



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare Joint Union High School District

CDS Code: 54-72249-0000000

School Year: 2024-25

LEA contact information:

Dr. Lucy Van Scyoc

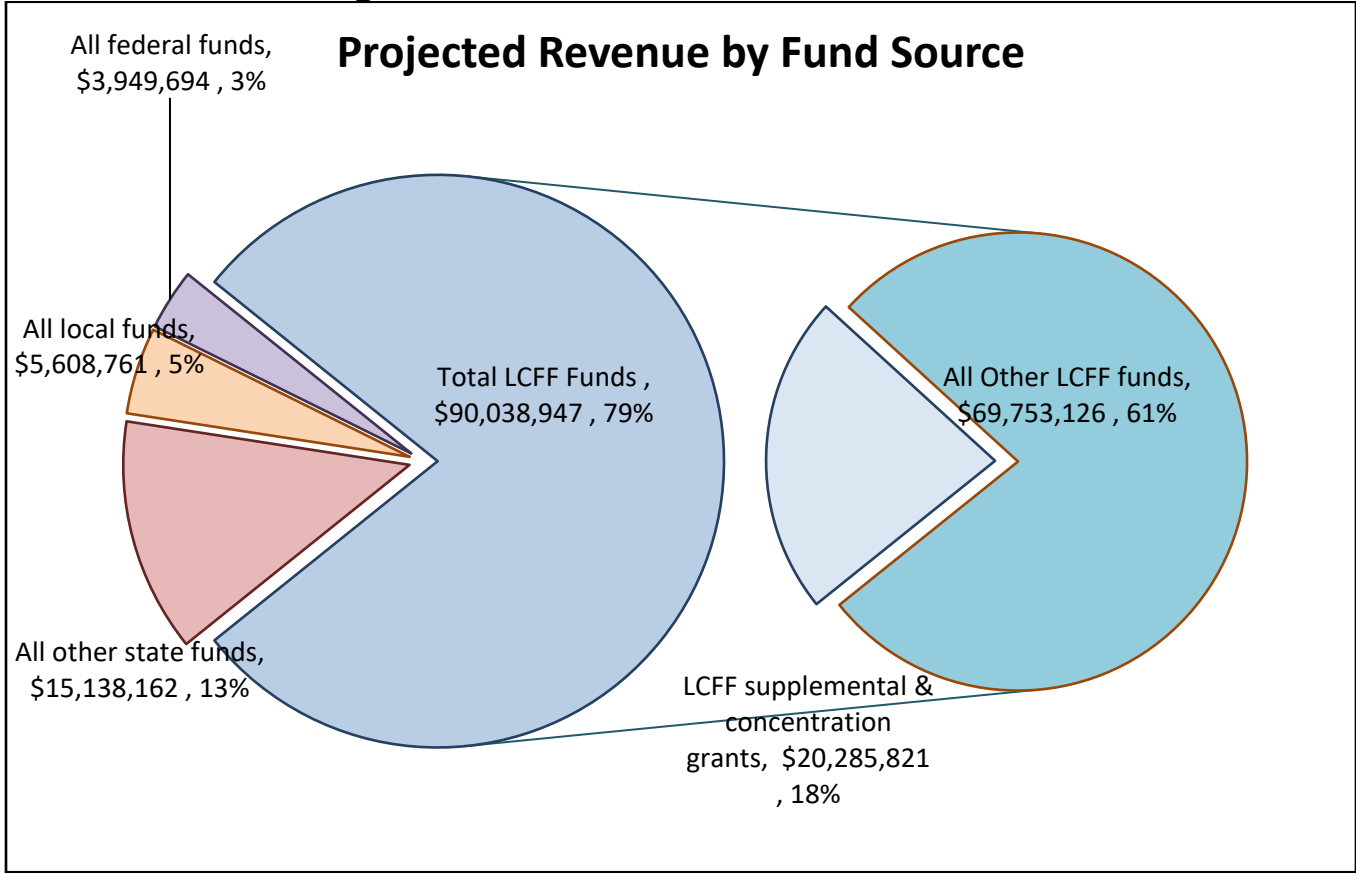
Superintendent

lucy.vanscyoc@tulare.k12.ca.us

559.688.2021

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

Budget Overview for the 2024-25 School Year

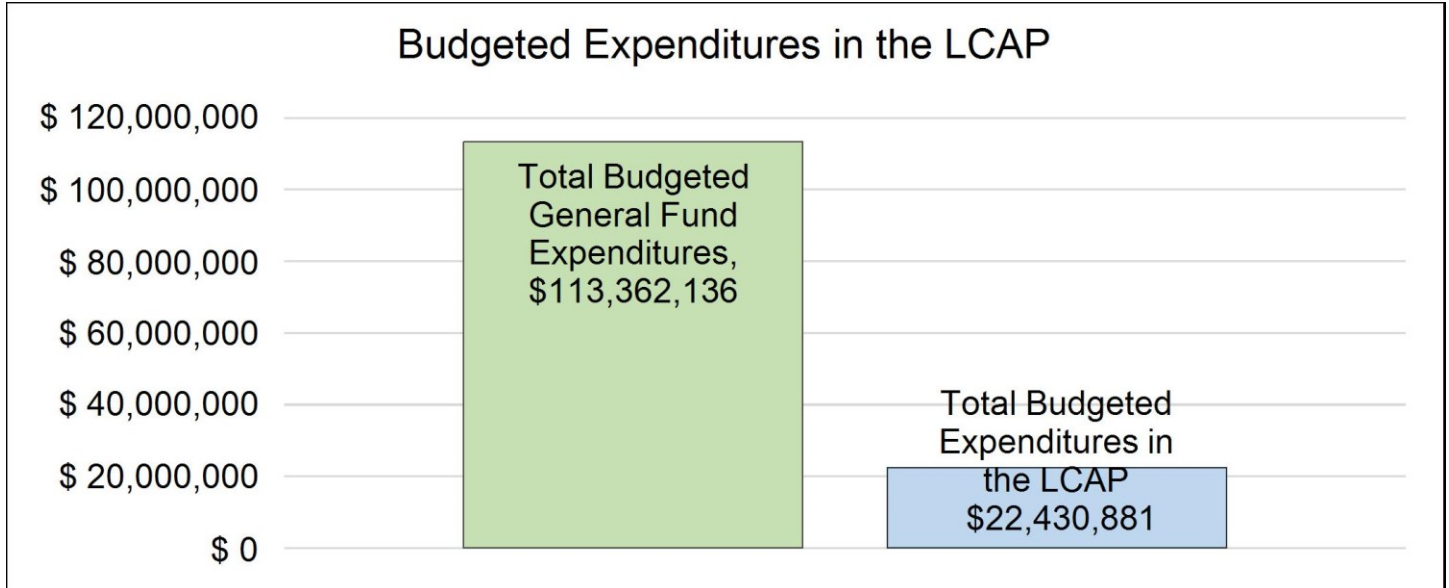


This chart shows the total general purpose revenue Tulare Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare Joint Union High School District is \$114,735,564, of which \$90,038,947 is Local Control Funding Formula (LCFF), \$15,138,162 is other state funds, \$5,608,761 is local funds, and \$3,949,694 is federal funds. Of the \$90,038,947 in LCFF Funds, \$20,285,821 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tulare Joint Union High School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tulare Joint Union High School District plans to spend \$113,362,136 for the 2024-25 school year. Of that amount, \$22,430,881 is tied to actions/services in the LCAP and \$90,931,255 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

