. **TERM:** This Agreement shall become effective as of August 1, 2020 and shall expire on October 23, 2020.

2. **SERVICES:** SUPERINTENDENT shall provide services as set forth: (See attached Exhibit for details. The Exhibit is made part of this Agreement by reference.)
 Provide a qualified staff member(s) to perform Family Service Worker services including:
 - Identifying needs of students and families.
 - Making recommendations to remediate needs of students and families.
 - Providing student and family social work support to identified students and families.
 - Referring students and families to specialized support services to access services to remediate needs.
 - Communicating with families.
 - Maintaining appropriate records preserving a history of services provided to students and families.

3. **COST OF SERVICES:** DISTRICT agrees to pay SUPERINTENDENT the sum of **\$6,303.00** for **Family Service Worker services** for **96 hours** as provided in this Agreement. Salary and benefits are estimated and will be adjusted to actual costs.
 - Pay all mileage directly to the staff member(s) for travel from the SUPERINTENDENT'S central office to the assigned areas and back to SUPERINTENDENT'S central office.

4. **METHOD OF PAYMENT:** District agrees to pay SUPERINTENDENT for **Family Service Worker services** 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, 2021**.

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.


6. **TERMINATION:** Either party may terminate this Agreement without cause by giving thirty (30) calendar days advance written notice to the other party.

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

DISTRICT
Tipton School District
P.O. Box 787
Tipton, CA 93272

SUPERINTENDENT
Tim A. Hire, County Superintendent of Schools
Business Services
Tulare County Office of Education
P.O. Box 5091
Visalia CA 93278-5091

By: 
Date: 1/20/2021

By: 
Date: 1/11/21

TCOE Program Information

Contact Person and Phone No.: Nan Arnold, Program Manager, (559) 651-0130 ext. 3710
Division: Instructional Services
Program Title: School Health Programs
Budget Number: 010-00047-0-000000-000000-86770-0-0-0

Please return an original copy to:

Tulare County Office of Education
ATTN: Elizabeth Sisk, Business Services Secretary
P.O. Box 5091
Visalia, CA 93278-5091

SCOPE OF SERVICES

1. RESPONSIBILITIES OF CONTRACTOR:

(Please provide a detailed description of services and deliverables to be provided by contractor.)

District agrees to:

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

District agrees to pay SUPERINTENDENT the sum of **\$6,303.00** for **Family Service Worker services** for **96 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, 2021**.

2. RESPONSIBILITIES OF SUPERINTENDENT PROVIDED BY COUNTY OFFICE OF EDUCATION:

(Please provide a list of things Tulare County Office of Education will furnish, i.e., a room for a presentation, AV equipment, etc.)

SUPERINTENDENT shall provide services as set forth:

Provide a qualified staff member(s) to perform Family Service Worker services including:

- Identifying needs of students and families
- Making recommendations to remediate needs of students and families
- Providing student and family social work support to identified students and families
- Referring students and families to specialized support services to access services to remediate needs
- Communicating with families
- Maintaining appropriate records preserving a history of services provided to students and families

FEE SCHEDULE

The Contract Total for Services to be provided are estimated to be \$6,303.00, including contractor travel or other expenses.

Payment will be by the job or day unless specified otherwise in a fee schedule attached to this document.

4. ADMINISTRATIVE: Action items:

4.4 Approval of the 2020-21 School Plan for Student Achievement (SPSA)

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tipton Elementary School	54 72215 6054431	January 20, 2021	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The School Plan for Student Achievement is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the goal of increasing student achievement.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Grade-level teams meet once per month to collaborate and plan lessons based on student work. In addition, teachers have early release days on Wednesdays where they have 1.5 hours to analyze data to adjust instruction and plan interventions and enrichment activities to meet students needs.

Teachers are provided professional development throughout the school year. Topics includes: guided reading, mathematics language practices, Number Talks, School City, student data system, Journeys assessment components and pacing guides, as well as a variety of other training to improve instructional practices.

Our core curriculum is focused on reading, language arts, math, science, and history. Transitional Kindergarten through eighth grade are following the Common Core State Standards in English Language Arts, Mathematics, history, and social studies. Teacher have protected time to teach physical education and grades 1-8 are responsible for providing the state-mandated 200 minutes of physical education instruction with a health emphasis every two weeks.

California Assessment of Student Performance and Progress (CAASPP), Developmental Reading Assessment (DRA), Dynamic Inventory of Basic Early Literacy Skills (DIBELS) District writing and math benchmarks, and ongoing classroom assessment and checking for understanding throughout every lesson of every day are all used to assist teachers in making informed decisions for instruction and intervention/enrichment.

Explicit Direct Instruction is provided to all students in order to deliver clear, concise lesson for first instruction. Teachers use language frames, sentence starters, academic language charts, and graphic organizers to support ELL students in content areas. Our resource teacher has developed an intervention process to support ELL students in the area of mathematics. Small group instruction with leveled readers is provided for ELL students to increase their language proficiency.

ELAC, DELAC, SSC, tutoring, Title I parent night, Family Nights, library book fair events, academic awards celebrations, Fall Festival and community dinner are offered to promote community involvement. School psychologist, social worker, LVN, RN, librarian, administration, teachers, teacher aides, and other classified staff work diligently to support the community and involve stakeholders. (Due to COVID-19 many of our activities will have to be canceled. All meetings are held via zoom.)

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In the fall of 2019, the Resource Teacher conducted a Student Math Survey for 3rd-5th grades, to determine student attitudes about math. The survey was sent to student email accounts and results and were reviewed by the Resource Teacher and the math leadership team to determine students' feelings and views about math. The math leadership team consists of the Resource Teacher, principal, and three teachers. The survey data were: 54% of students reported that they like learning math, 46% like learning math sometimes; 6 % reported that math is boring, 44% reported that math is sometimes boring, 50% reported that math is not boring; 50% reported that they like solving math problems in new ways, 37% like solving math problems in new ways sometimes, 13% reported that they do not like solving math problems in new ways: 78% reported that math is important throughout life, 18% that like is important sometimes, 4% reported math is not important throughout life; 41% reported that teachers are sometimes interested in their math work even when it is wrong, 28% reported that teachers are most of the time interested in their work even when it is wrong; 41% reported that they sometimes know how to solve word problems and 38% reported that they know how to solve word problems some of the time. As a result, additional opportunities to discuss mathematical understanding would be intentionally designed in math lessons. The math leadership team determined that students need support in the area of math engagement and understanding word problems. The survey scheduled for the Spring of 2020 was unable to take place due to COVID-19 school closure. Another survey will be conducted in the spring on 2021 to see if students' attitudes and perceptions about math have changed after teachers have received and implemented more math talks training with the Tulare County Office of Education consultant.

The math leadership team reviewed and analyzed comparison data for STAR math scores and CAASPP math scores for Fall 2018 and Spring 2019 for English learners and compared to students overall. In spring 2018 the STAR math overall scale score was 597.9 and English learner group scale score was 511.8. In spring 2019, the STAR math overall scale score was 650.7 and English learner scale score was 604.5. The Spring 2018 overall CAASPP scale score was 2470.8 and English learners scale score was 2443.9. The Spring 2019 overall CAASPP scale score was 2480.2 and English learners scale score was 2437.7. CAASPP 2019 data showed that overall student points away from below standard is 45.8 points and for English learners points away from below standard is 73.2. The leadership team noted the disparity between the two groups and English learners perform lower in both STAR and CAASPP. As a result, the math leadership team determined that more frequent progress monitoring and closer analysis of English learner support in math lessons would be beneficial for English learners. it was determined that professional development in designated and integrated English language development is critical for the English learner growth in solving word problems.

A reopening survey was sent to teachers in July of 2020. There was 100% response. Seventy- nine percent of teachers reported: I prefer to live streaming my instruction with the students at school so that students distance learning would have access to the lesson in real time with their peers.

Twenty-one percent of teachers reported: I prefer to post lessons for students who are distance learning to access from home and provide daily live interaction during my afternoon hours. Fifty-eight percent of teachers reported: I prefer to use a district provided camera that stands separately from my computer. Forty- two percent of teachers reported: I prefer to use the camera

installed in my computer to tape lessons or live stream. Sixty- three percent of teachers reported: In the event that the District must have all students on distance learning due to COVID-19, I would prefer to work from home for two days and on the school campus for three days. Twenty-one percent of teachers reported: In the event that the District must have all students on distance learning due to COVID-19, I would prefer to work at the school site five days per week. Seventeen percent of teachers reported: Sixty-seven percent of teachers reported: In the event that the District must have all students on distance learning due to COVID-19, I would prefer to work from home five days per week. I prefer a blended model of instruction where students and staff are social distancing and wearing masks on campus. Thirty-four percent of teachers reported: I prefer the distance learning model, five days per week. As a result, it was determined that teachers would need equipment and online curriculum to support remote instruction and also with a blended model.

A parent survey was sent to the community in July of 2020. There 306 responses. Fifty-two percent of parents reported: Full Distance Learning (remote learning from home 5 days a week, live interaction with teachers from home daily and weekly). Forty-eight percent of parents reported: Blended Model: Masks required (come to school twice a week, home learning three times a week). As a result, it was determined that teachers would need equipment and online curriculum to support remote instruction and also with a blended model. It was also determined that parents would need support to help students with technology and curriculum.

In January of 2020, the California Healthy Kids Survey data from the fall of 2019 was presented to the Tipton Elementary School Board. California Healthy Kids Survey is a summary of key indicators of school climate and student well-being in grades 5 and 7. The fifth grade sample data included: 61% female, 39% male, 39% attend afterschool program 1-5 days per week, 51 out of 70 fifth grade students participated in the survey (73%). The seventh grade sample data included: 58% female, 43% male, 5% attend afterschool program no less than 5 days per week, 40 out of 45 seventh grade students participated in the survey (89%). Below is a summary of significant results broken down by 5th and 7th grade female and male students:

Fifth Grade	Female	Male	Results from survey:
School Connectedness	79%	67%	The majority of students feel connected to school.
Caring Adults in School	86%	83%	The majority of students feel that there are caring adults on campus.
High Expectations from Adults	90%	87%	Most of the students feel that the adults on campus have high expectations
Meaningful Participation	51%	42%	About half of the students feel that they have meaningful participation at school.
Parent Involvement	87%	76%	The majority of students feel that parents are invited to be involved in school activities.
Feel safe at school	90%	80%	Most students feel safe at school.
Feel safe to and from school	83%	65%	The majority of students feel safe going to and from school.
Mean rumors spread about you	47%	55%	About half of the students have experienced mean rumors being spread about them.
Call bad names/target of jokes	37%	40%	Some students have been called bad names or have been the target of bad jokes.
Seventh Grade	Female	Male	Results from survey:

School Connectedness connected to school.	65%	66%	The majority of students feel
Caring Adults in School there are caring adults on campus.	72%	76%	The majority of students feel that
High Expectations from Adults adults on campus have high expectations	93%	88%	Most of the students feel that the
Meaningful Participation have meaningful participation at school.	30%	33%	Few of the students feel that they
Parent Involvement parents are invited to be involved in school activities.	77%	69%	The majority of students feel that
Feel safe at school	78%	71%	The majority of students feel safe at school
Harassed or bullied harassed or bullied at school.	13%	34%	Few of the students have been
Seriously considered seriously considered attempting suicide.	4%	35%	Few students have seriously

Results of analysis is that students feel that there are high expectations and caring adults at school, yet there is still a need for improvement in meaningful participation at school and social emotional support for students because of the results indicating that some seventh grade students reported that they are considering suicide. It was determined that the district would proceed with the application of the Wellness Social Worker grant.