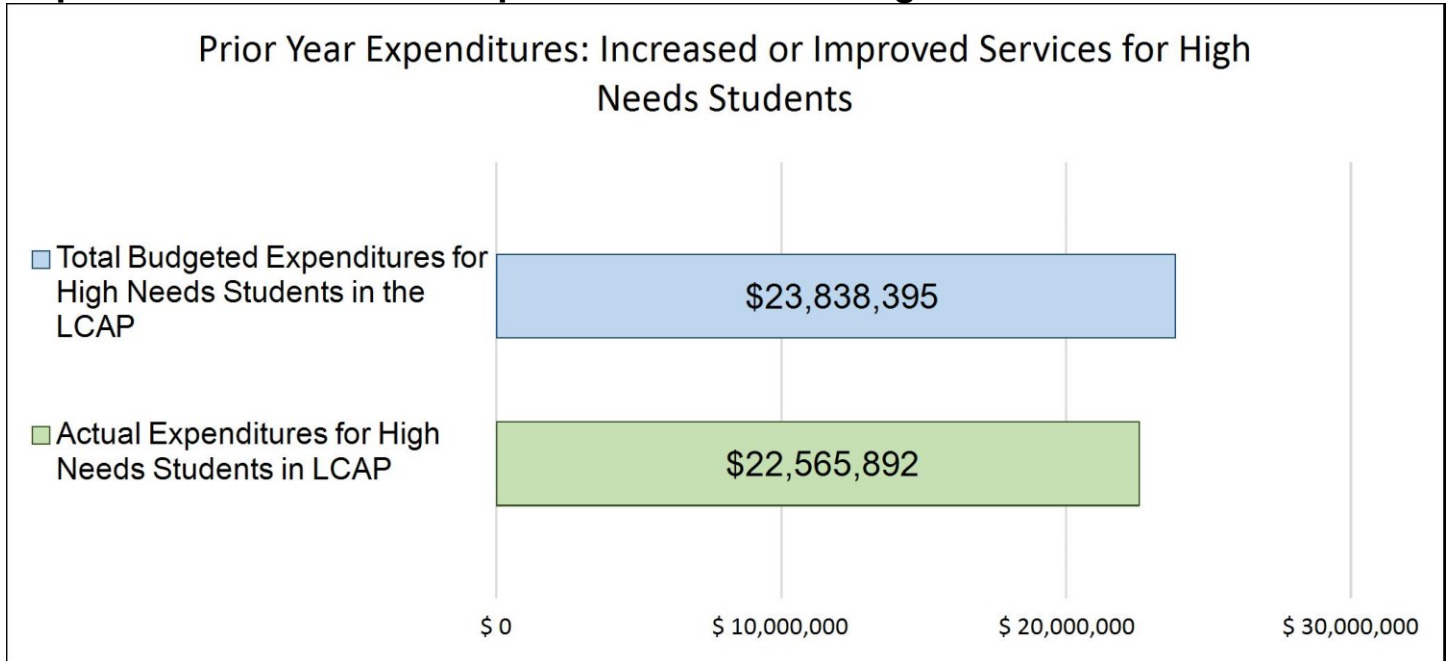
Salaries, benefits, transportation, facilities, supplies, and other student services and programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Tulare Joint Union High School District is projecting it will receive \$20,285,821 based on the enrollment of foster youth, English learner, and low-income students. Tulare Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare Joint Union High School District plans to spend \$22,282,980 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Tulare Joint Union High School District's LCAP budgeted \$23,838,395 for planned actions to increase or improve services for high needs students. Tulare Joint Union High School District actually spent \$22,565,892 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,272,503 had the following impact on Tulare Joint Union High School District's ability to increase or improve services for high needs students:

There were a few reasons for the differences in planned expenditures versus actual expenditures. We did not utilize money for professional development activities due to money that became available from other funding resources. We over budgeted the cost of expenses in a few areas, which was dependent on student participation for the most part (tutoring, after-school programs).