On January 11th of 2021 a SPSA draft was sent to the School Site Council team for review. On January 20th a SSC meeting was held and the team gave the recommendation for improvements in parent engagement during distance learning.

In the spring of 2021, the principal will conduct a survey with students in grades 4-8 to determine students needs with remote learning. The principal and resource teacher will review the results and results will be sent out to teachers.

In the spring of 2021, the principal will conduct a survey with families to inquire about the needs of English learner students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted throughout the school year. Classroom observations were recorded and analyzed with the purpose to provide feedback for improvement in instructional practice. Walk through forms were developed and shared to align with the focus on increased student participation in mathematics. Walk through anecdotal notes were immediately shared with teachers to insure timely and relevant data. The notes included both what the teacher said, student responses, and student to student conversations. As a result of classroom observations, it was determined that students would benefit from additional opportunities to express their content understanding through multiple forms of communication: speaking, writing, completing graphic organizers, small group collaborative conversations, and partnership conversations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Tipton Elementary uses the following assessments to plan instruction, monitor student progress, assign timely interventions for under performing students and evaluate program effectiveness:

- California English Language Development Test (English Language Learners)/ELPAC (English Language Proficiency Assessment for California)
- CAASPP Assessment (3rd -8th)
- District Benchmarks in ELA and math focused on teacher-selected essential standards
- Writing Assessments, administered 2 times a year
- Star Reading and Math 3 times a year
- Small group instruction using Reading Mastery

San Diego/Santa Clara Quick

Technology Based Programs: Accelerated Reader, Lexia, Rosetta Stone, Reflex Math and Prodigy

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

- Teachers, Resource Teacher and the school site Principal gather and analyze student achievement data from curriculum embedded formative assessments which are used to monitor student progress and effectiveness of instruction throughout the school year.
- Teachers use student achievement data to identify students in need of additional instruction in grade level standards. Teachers provide this additional assistance by forming flexible groups and providing differentiated instruction.
- The School City Assessment Management System is used to collect and record the data to provide teachers, the resource teacher, and the principal with comprehensible, easy to access student achievement information for use in guiding instruction.
- A school site Resource Specialist and School Psychologist from Tulare County Office of Education, work with the principal and use this data to identify students in need of more intensive services.

ELPAC testing is done once a year and this information is used to place students for designated ELD instruction. (Due to School closure and COVID-19 ELPAC testing was not completed for all students)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

96% of the teachers at Tipton Elementary are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

96% percent of teachers at TEDS are fully credentialed and possesses the training and certification to work with second language learners.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

How Professional Development Needs are Determined:

- Student Performance Data from Assessments is analyzed to determine professional development needs.
- The staff is surveyed on instructional needs.

How Professional Development Needs are Met:

*Staff professional development is focused on building best practices.

- TESD works with Tulare County Office of Education (TCOE) for on going professional development.
- TESD will have a TCOE Math Consultant on site for 9 sessions to provide professional development in the areas of problem solving and math reasoning.
- Additional staff development days are provided in August, September, and October in the area of distance learning
- TESD will have a TCOE Wellness Triage Social Worker on campus one day per week to provide professional development in the area of social emotion support for students.
- A school site website was developed and shared with teachers for on-going, self led professional development in the areas of MobyMax, Raz Kids, Google Suite, and Lexia.
- TESD will have a Family Social Worker on campus five days per week in 2021 to provide support in the area of attendance, the SARB process, student reengagement and social emotional support for staff and students.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

TESD Resource teacher offers assistance in the areas of: data collection, intervention groups, curriculum needs, schedule professional development.

TCOE Math Consultant provides step in coaching opportunities, discussion and support on Number Talks, accountable talks, problem solving, and math reasoning.

TCOE Resource Specialist offers differentiated, tiered intervention, intervention collaboration, coordinates services etc.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

TESD has 2 hours each Wednesday afternoon to allow teachers the opportunity to plan, collaborate, and share data on their students.

TESD had designated grade level meeting dates during the month.

TESD has 7 designated days each year where specific professional development is offered for teachers.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teacher knowledge of grade-level course specific standards is ensured through ongoing training for effective teaching of the standards.

TESD uses the state approved standards and curriculum. The following curriculum is used:

a. Mathematics:

Go Math

Houghton Mifflin Harcourt

2014 Adoption

Grades K-8

b. Science:

California Science

Harcourt School Publishing

2008 Adoption

Grades: K-5

Focus on Earth Science

Glencoe McGraw-Hill

2007 Adoption

Grades 6-8

c. History-social science:

California Kindergarten Studies Weekly

Studies Weekly

2019 Adoption

Grades K

California First Grade Studies Weekly

Studies Weekly

2019 Adoption

Grade 1

California Second Grade Studies Weekly

Studies Weekly

2019 Adoption

Grade 2

California Community Grad Studies Weekly

Studies Weekly

2019 Adoption

Grade 3

California Studies Weekly

Studies Weekly

2019 Adoption

Grade 4

California USA Studies Weekly

Studies Weekly

2019 Adoption

Grade 5

Discovery Education Social Science Techbook
Discovery Education
2018 Adoption
Grade: 6th

Discovery Education Social Science Techbook
Discovery Education
2018 Adoption
Grade: 7th

Discovery Education Social Science Techbook
Discovery Education
2018 Adoption
Grade: 8th

English language arts, including the English language development component of an adopted program:

Journeys CA
Houghton Mifflin Harcourt
2019 Adoption
Grade TK-5

Study Sync
McGraw Hill
2019 Adoption
Grade 6-8

Benchmark assessments in Reading, Writing and Mathematics are given throughout the school year. The benchmarks are used as formative assessments to adjust instructional practices and to explore as indicators for CAASPP.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers in grades K-8 provide the appropriate number of instructional minutes in mathematics, English language arts, and English language development.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have flexibility in their schedules to accommodate a variety of intervention models including but not limited to push-in, pull-out, and in-class support.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are given access to California State adopted curriculum materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers in grades 1-8 use SBE-adopted and standards-aligned instructional materials to give students access to standards-aligned courses.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

For the purpose of this document, unduplicated students include: (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. Unduplicated and students with special needs were provided access to a large variety of programs in order to support their growth and achievement. Included in this is access to differentiating computer based programs, instructional aides, leveled texts, and highly qualified teachers. Students are also offered small group instruction and intervention, speech and language services when appropriate, provide behavior intervention services as appropriate. On going collaboration with special education and general education staff. Through comprehensive evaluations of district programs and lesson plans all students had access to a broad range of studies. Unduplicated pupils and students with exceptional needs were provided Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) by providing them access to the general education curriculum through a variety of supports and programs to support their growth and achievement. Students received Specialized Academic Instruction (SAI) in their areas of need in the form of small group or individual intervention and through differentiating computer-based programs. They were also given access to support from instructional aides and highly qualified teachers within the classroom. Supports such as leveled texts, audio versions of texts and modified curriculum were utilized with these students. Through comprehensive evaluations of district programs and lesson plans, all students had access to a broad range of studies.

Evidence-based educational practices to raise student achievement

All teachers employ an explicit direct instruction model of teaching.

Teachers collaborate weekly and bi-weekly.

All teachers implement a research-based, standards-based curriculum state adopted.

All teachers utilize assessment data to guide their instruction, identify area of student need, and communicate with students and parents.

All teachers utilize graphic organizers as regular practice.

All teachers attend professional development in-services

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Parent Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, the English Learner Advisory Committee and the School Site Council. Through discussion and sharing of common ideas and goals it was agreed on. The family engagement policy is distributed to parents and family members of participating children in the registration packets to each student or upon enrollment of all new students.

The LEA will provide assistance to parents of children served by the school or local educational agency regarding how to monitor a child's progress and work with educators to improve the achievement of their children by explaining test results at SSC/ELAC meetings and at meetings held by our parent liaison.

Teachers explain to parents how to monitor progress by the use of our local aeries portal. Parents have access to log in and view grades and test scores for CAASPP/ELPAC at any time.

Due to COVID-19 guidelines, teachers will hold parent engagement opportunities remotely, via a technology platform. When school resumes to traditional practices, teachers will have parent nights, in person, discussing a wide variety of topics that will assist parents and their children. Teachers also meet with parents twice a year at parent teacher conferences to discuss student progress. Families participate in an annual back to school night and open house each school year. The expectation for parent conferences is 100%. When attendance is low, efforts are made to find the root cause and support parents in participating. All parent communication and notifications are provided in both English and Spanish.

Through the help and work of our parent liaison, TESD is able to coordinate meetings and activities to support parents and students. The goal is to connect parents to a variety of resources and to understand how important their roll is with their child's education. The parent liaison provides out reach to parents that connect the community and school together and create a welcoming environment. Through discussion at monthly parent meetings the parent liaison is able to develop a plan that best meets the needs of parents based on surveys and discussion. The parent liaison provides training's for parents that address a variety of topics. Feed back is also taken at SSC/ELAC meetings to hear concerns or ideas parent have and ways in which the school can help and support parents and their children.

The LEA will a parent liaison who will coordinate resources with the triage wellness social worker, when available.

The LEA will provide opportunities for steak holders including, but not limited to, family members who have limited English proficiency, parents and family members with disabilities, migrant families, foster families, and families identified as homeless. including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by having small group parent meetings with translators that can explain the data. Visual reports are shown and discussed with parents that make it easier to understand. TESD has translators and hearing assistance devices to help parents who may need additional services. TESD would also provide a sign-language interpreter if needed.

TESD accommodates all of its families and special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The school also makes home visits when necessary to help and assist students and families when needed.

TESD provides opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption. The school provides independent work for all students when needing to leave for more than 5 days.

Students are encouraged to come once a week to receive additional tutoring services if available. The school supports and communicates with families about how to help serve the children and to provide additional support if necessary upon their return.

TESD works collaboratively with parents and families to develop, review, and monitor the parent engagement policy. Parents, students, teachers complete a school compact annually at the beginning of each school year. TESD is dedicated to providing a quality education for every student in our district. To accomplish this objective, we will develop and maintain partnerships with parents and community members. Each student will benefit from supportive, active involvement of all stakeholders. A positive link between home and school will create the most conducive learning condition for every child. These open communication lines will expand and enhance learning opportunities for all stakeholders.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and 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 discussions during leadership and School Site Council meetings. Parents participate in committee meetings and provide feedback through these meetings as well as the ELAC and School Site Council. All ELAC and SSC meetings

have discussions around school wide data and the role of the LCAP in the achievement of unduplicated pupils, as well as the School Plan for Student Achievement. These quarterly meetings that include representatives from a variety of stakeholder groups have played a vital role in the development of the plan and the changes that are being implemented. Students have provided feedback through a survey. School administration reaches out to the greater community by attending and presenting at the Tipton Town Council and the local Kiwanis meetings. Our goal is ensure that all of the voices of Tipton are heard and reflected in the direction of our school.

Tipton Elementary School District outlined a plan to actively involve the stakeholders in the development of the Tipton's Local Control Accountability Plan (LCAP). The involvement included but is not limited to:

- Back to School Night- August 2020, online due to COVID-19
- Open House- Online due to COVID-19
- CTAC/CSEA LCAP Updates March and April 2020
- Board Meetings- July 2020, September, June 2021
- ELAC/DLAC- September 2020, November 2020, January 2021
- School Site Council- September 2020, November 2020, January 2021, February 2021, March 2021
- Annual Title I meeting- January 2021
- Kiwanis- once a month
- Consultation with SELPA - August 2, 19, 21 and 31. September 2, and 23. October 20.
- Parents are involved in the IEP Process. Their input is taken through the IEP meeting and documented on the present levels notes page as well as the signature page.

Parents are also notified of different special education learning opportunities for parents with exceptional needs.

Following all safety guidelines and protocols meetings were either held with small in-person groups or virtually. Questions could also be emailed to the principal. The Learning Continuity and Attendance Plan stakeholder meeting and the SSC/ELAC meetings were offered via Zoom. Phone calls were made and meeting notices were posted on our web page as well as Facebook. Staff were invited via email. School Board meetings were held on 7/16 and 7/23 to discuss the reopening plan. The public hearing for the LCP will be on 9/8/20. A second board meeting to approve the LCP was held in September.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Tipton Elementary continues to not identified as 'additional targeted support and improvement' or 'comprehensive support and improvement'.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	.2%	0%	0%	1	0	0
African American	.7%	.55%	0.55%	4	3	3
Asian	.7%	.36%	0.55%	4	2	3
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	90%	91.6%	92.99%	530	503	504
Pacific Islander	0%	0%	0%	0	0	0
White	2.9%	2.9%	4.61%	17	16	25
Multiple/No Response	3.1%	4.5%	0%	33	21	7
Total Enrollment				589	549	542

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	77	70	59
Grade 1	62	55	65
Grade 2	64	55	50
Grade3	72	59	58
Grade 4	55	70	62
Grade 5	48	56	70
Grade 6	74	44	57
Grade 7	63	73	45
Grade 8	63	63	76
Total Enrollment	578	545	542

Conclusions based on this data:

1. The Hispanic/Latino population is the largest at the school site with over 90% of the student population.
2. The total enrollment of the school districts student population for the past two years is 566. (Is 566 correct?)

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	403	364	330	68.4	66	60.9%
Fluent English Proficient (FEP)	77	88	105	13.1	24	19.4%
Reclassified Fluent English Proficient (RFEP)	23	46	46	5.8	13	12.6%

Conclusions based on this data:

1. There was a decrease in the amount of students who were fluent English proficient and the percentage of reclassified fluent English proficient stayed the same. The criteria for this designation includes: English Language Proficiency Assessment of California (ELPAC) overall score of 4, grade point average of 2.0 in academic subjects, and within a 30 distance from the 'met' band on the CAASPP in the area of English Language Arts. It is critical that our students meet the overall score of 4 on the ELPAC to show mastery of the language proficiencies. Due to COVID-19 pandemic, diagnostic and progress monitoring assessment days should be analyzed to help identify language learning loss. Please note: all students did not engage in any District or CAASPP assessment testing due to COVID-19 and school closures.
2. The percentage of reclassified fluent English proficient stayed the same. These students remain a part of the English Learner group.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	72	59	60	69	58	60	69	58	98.4	95.8	98.3
Grade 4	50	55	70	50	54	70	50	54	70	100	98.2	100
Grade 5	74	51	56	73	49	53	73	49	53	98.6	96.1	94.6
Grade 6	61	74	44	59	74	44	59	74	44	96.7	100	100
Grade 7	62	63	73	61	63	73	61	63	73	98.4	100	100
Grade 8	56	63	63	54	63	63	54	63	63	96.4	100	100
All Grades	364	378	365	357	372	361	357	372	361	98.1	98.4	98.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2390.	2403.	2414.	10.00	15.94	18.97	16.67	17.39	18.97	36.67	39.13	34.48	36.67	27.54	27.59
Grade 4	2405.	2415.	2427.	4.00	7.41	15.71	10.00	22.22	12.86	28.00	16.67	21.43	58.00	53.70	50.00
Grade 5	2453.	2442.	2465.	8.22	4.08	7.55	19.18	16.33	24.53	23.29	38.78	24.53	49.32	40.82	43.40
Grade 6	2476.	2513.	2514.	5.08	12.16	9.09	20.34	27.03	36.36	33.90	36.49	31.82	40.68	24.32	22.73
Grade 7	2558.	2538.	2559.	18.03	7.94	15.07	37.70	42.86	38.36	22.95	23.81	31.51	21.31	25.40	15.07
Grade 8	2562.	2567.	2569.	7.41	11.11	12.70	48.15	39.68	39.68	25.93	25.40	31.75	18.52	23.81	15.87
All Grades	N/A	N/A	N/A	8.96	10.22	13.57	25.21	27.96	28.25	28.29	30.38	29.09	37.54	31.45	29.09

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	17.39	17.24	35.00	50.72	51.72	55.00	31.88	31.03
Grade 4	4.00	9.26	15.71	44.00	46.30	35.71	52.00	44.44	48.57
Grade 5	4.11	14.29	13.21	57.53	40.82	47.17	38.36	44.90	39.62
Grade 6	0.00	13.51	13.64	42.37	48.65	47.73	57.63	37.84	38.64
Grade 7	27.87	14.29	16.44	44.26	55.56	56.16	27.87	30.16	27.40
Grade 8	9.26	19.05	14.29	61.11	49.21	57.14	29.63	31.75	28.57
All Grades	9.24	14.78	15.24	47.62	48.92	49.31	43.14	36.29	35.46

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	8.70	17.24	56.67	40.58	50.00	33.33	50.72	32.76
Grade 4	8.00	3.70	10.00	46.00	42.59	42.86	46.00	53.70	47.14
Grade 5	16.44	8.16	9.43	39.73	42.86	62.26	43.84	48.98	28.30
Grade 6	11.86	18.92	20.45	47.46	51.35	61.36	40.68	29.73	18.18
Grade 7	27.87	22.22	23.29	57.38	50.79	63.01	14.75	26.98	13.70
Grade 8	24.07	28.57	23.81	50.00	47.62	63.49	25.93	23.81	12.70
All Grades	16.53	15.59	17.45	49.30	46.24	56.79	34.17	38.17	25.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.33	18.84	15.52	70.00	63.77	68.97	26.67	17.39	15.52
Grade 4	4.00	7.41	12.86	58.00	68.52	65.71	38.00	24.07	21.43
Grade 5	10.96	6.12	9.43	54.79	48.98	66.04	34.25	44.90	24.53
Grade 6	3.39	13.51	11.36	62.71	67.57	72.73	33.90	18.92	15.91
Grade 7	8.20	7.94	15.07	73.77	69.84	71.23	18.03	22.22	13.70
Grade 8	7.41	12.70	7.94	72.22	69.84	73.02	20.37	17.46	19.05
All Grades	6.44	11.56	12.19	64.99	65.32	69.53	28.57	23.12	18.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.00	13.04	22.41	55.00	60.87	46.55	25.00	26.09	31.03
Grade 4	10.00	7.41	12.86	46.00	48.15	50.00	44.00	44.44	37.14
Grade 5	13.70	8.16	13.21	42.47	51.02	45.28	43.84	40.82	41.51
Grade 6	13.56	27.03	15.91	54.24	54.05	56.82	32.20	18.92	27.27
Grade 7	29.51	20.63	20.55	50.82	57.14	64.38	19.67	22.22	15.07
Grade 8	29.63	31.75	17.46	53.70	47.62	69.84	16.67	20.63	12.70
All Grades	19.33	18.82	17.17	50.14	53.49	55.96	30.53	27.69	26.87

Conclusions based on this data:

- English Language Arts 2018 CAASPP Results Show:
38.18% of students performed at standard exceeded and/or standard met
30.38% of students performed at standard nearly met
31.45% of students performed at standard not met
- Claim 1: Reading
63.70% of students performed Above, At, or Near in the standard of demonstrating understanding of literary and non-fictional texts.

* 3rd, 7th, and 8th grades showed that at least 68% of students demonstrated a thorough or partial ability to understand literary and non-fictional texts.

Claim 2: Writing

61.83% of students performed Above, At, or Near in the standard of producing clear and purposeful writing.

* 6th 7th, and 8th grades showed that at least 70% of students demonstrated a thorough or partial ability to produce clear and purposeful writing.

Claim 3: Listening

76.88% of students performed Above, At, or Near in the standard of demonstrating effective communication skills.

* 3rd, 4th, 5th, 6th 7th, and 8th grades showed that at least 75% of students demonstrated a thorough or partial ability to demonstrate effective communication skills.

*This claim shows to be the strongest for our students.

Claim 4: Research and Inquiry

72.31% of students performed Above, At, or Near in the standard of Investigating, analyzing, and presenting information.

* 3rd, 6th, 7th, and 8th grades showed that at least 73% of students demonstrated a thorough or partial ability to investigate, analyze, and present information.

3. ELA Needs

Continued professional development with the newly adopted curriculum. Professional development for online programs purchased to enrich remote teaching and learning will be offered.

Continued support for guided reading and writers workshop. Professional development in the area of online reading programs .

Identify action steps for instruction based on student data analysis. Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.

Provide a 3 week summer school enrichment program.