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare Joint Union High School District	Dr. Lucy Van Scyoc Superintendent	lucy.vanscyoc@tulare.k12.ca.us 559.688.2021

Goals and Actions

Goal

Goal #	Description
1	All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Passing rate of C or better in ELA courses based on semester grades	73% (2020-2021 1st Semester Grades per Student Information System)	76.2% (2021-2022 1st Semester Grades per Student Information System)	79.9% (2022-2023 1st Semester Grades per Student Information System)	79.9% (2023-2024 1st Semester Grades per Student Information System)	85%
Passing rate with a C or better in Mathematics courses based on semester grades	67% (2020-2021 1st Semester Grades per Student Information System)	61.9% (2021-2022 1st Semester Grades per Student Information System)	67.7% (2022-2023 1st Semester Grades per Student Information System)	67.6% (2023-2024 1st Semester Grades per Student Information System)	75%
Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	53% (2018-2019 CAASPP Scores)	52% (2020-2021 CAASPP Scores) "UPDATED Data" 49% (2021-2022 CAASPP Scores)	49% (2021-2022 CAASPP Scores)	51% (2022-2023 CAASPP Scores)	60%
Percentage of students meeting or exceeding the standards in Mathematics on the	24% (2018-2019 CAASPP Scores)	18% (2020-2021 CAASPP Scores) "UPDATED Data" 16% (2021-2022 CAASPP Scores)	16% (2021-2022 CAASPP Scores)	18% (2022-2023 CAASPP Scores)	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress(CAASPP)					
Passing rate of C or better in Science courses based on semester grades	71% (2020-2021 1st Semester Grades per Student Information System)	77.8% (2021-2022 1st Semester Grades per Student Information System)	74.5% (2022-2023 1st Semester Grades per Student Information System)	75.2% (2023-2024 1st Semester Grades per Student Information System)	85%
Passing rate of a C or better in Social Studies courses based on semester grades	77% (2020-2021 1st Semester Grades per Student Information System)	82.6% (2021-2022 1st Semester Grades per Student Information System)	82.7% (2022-2023 1st Semester Grades per Student Information System)	84.3% (2023-2024 1st Semester Grades per Student Information System)	86%
Percentage of CTE Completers	17% (202/1182) (2019-2020 CTE Completers based on College and Career Indicator)	39% (438/1123) (2020-2021 CTE Completers based on College and Career Indicator)	49% (553/1128) (2021-2022 CTE Completers based on College and Career Indicator)	56.9% (701/1232) (2022-2023 CTE Completers based on College and Career Indicator)	50%
Percentage of Special Education students who are CTE Completers	11% (10/88) (2019-2020 CTE Completers based on College and Career Indicator)	32.1% (44/137) (2020-2021 CTE Completers based on College and Career Indicator)	47.9% (46/96) (2021-2022 CTE Completers based on College and Career Indicator)	47.4% (65/137) (2022-2023 CTE Completers based on College and Career Indicator)	49%
Percentage of students identified as Prepared by the College and Career Indicator	44.2% (2019-2020 College and Career Indicator)	45.8% (2020-2021 College and Career Indicator)	45.8% (2020-2021 College and Career Indicator)	47.4% (2022-2023 College and Career Indicator)	55%