Due to COVID19 pandemic, diagnostic and progress monitoring assessment data should be analyzed to help identify English literacy learning loss. Please note: all students did not engage in any District or CAASPP assessment testing due to COVID-19 and school closures.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	61	72	59	59	69	59	59	69	59	96.7	95.8	100
Grade 4	51	55	70	51	54	70	51	54	70	100	98.2	100
Grade 5	75	51	56	74	49	55	74	49	55	98.7	96.1	98.2
Grade 6	61	74	44	59	74	44	59	74	44	96.7	100	100
Grade 7	62	63	73	62	63	73	62	63	73	100	100	100
Grade 8	56	64	63	54	64	63	54	64	63	96.4	100	100
All Grades	366	379	365	359	373	364	359	373	364	98.1	98.4	99.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2407.	2440.	16.95	13.04	25.42	22.03	26.09	27.12	28.81	26.09	23.73	32.20	34.78	23.73
Grade 4	2423.	2435.	2446.	5.88	5.56	5.71	17.65	18.52	30.00	33.33	29.63	30.00	43.14	46.30	34.29
Grade 5	2438.	2424.	2444.	4.05	4.08	5.45	5.41	4.08	9.09	28.38	18.37	21.82	62.16	73.47	63.64
Grade 6	2460.	2485.	2478.	10.17	9.46	11.36	8.47	12.16	4.55	27.12	36.49	36.36	54.24	41.89	47.73
Grade 7	2507.	2511.	2530.	17.74	12.70	15.07	16.13	15.87	20.55	20.97	31.75	35.62	45.16	39.68	28.77
Grade 8	2543.	2543.	2528.	20.37	23.44	12.70	12.96	10.94	20.63	29.63	23.44	19.05	37.04	42.19	47.62
All Grades	N/A	N/A	N/A	12.26	11.80	12.64	13.37	15.01	19.78	27.86	28.15	27.75	46.52	45.04	39.84

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.81	21.74	44.07	42.37	31.88	23.73	28.81	46.38	32.20
Grade 4	7.84	9.26	11.43	33.33	35.19	42.86	58.82	55.56	45.71
Grade 5	2.70	4.08	3.64	14.86	12.24	18.18	82.43	83.67	78.18
Grade 6	13.56	12.16	13.64	22.03	31.08	27.27	64.41	56.76	59.09
Grade 7	25.81	17.46	21.92	24.19	30.16	41.10	50.00	52.38	36.99
Grade 8	27.78	25.00	23.81	31.48	28.13	25.40	40.74	46.88	50.79
All Grades	17.27	15.55	20.05	27.30	28.69	30.77	55.43	55.76	49.18

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.25	15.94	28.81	45.76	47.83	45.76	38.98	36.23	25.42
Grade 4	11.76	9.26	15.71	33.33	44.44	47.14	54.90	46.30	37.14
Grade 5	6.76	4.08	7.27	31.08	30.61	36.36	62.16	65.31	56.36
Grade 6	10.17	8.11	6.82	25.42	43.24	34.09	64.41	48.65	59.09
Grade 7	20.97	12.70	16.44	35.48	46.03	50.68	43.55	41.27	32.88
Grade 8	16.67	21.88	17.46	35.19	45.31	38.10	48.15	32.81	44.44
All Grades	13.37	12.33	15.93	34.26	43.43	42.86	52.37	44.24	41.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.64	26.09	23.73	50.85	42.03	49.15	30.51	31.88	27.12
Grade 4	9.80	11.11	17.14	35.29	35.19	45.71	54.90	53.70	37.14
Grade 5	6.76	2.04	5.45	37.84	34.69	47.27	55.41	63.27	47.27
Grade 6	8.47	13.51	9.09	33.90	37.84	34.09	57.63	48.65	56.82
Grade 7	19.35	7.94	19.18	38.71	60.32	58.90	41.94	31.75	21.92
Grade 8	20.37	25.00	9.52	61.11	43.75	53.97	18.52	31.25	36.51
All Grades	13.65	15.01	14.56	42.62	42.63	49.18	43.73	42.36	36.26

Conclusions based on this data:

- Math 2018 CAASPP Results Show:
 26.81% of students performed at standard exceeded and/or standard met
 28.15% of students performed at standard nearly met
 45.04% of students performed at standard not met
- Claim 1: Concepts and Procedures
 44.24% of students performed Above, At or Near the standard applying mathematical concepts and procedures.
 * 3rd, 4th, 6th, 7th and 8th grades showed that 43% or more demonstrated a thorough or partial ability to consistently explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim 2: Problem Solving and Modeling & Data Analysis
 55.76% of students performed Above, At or Near the standard using appropriate tools and strategies to solve real world and mathematical problems.
 *3rd, 7th and 8th grades showed that 60% or more demonstrated a thorough or partial ability to consistently solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Claim 3: Communicating Reasoning
 57.64% of students performed Above, At or Near the standard demonstrating ability to support mathematical conclusions.
 *3rd, 7th and 8th grade students showed that 68% or more demonstrated a thorough or partial ability to consistently, clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
 *This claim shows to be the strongest for our students.

3. Math Needs

Continue with school wide common assessments.

Provide additional Professional Development with Tulare County Office of Education in the areas problem solving and communicating reasoning.

Provide a Resource Teacher to support the implementation of a school wide CSS based professional development plan to help increase the achievement of all students. To provide support to our struggling students by designing and implementing a cohesive intervention program throughout the school. To monitor student performance to ensure no student is left behind. To support and improve our community outreach.

Continue with grade level meetings to analyze student math data and create an action plan for instruction to address student needs and deficiencies.

Provide a 3 week enrichment summer school program.

Due to COVID19 pandemic, diagnostic and progress monitoring assessment data should be analyzed to help identify mathematics learning loss. Please note: all students did not engage in any District or CAASPP assessment testing due to COVID-19 and school closures.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1434.82	1418.2	1442.95	1429.0	1415.95	1392.9	44	55
Grade 1	1497.38	1478.5	1502.83	1476.3	1497.45	1480.2	47	40
Grade 2	1521.27	1517.3	1302.3	1502.5	1533.7	1531.6	44	46
Grade 3	1516.95	1497.7	1416.55	1484.0	1513.07	1510.9	55	39
Grade 4	1532.19	1504.6	1538.58	1490.5	1525.29	1518.2	31	39
Grade 5	1539.65	1507.7	1531.70	1484.8	1547.15	1529.9	20	26
Grade 6	1542.61	1529.6	1531.79	1506.9	1552.88	1551.7	33	17
Grade 7	1547.67	1545.4	1547.67	1519.2	1562.42	1571.3	24	27
Grade 8	1585.58	1550.9	1585.58	1532.4	1594.63	1568.8	24	18
All Grades	1516.37		1236.99		1516.59		322	307

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.82	7.27	22.73	41.82	38.64	36.36	7.27	14.55	44	55
1	63.83	22.50	21.28	45.00	10.64	25.00	4.26	7.50	47	40
2	75	30.43	22.73	52.17	2.27	13.04	0	4.35	44	46
3	30.91	20.51	45.45	48.72	10.91	23.08	12.73	7.69	55	39
4	38.71	7.69	48.39	61.54	6.54	23.08	6.45	7.69	31	39
5	55	7.69	25	53.85	5	23.08	15	15.38	20	26
6	39.39	5.88	39.39	70.59	15.15	11.76	6.06	11.76	33	17
7	45.83	22.22	33.33	48.15	16.67	25.93	4.17	3.70	24	27
8	62.5	11.11	29.17	50.00	8.33	38.89	0	0.00	24	18
All Grades		15.96		50.81		24.76		8.47		307

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	34.09	12.73	31.82	40.00	25	30.91	9.09	16.36	44	55
1	63.83	27.50	21.28	55.00	10.64	15.00	4.26	2.50	47	40
2	75	43.48	18.18	39.13	6.82	15.22	0	2.17	44	46
3	63.64	33.33	23.64	46.15	1.82	7.69	10.91	12.82	55	39
4	74.19	20.51	19.35	51.28	3.23	20.51	3.23	7.69	31	39
5	75	15.38	5	53.85	5	15.38	15	15.38	20	26
6	51.52	23.53	36.36	58.82	12.12	11.76	0	5.88	33	17
7	58.33	14.81	25	44.44	12.5	37.04	4.17	3.70	24	27
8	66.67	27.78	29.17	38.89	4.17	33.33	0	0.00	24	18
All Grades	61.8	24.76	24.22	46.58	8.39	20.52	5.59	8.14	322	307

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	31.82	1.82	13.64	36.36	45.45	52.73	9.09	9.09	44	55
1	53.19	20.00	23.4	30.00	12.77	37.50	10.64	12.50	47	40
2	68.18	28.26	25	56.52	4.55	10.87	2.27	4.35	44	46
3	12.73	17.95	34.55	41.03	30.91	35.90	21.82	5.13	55	39
4	19.35	10.26	41.94	35.90	22.58	41.03	16.13	12.82	31	39
5	40	3.85	35	38.46	15	34.62	10	23.08	20	26
6	30.3	11.76	33.33	47.06	18.18	29.41	18.18	11.76	33	17
7	50	25.93	16.67	25.93	20.83	40.74	12.5	7.41	24	27
8	62.5	16.67	16.67	27.78	20.83	50.00	0	5.56	24	18
All Grades	39.44	14.98	26.71	38.44	22.05	36.81	11.8	9.77	322	307

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	63.64	16.36	27.27	80.00	9.09	3.64	44	55
1	76.6	70.00	14.89	30.00	8.51	0.00	47	40
2	77.27	60.87	22.73	36.96	0	2.17	44	46
3	45.45	30.77	41.82	58.97	12.73	10.26	55	39
4	58.06	38.46	38.71	56.41	3.23	5.13	31	39
5	60	11.54	30	76.92	10	11.54	20	26
6	33.33	35.29	63.64	58.82	3.03	5.88	33	17
7	62.5	37.04	37.5	55.56	0	7.41	24	27
8	62.5	38.89	33.3	61.11	4.17	0.00	24	18
All Grades	60.25	38.44	33.54	56.68	6.21	4.89	322	307

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.73	12.73	61.36	61.82	15.91	25.45	44	55
1	65.96	5.00	25.53	90.00	8.51	5.00	47	40
2	68.18	21.74	31.82	71.74	0	6.52	44	46
3	74.55	25.64	16.36	64.10	9.09	10.26	55	39
4	80.65	5.13	16.13	84.62	3.23	10.26	31	39
5	70	11.54	15	65.38	15	23.08	20	26
6	57.58	5.88	42.42	82.35	0	11.76	33	17
7	45.83	14.81	50	81.48	4.17	3.70	24	27
8	79.17	22.22	20.83	77.78		0.00	24	18
All Grades	62.77	14.01	31.37	74.27	6.52	11.73	322	307

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	22.73	0.00	65.91	89.09	11.36	10.91	44	55
1	65.96	37.50	25.53	50.00	8.51	12.50	47	40
2	84.09	30.43	11.36	65.22	4.55	4.35	44	46
3	12.73	15.38	58.18	69.23	29.09	15.38	55	39
4	22.58	7.69	61.29	71.79	16.13	20.51	31	39
5	20	19.23	65	57.69	15	23.08	20	26
6	39.39	11.76	24.24	58.82	36.36	29.41	33	17
7	54.17	22.22	20.83	51.85	25	25.93	24	27
8	58.33	33.33	25	50.00	16.67	16.67	24	18
All Grades	42.24	18.57	40.66	65.80	17.7	15.64	322	307

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	52.27	50.91	43.18	34.55	4.55	14.55	44	55
1	46.81	15.00	42.55	75.00	10.64	10.00	47	40
2	50	32.61	50	63.04	0	4.35	44	46
3	34.55	23.08	50.91	74.36	14.55	2.56	55	39
4	29.03	7.69	61.29	87.18	9.68	5.13	31	39
5	65	15.38	35	69.23	0	15.38	20	26
6	12.12	58.82	81.82	41.18	6.06	0.00	33	17
7	8.33	22.22	87.5	77.78	4.17	0.00	24	27
8	54.17	0.00	45.83	100.00	0	0.00	24	18
All Grades	39.44	26.38	54.04	66.78	6.52	6.84	322	307

Conclusions based on this data:

1. Overall Language Analysis
 1. From our 322 English Learners we had 48.45% or 156 students scored at level 4 which is well developed.
 2. The next highest with 31.99% or 103 students scored at a level 3 which is moderately developed.
 3. 80.44% or 259 of English learners scored at a level 3 or higher.

Need:

1. Identify all level 1 English Learners in grades 3rd - 7th.
2. Identify the students in grades K-8 who are New Comers
3. Identify the students 3rd - 7th who have been here longer than 2 years.

2. Analysis by Language

1. The majority of grades K-8 scored 51% or more at level 4 for Oral Language.
2. Grades 2nd and 8th scored 62% or more at level 4 for Written Language.

Analysis by Domain

1. Listening - All grades except 3rd and 6th scored 58% or more at well developed. 6th grade scored 63% somewhat/moderately.
2. Speaking- All grades except K and 7th scored 57% or more at well developed. K and 7th had 50% or more at somewhat/moderately.
3. Reading - 1st, 2nd and 7th scored 54% or more at well developed. K, 3rd, 4th and 5th scored 61% or more at somewhat/moderately.
4. Writing - K, 2nd, 5th and 8th scored 50% or more scored at well developed.

Due to COVID19 pandemic, diagnostic and progress monitoring assessment data should be analyzed to help identify language proficiency learning loss. Please note: all students did not engage in any District or CAASPP assessment testing due to COVID-19 and school closures.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
549	89.8	66.3	1.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	364	66.3
Foster Youth	7	1.3
Socioeconomically Disadvantaged	493	89.8
Students with Disabilities	18	3.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
Asian	2	0.4
Hispanic	503	91.6
White	16	2.9





Conclusions based on this data:

1. Based on this data, our largest student group is Hispanic.
2. Based on this data, English Learners continue to be a significant student group.
3. Based on this data, the majority of the students served are socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 373 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="781 506 837 533">Blue</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1248 506 1328 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 373 730">Yellow</p>		

Conclusions based on this data:

1. Based on the English Language Arts and Mathematics academic performance indicator, there was a decline of less than 3%.
2. Based on the Chronic Absenteeism performance indicator, there was a significant decline of 3% or more.
3. Based on the Suspension Rate indicator, there was greater than 1.5% in the current year.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 15.6 points below standard Increased ++9.2 points 346	<p>English Learners</p>  Yellow 24.2 points below standard Increased ++5.2 points 272	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Yellow 19.1 points below standard Increased ++6.4 points 316	<p>Students with Disabilities</p>  No Performance Color 101.3 points below standard Increased Significantly ++27.2 points 18

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 17.3 points below standard Increased ++7.2 points 332	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
60.3 points below standard Declined -4 points 163	29.9 points above standard Maintained -0.2 points 109	8.5 points below standard Increased Significantly ++27.9 points 54

Conclusions based on this data:

- There was an increase of points from standards met in ELA which showed growth in this area.
- Please note: all students did not engage in any District, Site, or CAASPP assessment testing due to COVID-19 and school closures.

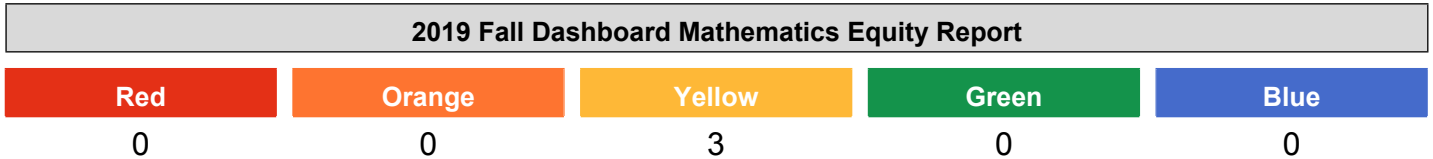
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 43.3 points below standard Increased ++10.9 points 347	<p>English Learners</p>  Yellow 48.2 points below standard Increased ++9.9 points 273	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 46.7 points below standard Increased ++6.9 points 317	<p>Students with Disabilities</p>  No Performance Color 148.3 points below standard Increased Significantly ++38 points 18

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.8 points below standard Increased ++7.8 points 333			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
71.7 points below standard Increased ++8.6 points 164	13 points below standard Declined -3.5 points 109	52 points below standard Increased Significantly ++24.9 points 54

Conclusions based on this data:

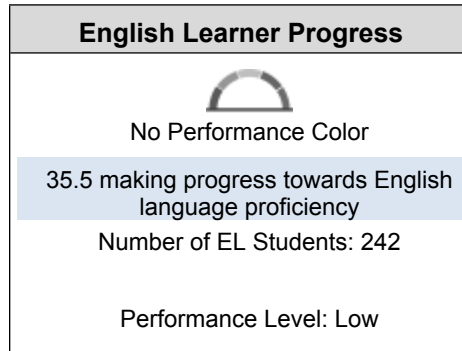
1. There was a small increase for math yet the distance from standard is still below standard.
2. The English Learner group maintained; however, showed a decrease in points away from standard.
3. Please note: all students did not engage in any District, Site, or CAASPP assessment testing due to COVID-19 and school closures.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36.3	28.0	11.1	24.3

Conclusions based on this data:

1. The majority of English Learners are in the well developed or moderately developed performance band, which indicates a positive result in ELPAC.
2. Please note: all students did not engage in any District, Site, or CAASPP assessment testing due to COVID-19 and school closures.

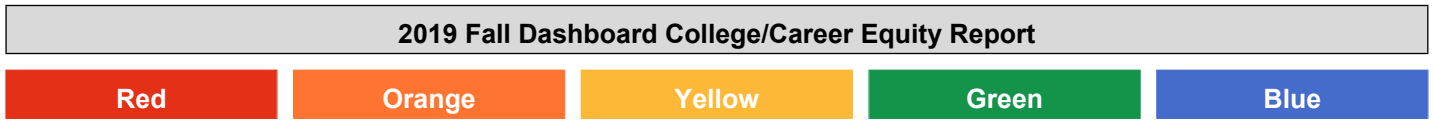
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

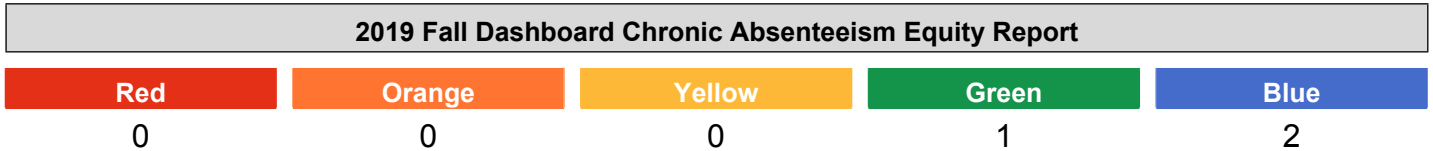
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>3.1</p> <p>Declined Significantly -3.4</p> <p>573</p>	<p>English Learners</p>  <p>Green</p> <p>2.6</p> <p>Declined -1.3</p> <p>382</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>3.3</p> <p>Declined Significantly -3.3</p> <p>520</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -12.5</p> <p>24</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Blue 3.2 Declined Significantly -3.4 538	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 4.5 Declined -7.2 22

Conclusions based on this data:

1. There was a significant decrease in chronic absenteeism for all students.
2. Please Note: All students were required to move to remote learning mainly through work packets, in March of 2020. Throughout the Fall of 2020, some students were engaged in distance learning while others were engaged in a combination of both on-campus and distance learning as Tipton Elementary was granted a waiver approval.

School and Student Performance Data

Academic Engagement Graduation Rate

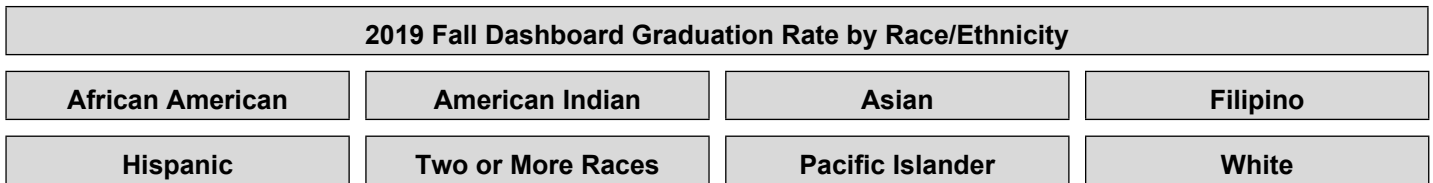
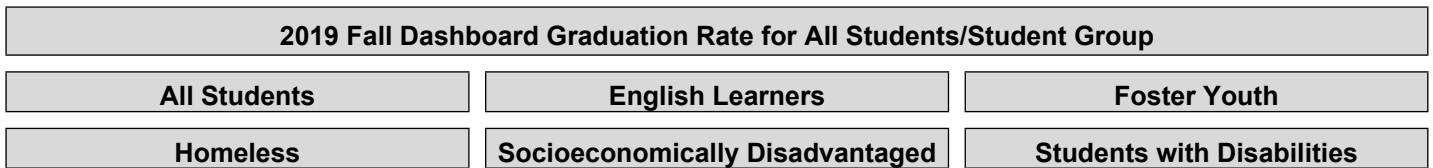
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

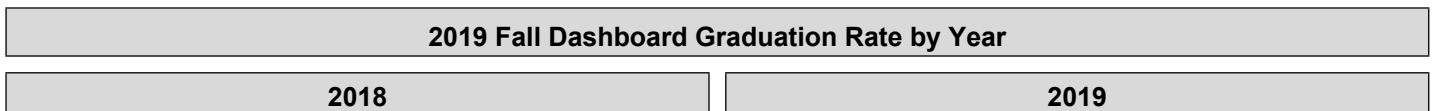
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

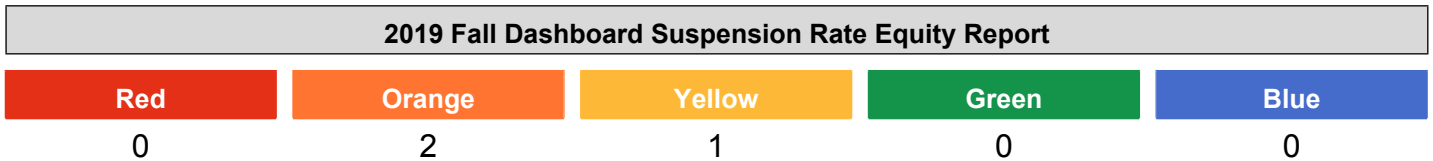
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance






This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>1.5</p> <p>Maintained +0.1</p> <p>588</p>	<p>English Learners</p> <p>Orange</p> <p>1.3</p> <p>Increased +0.3</p> <p>393</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.7</p> <p>Increased +0.3</p> <p>532</p>	<p>Students with Disabilities</p> <p>No Performance Color</p> <p>8</p> <p>Increased +4</p> <p>25</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3		 No Performance Color Less than 11 Students - Data 5	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">1.5</div> Maintained -0.2 549	 No Performance Color Less than 11 Students - Data 9		 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">4.5</div> Increased +4.5 22

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	1.5

Conclusions based on this data:

1. Suspension rate has maintained for all students including Hispanics.
2. Suspension increased slightly for English Learners and Socioeconomically Disadvantaged.
3. Please Note: All students were required to move to distance learning in March of 2020. Throughout the Fall of 2020, some students were engaged in distance learning while others were on campus as Tipton Elementary was granted a waiver approval.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Improve Student Achievement in English Language Arts and Recover Learning Loss Due to School Closures Caused by COVID-19.