Percentage of Special Education students identified as Prepared	0.6% (2019-2020 College and Career Indicator)	2.1% (2020-2021 College and Career Indicator)	2.1% (2020-2021 College and Career Indicator)	13.1% (2022-2023 College and Career Indicator)	20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by the College and Career Indicator					
Students enrolled in Linked Career Pathways	461 (2020-2021 Enrollment Data)	518 (2021-2022 Enrollment Data)	544 (2022-2023 Enrollment Data)	645 (2023-2024 Enrollment Data)	550
English EAP rates (Juniors college ready in English as measured through the CAASPP)	21% (2018-2019 CAASPP Scores)	18.2% (2020-2021 CAASPP Scores) "UPDATED Data" 19.0% (2021-2022 CAASPP Scores)	19.0% (2021-2022 CAASPP Scores) - TBA	20% (2022-2023 CAASPP Scores)	30%
Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP)	9% (2018-2019 CAASPP Scores)	4.3% (2020-2021 CAASPP Scores) "UPDATED Data" 4.7% (2021-2022 CAASPP Scores)	4.7% (2021-2022 CAASPP Scores) - TBA	5% (2022-2023 CAASPP Scores)	20%
A-G rates (Seniors eligible to attend a CSU/UC)	40.5% (2019-2020 Data)	39.5% (2020-2021 Data) "UPDATED Data" 42.7% (2021-2022 Data)	42.7% (2021-2022 Data) - TBA	40.3% (2022-2023 Data)	45%
Percentage of students enrolled in Honors and/or Advanced Placement courses	20% (1217/5686) (2020-2021 Enrollment Data)	20.6% (1189/5765) (2021-2022 Enrollment Data)	19% (1074/5745) (2022-2023 Enrollment Data)	19% (1077/5673) (2023-2024 Enrollment Data)	25%
Advanced Placement Passage rates (3 or better)	42% (2018-2019 AP Data, 2019-2020 rate was inflated due to changes in assessment)	38.7% (2020-2021 AP Data) "UPDATED Data" 42.8% (2021-2022 AP Data)	42.8% (2021-2022 AP Data) - TBA	43% (2022-2023 AP Data)	48%
Graduation rate	96% (2019-2020 Data)	96.8% (2020-2021 Data) "UPDATED	96.6% (2021-2022 Data) based on the	96.2% (2022-2023 Data)	98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data" 97.1% (2021-2022 Data)	California Dashboard (which excludes charter schools in the district). 97.2% (2021-2022 Data) based on Data Quest (which includes all schools in the district. - TBA		
Dropout Rate	3.3% (2019-2020 Data)	1.5% (2020-2021 Data)	2.0% (2021-2022 Data) - TBA	2.5% (2022-2023 Data)	2%
Teachers teaching without a full credential	7%(19/273)(2020-2021 Data)	7.3% (20/273) (2021-2022 Data)	7.2% (19/263) (2022-2023 Data)	6.5% (18/276) (2023-2024 Data)	3%
Subjects using state adopted materials	100% (2020-2021 Data)	100% (2021-2022 Data)	100% (2022-2023 Data)	100% (2023-2024 Data)	100%
Implementation of academic content and performance standards	100% (2020-2021 Data)	100% (2021-2022 Data)	100% (2022-2023 Data)	100% (2023-2024 Data)	100%
Percentage of all students including unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study	100% (2020-2021 Data)	100% (2021-2022 Data)	100% (2022-2023 Data)	100% (2023-2024 Data)	100%
Percentage of students with sufficient access to	100% (2020-2021 Data)	100% (2021-2022 Data)	100% (2022-2023 Data)	100% (2023-2024 Data)	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
standards-aligned materials.					
Teachers appropriately assigned	19% (52/273) misassignments based on CalSAAS report (2019-2020 Data)	8.8% (24/273) misassignments based on CalSAAS report (2020-2021 Data)	19.8% (54/273) misassignments based on CalSAAS report (2021-2022 Data)	20.7% (57/276) misassignments based on CalSAAS report (2022-2023 Data)	16%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1 - All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)