Goal 1

Increase ELA proficiency rate by 5% to 46% and decrease average scale score by 3.2 points from meets, as measured by the California Assessment of Student Performance and Progress (CAASPP) System. Increase student grade level proficiency by 3 % as measured by District diagnostic assessments of Fall of 2020 and increase the percent of proficient students by 3% as measured by the District benchmarks by the Fall of 2020, as compared to the Spring of 2021.

Identified Need

Based on 2018-2019 CAASPP, there was an ELA proficiency progress of 3.14%, falling just short of the goal of a 5% increase in proficiency. The average distance from scale score was 1.6, which is considered 'remained the same'.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ol style="list-style-type: none"> Increase ELA proficiency by 5% to 46% as measured by CAASPP. Increase reading proficiency rate by 5% as measured by STAR Reading test. Increase writing proficiency rate by 5% as measured by the TEDS mid year writing benchmark. Increase reading proficiency rate by 5% as measured by DRA. (This indicator will not be used in 2020-2021 due to COVID-19) 	<ol style="list-style-type: none"> During the 2018-2019 school year students did not meet their goal to increase ELA proficiency rate by 5% as measured by the CAASPP System. There was ELA proficiency of 3.14%. During the 2019-2020 school year 43% of students measured at or above reading proficiency as measured by the STAR Reading Test. There was a 9% growth from the 2018 -2019 school year. During the 2018-2019 school year 28% of K-5 students measured at or above proficiency in DRA. There was decrease of 8%. During the 2019-2020 school year 35% of K-8 students met or exceeded the standard on 	<ol style="list-style-type: none"> During the 2020 -2021 school year students will increase ELA proficiency rate by 5% to 46% as measured by CAASPP. During the 2020- 2021 school year students will maintain reading proficiency rate of 43% as measured by STAR Reading test. During the 2020 - 20201 school year students will maintain proficiency in writing by 35% as measured by the TEDS mid year writing benchmark.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	the TESD mid year writing benchmark.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

Strategy/Activity

1. Provide small group intervention support with instructional aides in ELA to all students including English Learners, Foster Youth, and Low Income Students.
2. Provide students with incentives and awards to recognize and encourage increased achievement in English Language Arts.
3. Provide a Resource Teacher to support implementation of school wide California State Standard 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,064	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Tutoring/Subs
111,356	Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Instructional Aides
26,356	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Professional Development
12,215	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Resource Teacher

16,807	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Resource Teacher
50,118	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
75,000	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Web-based programs
39,108	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Technology

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

Strategy/Activity

7. Provide all students ancillary English Language Arts materials including leveled books, news magazines, and student workbooks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

78,915

Title I Part A: Disadvantaged Students
4000-4999: Books And Supplies
materials and supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including English Learners, Foster Youth, and Low Income Students

Strategy/Activity

Provide an enrichment summer school program for three weeks in June for approximately 160 students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

Title I Part A: Disadvantaged Students
1000-1999: Certificated Personnel Salaries
Summer School Staffing

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The focus of goal 1 is to provide increased services and support in ELA for our unduplicated population. We were able to accomplish this the following ways: small group instruction with support from instructional aides, the purchase of ancillary materials to support differentiated instruction, providing a full time librarian to ensure that unduplicated students have access to high quality reading and research materials, and through the administration of a high quality professional development plan. Most of the actions and services were provided. Through on going professional development and a consistently static teaching staff we have been able to sustain a consistent growth rate on CAASPP. Due to COVID-19 we do not have CAASPP scores for the 2019-2020 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the implementation of the actions in Goal 1 we achieved the following: an increase of our 3rd - 8th students meeting or exceeding standards on the ELA portion of the CAASPP. We believe that the implementation of our small group intervention with instructional aides, our differentiated

reading support, as well as our computer based programs have propelled our unduplicated population along an accelerated pathway of achievement. The District was able to hire a full time Resource Teacher for the 2019-2020 school year. Summer school was not offered due to COVID-19. There were no major infrastructure projects completed in the 2019-2020 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of CAASPP data analysis and consultation of stakeholders we will be adding an action for the 2019-2020 as well as the 2020-2021 school year. The new action was developed to provide California State Content Standards based science curriculum to facilitate the development of oral language and academic vocabulary. We will continue to implement the actions and services for unduplicated pupils from 2019-2020. Action 6 of hiring a resource teacher was met for 2019-2020 and will be maintained for the 2020-2021 school year. We will continue to refine these practices in order to best meet the individual instructional needs of each student. For the 2019-2020 school year we will be using distance from standard for CAASPP instead of the percent of students who met or exceeded standard in order to better align our metric with the California School Dashboard. For the 2019-2020 school year our goal is to increase ELA CAASPP achievement by 5 points in order to decrease our distance from standard to -20. Summer school was not offered due to COVID-19. Our summer school program will be modified to provide enrichment opportunities and will be moved to the federal addendum for the 2020-2021 school year. Action 8 will be revised to state: Provide enrichment through educational and college readiness field trips and assemblies to broaden the scope of students' cultural experiences including students with special needs. All budgets were updated to align with 2020-2021 actual projected costs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Improve student achievement in mathematics.

Goal 2

Increase math proficiency rate by 5% to 37% and decrease scale score away from meets by 8.6 points, as measured by the California Assessment of Student Performance and Progress (CAASPP) System and Recover Learning Loss Due to School Closures Caused by COVID-19.

Identified Need

There is a difference in mathematics achievement with the English Learner population. This group of students has lower numbers of students who have met or exceeded standards. Increase student grade level proficiency by 3 % as measured by District diagnostic assessments of Fall of 2020 and increase the percent of proficient students by 3% as measured by the District benchmarks by the Fall of 2020, as compared to the Spring of 2021.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Increase math proficiency rate by 5% to 37% and decrease scale score away from meets by 8.6 points, as measured by California Assessment of Student Performance and Progress (CAASPP). 2. Increase math proficiency rate by 5% as measured by TESD mid year math benchmark.	1. During the 2018-2019 school year, 32% of students met or exceeded state standards as measured by the California Assessment of Student Performance and Progress System. 2. During 2019 -2020, 25% of 2nd-8th grade students met or exceeded standard on the TESD mid year (winter star math) benchmark.	1. During the 2020-2021 school year students will increase math proficiency rate by 5% to 37% and decrease scale score away from meets by 8.6 points, as measured by the California Assessment of Student Performance and Progress (CAASPP) System. 2. During 2020-2021 school year students will maintain proficiency in math by 25% as measured by the TESD mid year (winter star math) benchmark.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, Foster Youth, and Low Income Students.

Strategy/Activity

1. Provide all students with ancillary math materials including manipulative and supplemental workbooks.
2. Provide students with incentives and awards to recognize and encourage increased achievement in math.
3. Provide an enrichment summer school program for three weeks in June for approximately 160 students.
4. Provide resource teacher to develop intervention program for students.
5. Implement a year long professional development plan with a curriculum specialist through Tulare County Office of Education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Title II Part A: Improving Teacher Quality 2000-2999: Classified Personnel Salaries Concentration Expense Reported in Goal 1
	Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Concentration Expense Reported in Goal 1
	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Concentration Expense Reported in Goal 1
	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Concentration Expense Reported in Goal 1
	Title I Part A: Disadvantaged Students Concentration Expense Reported in Goal 1 summer school

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English learners, Foster Youth, and socioeconomically disadvantaged

Strategy/Activity

7. Provide students with access to technology and resources for student research and learning in mathematics through the purchase of replacement of technology devices, infrastructure upgrades, and an in house technology support technician.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies web based programs (See goal 1)
	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Technology (See goal 1)

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The focus of Goal 2 is to provide increased services and support in math for our unduplicated population. Students received small group instructional support with instructional aides as well as computer based programs to help accelerate achievement in math. Students also received incentives and awards for displaying growth in math through out the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Through the implementation of the actions of Goal 2 were able to continue implementation of the school wide common assessment in order to better identify and meet the needs of our students. This tool will continue to help improve and guide the quality of our math instruction and increase student achievement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For the 2020-2021 school year we will be using distance from standard for CAASPP instead of the percent of students who met or exceeded standard in order to better align our metric with the California School Dashboard. For the 2020-2021 school year our goal is to increase Math CAASPP achievement by 7.8 points in order to decrease our distance from standard to -46.5. Continue to

provide mathematics consultant for the 2020-2021 school year to provide professional development, one:to:one coaching, and data analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Learners in English Language Arts and Mathematics

LEA/LCAP Goal

Improve English Learner achievement in English Language Arts and Mathematics

Goal 3

Increase California Assessment of Student Performance and Progress (CAASPP) proficiency levels in ELA and Math by 5% and Recover Learning Loss Due to School Closures Caused by COVID-19.

Identified Need

The 2018-2019 CA School Dashboard ELPAC results: Level 4- Well developed-47.6%, Level 3- Moderately Developed-33%, Level 2- Somewhat Developed- 13.7%, Level 1- Beginning Stage- 5.7%. Increase student grade level proficiency by 3 % as measured by District diagnostic assessments of Fall of 2020 and increase the percent of proficient students by 3% as measured by the District benchmarks by the Fall of 2020, as compared to the Spring of 2021. (Due to COVID-19 the most recent results on the CA School Dashboard ELPAC are from 2018-2019)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ol style="list-style-type: none"> Increase California Assessment of Student Performance and Progress by 5% in English Language Arts. Increase California Assessment of Student Performance and Progress by 5% in mathematics. Reclassification Rate CA School Dashboard EL learner indicator Implementation of ELD standards, programs, and services. The percentage of ELs who make progress towards English proficiency on the ELPAC. 	<ol style="list-style-type: none"> ELA CAASPP average scale score, distance from standard proficiency -29.6. Math CAASPP average scale score, distance from standard proficiency -58.3. Reclassification at 26%. CA School Dashboard EL indicator status level of high. 100% of students are receiving instruction aligned to the ELD standards Based on the 2019 California Dashboard, the percentage of students making progress towards academic proficiency on ELPAC is 35.5%. 	<ol style="list-style-type: none"> For the 2020-2021 school year, increase ELA CAASPP achievement for EL students by 5.7 points in order to decrease our distance from standard proficiency to -23.9. For the 2020-2021 school year, increase math CAASPP achievement for EL students by 8.4 points in order to decrease our distance from standard proficiency to -49.9. Increase reclassification numbers by 5% Maintain a status of high level. Maintain 100% of students receiving instruction aligned to the ELD standards. During the 2020-2021 school year, TESD will maintain the number of students making

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		progress towards academic proficiency on ELPAC at 35.5%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

1. Provide students with access to technology and resources for student research and learning in Mathematics and ELA through the purchase of replacement of technology devices, infrastructure upgrades, and an in house technology support technician.
2. Provide all students with ancillary math and ELA materials including manipulative and supplemental workbooks.
3. Provide students with incentives and awards to recognize and encourage increased achievement in math and ELA.
4. Provide students with small group instruction with an emphasis on English language development with the use of leveled readers, news magazines, and workbooks.
5. Provide an enrichment summer school program for three weeks in June for approximately 160 students.
6. Implement a year long professional development plan in math with a curriculum specialist through Tulare County Office of Education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Summer School- Concentration Reported in goal 1
	Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Resource Teacher- Concentration Reported in goal 1

37,657	Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Instructional Aides
3,794	Title III Immigrant Education Program 4000-4999: Books And Supplies Materials & Supplies

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The focus of Goal 3 is to provide increased services and support for English Learners. We were able to accomplish this in the following ways: Access to computer based programs that differentiate instruction based on the language abilities of each individual student. There was a 10% increase for EL students on the CAASPP that met or exceeded standard. During 2018 -2019 there was a 13% increase in the amount of students who were redesignated. We will continue to implement our instructional plan of differentiating instruction in order to meet the needs of all students. Our reclassified student population continues to out perform all students and our goal is to reclassify as many qualified students as possible.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

To reflect the language in the California Dashboard, metric 6 will state, making academic progress towards proficiency in ELPAC.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Pupil Attendance

LEA/LCAP Goal

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

Goal 4

Increase student attendance by .5% and decrease chronic absenteeism by .5%

Identified Need

In 2018-2019, the attendance rate increased by .1%, chronic absenteeism increased by 1.8%, and suspension rates declined by 2.7%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Average Daily Attendance Rate. 2. Chronic Absenteeism Rate. 3. Pupil Suspension Rate 4. Pupil Expulsion Rate 5. Middle school dropout rate 6. Healthy Kids Survey 7. LCAP parent and employee survey	1. Average daily attendance rate was 96.6%. 2. Chronic absenteeism rate was 8.4%. 3. 2018-2019 suspension rate was 1.4%. 4. 2018-2019 expulsion rate of 0 unduplicated pupils expelled. 5. 2018-2019 dropout rate of 0 6. 2017-2018 Healthy Kids Survey was administered to all 5th and 7th grade students, the survey was not administered in 2018-2019 7. Survey was administered in 2018-2019	1. Average daily attendance rate is expected to increase to 97.1% 2. Chronic absenteeism rate is expected to decrease to 6.1% 3. Suspension rate is expected to maintain at 1.4% 4. Expulsion rate is expected to maintain at 0 unduplicated pupils expelled. 5. Dropout rate is expected to maintain at 0 middle school students drop out 6. Kids Healthy Survey was administered in 2019-2020 7. LCAP survey will be administered in 2020-2021

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and employees.

Strategy/Activity

1. Provide students with incentives and awards to recognize and encourage increased achievement and attendance.
2. Provide additional school psychologist hours to assist with increasing student attendance and decreasing the chronic absentee rate. To assist with establishing a positive school climate and implementation of the SARB process.
3. Provide a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker will help with the implementation of the SARB process.
4. Provide an LVN to assist with student health issues and family outreach.
5. Provide additional counseling support for TK-5th grade students to assist with increasing attendance, decreasing chronic absenteeism, and developing a positive school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

85,000

Source(s)

Title I Part A: Disadvantaged Students
5000-5999: Services And Other Operating
Expenditures
Social Worker

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All actions were implemented for Goal 4. The focus of Goal 4 is to provide increased services and support for our unduplicated pupils by decreasing both the chronic absentee rate as well as the suspension rate. Although we didn't meet this goal for chronic absentee rate our attendance rate did increase a small amount of .1%. Our suspension rate dropped drastically. We accomplished this in a variety of ways. First we used our increased social services and health support in order to follow through with our families on health and attendance concerns. Our increased psychologist and counseling support allowed us to provide increased services for students with behavior and emotional needs. In the 2018 -2019 school year we reduced our unduplicated student suspension rate by 2.7% and our color indicator on the dashboard went from orange to green. We were able to do this by implementing a system of data analysis with an increase in social and emotional support for our students with needs. With constant monitoring and supportive services for students the suspension rate dropped drastically. In 2019-2020, we maintained the suspension rate. Although

the chronic absenteeism didn't decrease we believe this will improve with time. We are diligent with using our social services and health support to follow through with our families on health and attendance concerns. We will continue to offer services to our families to help support and educate on the importance of school attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our counseling support position will remain through the 2019-2020 school year. In 2021, we will have a family social worker position open to support students due to COVID-19.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Moving forward for metric 2 and 3 we will use the CA School Dashboard indicator results as data points to better align our plan with state accountability. All budgets were updated to align with 2019-2020 actual projected costs. For the 2019-2020 school year action 3 will be modified to state: Provided a social worker to assist with parent outreach and establishing a positive school climate and increase our capacity for family outreach and student support. The social worker also worked to increase attendance and decrease the chronically absent. The social worker helped with the implementation of the SARB process. In metric 3 we will remove the term unduplicated for 2019-2020.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Community Involvement

LEA/LCAP Goal

Improve the participation and increase learning opportunities for parents.

Goal 5

Provide at least 5 opportunities for parent involvement in district decision making.

Identified Need

Increase learning opportunities for parents through improved participation and engagement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Opportunities for parent involvement in district decision making through surveys and remote participation. 2. Opportunities for parent education in school wide programs. 3. Number of school sponsored parent events. 4. Number of parents, including those of unduplicated pupils and special needs pupils, who attend parent conferences in order to receive and give input regarding their students' academic program and progress	1. 2019-2020 Provide 5 opportunities for parent involvement in district decision making. 2. 2019-2020 Maintain equal to or greater than 16 opportunities for parent education in school wide programs 3. 2019-2020 Maintain equal or greater number of school sponsored parent events 4. 2019-2020 Increase parent conference rate by 5%.	1. 2020-2021 Provide 5 opportunities for parent involvement in district decision making. 2. 2020-2021 Maintain equal to or greater than 16 opportunities for parent education in school wide programs. 3. 2020-2021 Greater than 3 school sponsored parent events (COVID-19 guidelines prohibit large scale events) 4. 2020-2021 Increase parent conference rate to 100%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, Foster Youth, and Special Education student groups.

Strategy/Activity

1. Host student/parent engagement nights that help to create a positive school climate, increase capacity and solicit community input.
2. Provide school psychologist 2 days per week to assist with increasing student attendance and decrease the chronic absentee rate. To assist with establishing a positive school climate and implement SARB process.
3. Provide a family social worker to assist with parent outreach and establish a positive school climate and increase our capacity for family outreach and student support. The family social worker will also work to increase attendance and decrease chronic absenteeism. The social worker will help to implement the SARB process. The family social worker will be available 5 days per week due to social emotional needs due to COVID-10.
4. Provide an LVN to assist with student health issues and family outreach.
5. Provide parents access to real time student and school information through the Aeries Parent Portal including: attendance, grades, and school/parent communication.
6. Provide access to parents liaison for educational and community resource support to increase a positive school climate and increase community input.
7. Provide opportunities for parent training to support distance learning such as time management or supporting students with classwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23,463

Source(s)

Title I Part A: Disadvantaged Students
2000-2999: Classified Personnel Salaries
Parent Liaison

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We met our goal for 2019-2020 by providing opportunities for parent education and feedback regarding our school wide programs as well as opportunities for parents to see their children perform and engage with staff and students. New for 2020-2021 was the opportunity for a parent engagement via technology. This provided parents the opportunity to learn about a variety of things such as technology and different online learning platforms. These were a few of the engagement

activities that parents were able to participate in this year. We also had an increase in the amount of parents who participated in our parent teacher conferences.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no anticipated materials increase in 2020-2021.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In action 3 the social workers duties were modified to include working to increase attendance and decrease the chronically absent. The social worker helped with the implementation of the SARB process. The family social worker will work on strategies for staff and students to minimize social emotional impact of COVID-19 school closure and distance learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$368135
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$598,853.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Disadvantaged Students	\$439,154.00
Title II Part A: Improving Teacher Quality	\$66,925.00
Title III Immigrant Education Program	\$3,794.00
Title III Part A: Language Instruction for LEP Students	\$49,872.00
Title IV Part A: Student Support and Academic Enrichment	\$39,108.00

Subtotal of additional federal funds included for this school: \$598,853.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$598,853.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Disadvantaged Students	439,154.00
Title II Part A: Improving Teacher Quality	66,925.00
Title III Immigrant Education Program	3,794.00
Title III Part A: Language Instruction for LEP Students	49,872.00
Title IV Part A: Student Support and Academic Enrichment	39,108.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	68,086.00
2000-2999: Classified Personnel Salaries	172,476.00
4000-4999: Books And Supplies	121,817.00
5000-5999: Services And Other Operating Expenditures	85,000.00
5800: Professional/Consulting Services And Operating Expenditures	151,474.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	39,064.00
2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	134,819.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	78,915.00

5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	85,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	101,356.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	16,807.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	50,118.00
4000-4999: Books And Supplies	Title III Immigrant Education Program	3,794.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	12,215.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	37,657.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	39,108.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	448,939.00
Goal 3	41,451.00
Goal 4	85,000.00
Goal 5	23,463.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Cherie Solian	Principal
Desiree Heinks	Classroom Teacher
Julie Lowry	Classroom Teacher
Stacey Bettencourt	Other School Staff
Gloria Alvarez	Other School Staff
Yvonne Mendoza	Parent or Community Member
Blanca Cruz	Parent or Community Member
Edna Perkins	Parent or Community Member
Beatris Samano	Parent or Community Member
Viviana Ramirez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 20, 2021.

Attested:

Principal, Cherie Solian on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

4. ADMINISTRATIVE: Action items:

4.5 Agreement with Jane Pharis for Professional Services

**TIPTON ELEMENTARY SCHOOL DISTRICT
AGREEMENT FOR PROFESSIONAL SERVICES**

**2020-2021-06
Agreement No**

This Agreement is entered into between the Tipton Elementary School District hereinafter referred to as the "District," and hereinafter referred to as the "Contractor" and dated, for reference, **Mary Jane Pharis**.

The parties agree as follows:

- I. CONSULTANT SERVICES Contractor agrees to perform during the term of this Agreement, the tasks, obligations and services set forth in the "Scope of Services" attached to and incorporated into this Agreement as "Appendix A".
2. PAYMENT Contractor agrees to undertake the work defined in Appendix A for:
 - b. **Payment at the rate of \$280 per day or \$35.00 per hour for periods of less than one day.**

In addition to these rates, Tipton Elementary School District will, reimburse Contractor for actual and necessary travel expenses, which will include meals and lodging only if overnight stay is required. Car travel outside of Tulare County or by air will not be reimbursed unless previously approved by an authorized agent, Superintendent.

All payments will be based on invoices submitted to the Tipton Elementary School District by Contractor and approved by the District's authorized representative.

Contractor will invoice the District not more frequently than monthly for services performed and expenses incurred during the previous month. The District will render payment thirty (30) days of receipt of invoice, except that if payment is based on a total price under (a) above, the District will retain ten percent (10%) of the total contract amount (other than travel expenses) until all services under this Agreement have been completed satisfactorily.

3. TERM OF AGREEMENT The term of this Agreement begins on **January 1, 2021** and ends **June 4, 2021**. Extension or renewal requires approval of the Superintendent or authorized representative. Unless compensation is fixed on the basis of a daily or hourly rate, compensation will not be increased upon extension of the Agreement without approval of the Superintendent or authorized representative.

This Agreement may be terminated by the District at any time on 15 days prior written notice to the Contractor. In the event of termination for reasons other than cause, the District will pay the Contractor for work done up to the time of termination. In the event of termination for cause, Contractor need be compensated only to the extent required by law.

4. TIME FOR PERFORMANCE All services required of the Contractor will be completed on or before the specified end of the term.
5. RECORDS Contractor will maintain full and accurate records in connection with this Agreement and will make them available to the District for inspection at any time. Contractor's work product produced under this Agreement shall be the property of the District.
6. STATUS OF CONTRACTOR The District and Contractor agree that Contractor, in performing the services specified in this Agreement, shall act as an independent Contractor and shall have control of all work and the manner in which it is performed. Contractor shall be free to contract for similar service to be performed for other employers while under contract with the District. Contractor will not accept such engagements, which interfere with performance under this Agreement. Contractor is not entitled to participate in any pension plan, insurance, bonus or similar benefits the District provides for its employees.

It is further agreed that Contractor shall:

- be responsible for setting their own work schedule and work hours;
 - provide for their own supplies, tools or instruments used at work;
 - work out of their own home, office or business establishment and not from a set location at any District site; and
 - abide by any and all factors affecting independent contractor status.
7. **HOLD HARMLESS** Contractor shall hold Tipton Elementary School District, its officers, agents, and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of Contractor, its officers, agents or employees taken under this Agreement.
 8. **COMPLIANCE WITH LAWS** Contractor shall comply with all applicable federal, state and local laws, rules, regulations and ordinances involving its employees, including workers' compensation and tax laws.
 9. **MODIFICATION OR ASSIGNMENT.** This Agreement may not be assigned by either party without the express written consent of the other. No modification shall be effective unless approved in writing by the Superintendent or authorized agent and authorized representatives of the parties and their business addresses as follows:

IN WITNESS THEREOF, the parties hereto have executed this Agreement on the date written below.

CONTRACTOR

Mary Jane Pharis 1-25-21
 Signature Date
Mary Jane Pharis 361-2957
 Print Name Phone #

TIPTON ELEMENTARY SCHOOL DISTRICT

Stacey Bettencourt 1/22/21
 Approved by Date
Stacey Bettencourt Superintendent
 Print Name Title

-8085

Social Security No/ Employee ID Number

22537 Ave. 178
 Address

Porterville
 City

OFFICE USE ONLY:

Requested by: District Administrator _____

Date _____

Source of funding _____

Budget Classification _____

SUBMIT INVOICE TO:

Fingerprint Clearance:
 Yes ___ No ___

T.B. Clearance
 Yes ___ No ___

Business Office
 Tipton Elementary School District
 P.O. Box 787
 Tipton, CA. 93272

5. FINANCE: Action items:

5.1 Vendor Payments

February 2, 2021 Board Meeting

APY List**FISCAL YEAR 2020-2021****Date Paid between 01/01/2021 and 01/31/2021**

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount
13987	AMS.NET	210974	01/15/2021	Invoice-0043068	010-07200-0-11100-10000-58000-0	\$8,605.60
13987	AMS.NET	210973	01/15/2021	Invoice-0043175	010-32100-0-11100-10000-44000-0	\$4,824.91
12788	ARAMARK UNIFORM SERVICES INC	210971	01/15/2021	503000198765	010-00000-0-00000-81000-56000-0	\$458.70
12788	ARAMARK UNIFORM SERVICES INC	210972	01/15/2021	503000203419	010-00000-0-00000-81000-56000-0	\$456.77
13904	AT&T	211011	01/15/2021	9391028858	010-00000-0-00000-81000-59000-0	\$198.73
12548	CALIFORNIA TURF EQUIP. & SUPP.	210978	01/15/2021	484426	010-81500-0-00000-81000-43000-0	\$49.73
12548	CALIFORNIA TURF EQUIP. & SUPP.	210976	01/15/2021	484268	010-81500-0-00000-81000-43000-0	\$134.44
12548	CALIFORNIA TURF EQUIP. & SUPP.	210977	01/15/2021	484425	010-81500-0-00000-81000-43000-0	\$188.46
13309	CASBO	211010	01/15/2021	631215	010-00000-0-00000-72000-52000-0	\$89.00
5481	EMPLOYMENT DEVELOPMENT DEPT.	211009	01/15/2021	94238433 Q4.2020	010-00000-0-00000-00000-95025-0	\$445.49
13957	INFINITY COMM. & CONSUL., INC.	210996	01/15/2021	11800	010-00000-0-00000-71000-58000-0	\$3,375.00
13396	MAS ENTERPRISES	211015	01/15/2021	55088	010-07230-0-00000-36000-43000-0	\$51.75
13396	MAS ENTERPRISES	211013	01/15/2021	55081	010-07230-0-00000-36000-43000-0	\$51.75
13396	MAS ENTERPRISES	211014	01/15/2021	55078	010-07230-0-00000-36000-43000-0	\$51.75
14381	MENDOZA, YVONNE	210985	01/15/2021	REIMB. MILAGE	010-00000-0-00000-72000-52000-0	\$59.68
11531	MORRIS LEVIN & SON	210987	01/15/2021	50093251	010-81500-0-00000-81000-43000-0	\$369.74
11531	MORRIS LEVIN & SON	210988	01/15/2021	50093251	010-81500-0-00000-81000-43000-0	\$103.23
11531	MORRIS LEVIN & SON	210025	01/15/2021	2011-010507	010-81500-0-00000-81000-56000-0	(\$200.00)
11531	MORRIS LEVIN & SON	210995	01/15/2021	2011-013508	010-81500-0-00000-81000-58000-0	\$445.00
13851	PAUL AZEVEDO	211000	01/15/2021	1020	010-07230-0-00000-36000-58000-0	\$82.50
14273	PITNEY BOWES INC	211001	01/15/2021	1016999528	010-00000-0-00000-72000-59000-0	\$89.42
14348	PREMIER WALKIN MED CLINIC	210999	01/15/2021	46701	010-00000-0-00000-81000-58000-0	\$90.00
14348	PREMIER WALKIN MED CLINIC	210998	01/15/2021	46701	010-00000-0-00000-81000-58000-0	\$180.00
14111	SISC	211018	01/15/2021	JAN HW RET.BRD.ACTV	010-00000-0-00000-00000-95024-0	\$59,896.60
14111	SISC	211019	01/15/2021	JAN HW RET.BRD.ACTV	010-00000-0-00000-00000-95028-0	\$7,898.40
14111	SISC	210026	01/15/2021	JAN HW CREDIT RET	010-00000-0-00000-00000-95028-0	(\$9,226.40)
14111	SISC	211017	01/15/2021	JAN HW RET.BRD.ACTV	010-00000-0-00000-71000-34020-0	\$7,277.40
14212	SPRIGEO INC	211008	01/15/2021	1916	010-07200-0-11100-10000-58000-0	\$395.00
12264	TIPTON AUTO PARTS	211007	01/15/2021	19035	010-81500-0-00000-81000-43000-0	\$52.77
5760	TIPTON COMMUNITY SERVICES DIST	211006	01/15/2021	10040002	010-00000-0-00000-81000-55000-0	\$565.50
14414	T-MOBILE USA INC.	211016	01/15/2021	970029235	010-32100-0-11100-10000-59000-0	\$6,840.00
12324	TULE TRASH COMPANY	211004	01/15/2021	88414	010-00000-0-00000-81000-55000-0	\$882.34
13333	VERIZON WIRELESS	211012	01/15/2021	9869515899	010-00000-0-00000-81000-59000-0	\$555.66

010-General Fund Total Expenditures:**\$95,338.92**

Vendor No	Vendor Name	Reference Number	Payment Date	Invoice Number/Desc.	AccountCode	Amount
14397	FIRST QUALITY PRODUCE	210980	01/15/2021	362142	130-53100-0-00000-37000-47000-0	\$353.19
14397	FIRST QUALITY PRODUCE	210979	01/15/2021	362842	130-53100-0-00000-37000-47000-0	\$495.75
12921	GOLD STAR FOODS INC.	210984	01/15/2021	3627434	130-53100-0-00000-37000-47000-0	\$67.45
12921	GOLD STAR FOODS INC.	210981	01/15/2021	3625672	130-53100-0-00000-37000-58000-0	\$69.30
12921	GOLD STAR FOODS INC.	210983	01/15/2021	3626117	130-53100-0-00000-37000-58000-0	\$98.10
12921	GOLD STAR FOODS INC.	210982	01/15/2021	3626582	130-53100-0-00000-37000-58000-0	\$24.30
11531	MORRIS LEVIN & SON	210992	01/15/2021	2011-013441	130-53100-0-00000-37000-43000-0	\$1,722.92
11531	MORRIS LEVIN & SON	210990	01/15/2021	2011-013430	130-53100-0-00000-37000-43000-0	\$559.88
11531	MORRIS LEVIN & SON	210989	01/15/2021	2011-013430	130-53100-0-00000-37000-58000-0	\$3,060.00
11531	MORRIS LEVIN & SON	210986	01/15/2021	2011-010712	130-53100-0-00000-37000-58000-0	\$89.00
11531	MORRIS LEVIN & SON	210991	01/15/2021	2011-013441	130-53100-0-00000-37000-58000-0	\$3,060.00
11531	MORRIS LEVIN & SON	210993	01/15/2021	2011-013448	130-53100-0-00000-37000-58000-0	\$2,650.00
11531	MORRIS LEVIN & SON	210994	01/15/2021	2011-013448	130-53100-0-00000-81000-43000-0	\$448.00
13191	PRODUCERS DAIRY FOODS	211002	01/15/2021	48085048662	130-53100-0-00000-37000-47000-0	\$91.12
13130	SYSCO FOOD SERVICES	211003	01/15/2021	284643791	130-53100-0-00000-37000-47000-0	\$3,797.87
12324	TULE TRASH COMPANY	211005	01/15/2021	88413	130-53100-0-00000-81000-55000-0	\$1,194.63

130-Cafeteria Fund Total Expenditures:

\$17,781.51

TOTAL PAYMENTS

\$113,120.43

5. FINANCE: Action items:

5.2 Budget Revisions

Budget Revision Report

Bdg Revision Final

Control Number: 12538394

Account Classification		Approved / Revised	Change Amount	Proposed Budget
Fund: 0100	General Fund			
Expenditures				
Books and Supplies				
	010-74200-0-11100-10000-43000-0	\$51,402.00	(\$25,701.00)	\$25,701.00
	Total:	\$51,402.00	(\$25,701.00)	\$25,701.00
Services, Other Operating Expenses				
	010-74200-0-11100-10000-58000-0	\$0.00	\$25,701.00	\$25,701.00
	Total:	\$0.00	\$25,701.00	\$25,701.00
Total	Expenditures	\$51,402.00	\$0.00	\$51,402.00
Budgeted Unappropriated Fund Balance before this adjustment:			\$3,877,338.56	
Total Adjustment to Unappropriated Fund Balance:			\$0.00	
Budgeted Unappropriated Fund Balance after this adjustment:			\$3,877,338.56	

Budget Revision Report

Bdg Revision Final

Control Number: 12538394

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 _____