Action 1.1 - PLC/PD release time - This action was not fully implemented as planned. Although many staff members participated in PLC/PD release time, many staff members chose to spend more time in their classes with their students in lieu of participating in release time.

Action 1.2 - Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards - This action was fully implemented as most staff members continue to meet to review pacing guides, common assessments, curriculum maps, essential learning and best instructional practices.

Action 1.3 - Data Management System - This action was fully implemented as most staff continue to use this data management system to create and administer assessments, as well as disaggregate and analyze the results of assessments.

Action 1.4 - Courses for advancement through summer school, winter intercession and before or after school - This action was fully implemented as many students take advantage of our summer school, winter intercession, and after-school credit recovery opportunities.

Action 1.5 - Expository Reading and Writing Course as the senior English class - This action was fully implemented as most seniors complete this course, which allows students who score conditionally ready on the Early Assessment Program to bypass support classes required by the California State Universities and community colleges.

Action 1.6 - PLC Core Content Leads - This action was fully implemented as our PLC (Subject Matter Leads) continue to support teachers in the areas of curriculum development and data analysis.

Action 1.7 - Mathematics Coaches - This action was fully implemented as our Math Coaches continue to support math teachers in addressing curriculum, standards, and instructional best practices.

Action 1.8 - Honors and Advanced Placement Courses - This action was fully implemented as we continue to provide a variety of honors and advanced placement courses accessible to all students.

Action 1.9 - Linked Learning Pathways - This action was fully implemented as we continue to have more students participating in the Linked Learning Pathways.

Action 1.10 - Career-Technical Education Courses - This action was fully implemented as we continue to have more students participating in CTE pathways and become CTE completers.

Action 1.11 - Additional Performing Arts Teachers - This action was fully implemented as we continue to have more students participating in performing arts, specifically choir and dance.

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

Goal 1 - All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)

Action 1.1 - PLC/PD release time - This action had material differences between budgeted expenditures and estimated actual expenditures because it was not fully implemented.

Action 1.2 - Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards - This action had material differences between budgeted expenditures and estimated annual expenditures. Even though this action was implemented, the LEA utilized newly received professional development funds and budgeted LCFF funds.

Action 1.3 - Data Management System - This action had no material differences.

Action 1.4 - Courses for advancement through summer school, winter intercession and before or after school - This action had material differences between budgeted expenditures and estimated annual expenditures. Even though this action was implemented, the LEA utilized newly received funds specifically for credits earned beyond the school day.

Action 1.5 - Expository Reading and Writing Course as the senior English class - This action had no material differences.

Action 1.6 - PLC Core Content Leads - This action had no material differences

Action 1.7 - Mathematics Coaches - This action had no material differences

Action 1.8 - Honors and Advanced Placement Courses - This action had no material differences

Action 1.9 - Linked Learning Pathways - This action had no material differences

Action 1.10 - Career-Technical Education Courses - This action had no material differences

Action 1.11 - Additional Performing Arts Teachers - This action had material differences between budgeted expenditures and estimated expenditures, due to over estimating the budgeted expenditures for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1 - All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)

The three-year LCAP cycle (2021-22, 2022-23, and 2023-24) was written in the Spring of 2021 as students were returning to school from distance learning from the COVID-19 Pandemic. The combination of all the actions for Goal 1 were effective in targeting students to be college and career ready. However, not all metrics met our desired outcomes as we continue to support students and close the learning gaps from the impact of school closures and distance learning during the COVID-19 Pandemic.

Action 1:1 PLC/PD release time - and Action 1:2 Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards - were effective and supported goal 1 by providing release time for teachers to participate in professional development centered around best instructions in supporting all students academically. Throughout the three-year cycle we saw improved metrics in semester passing grades, CTE Completer rates, Special Education CTE completer rates, Students prepared on the College and Career indicator, Special Education students prepared on the college and career indicator, increased CAASPP scores, A-G completion rates, Advanced Placement passage rates, Graduation rates, and drop-out rates.

Action 1:3 Data Management System was effective and supported goal 1 by providing teachers with a data management system to create, administer, and analyze assessments. The ability to disaggregate and analyze data allowed teacher to adjust or modify instruction, adjust pacing, and provide interventions to students which led to improved metrics in semester passing grades, CTE Completer rates, Special Education CTE completer rates, Students prepared on the College and Career indicator, Special Education students prepared on the college and career indicator, increased CAASPP scores, A-G completion rates, Advanced Placement passage rates, Graduation rates, and drop-out rates.

Action 1:4 Courses for advancement through summer school, winter intercession and before or after school was effective and supported goal 1 by providing all students the opportunities for advancement in summer school, winter intercession, and before or after-school as well as recovering credits due to loss of instructional time and academic learning during the COVID-19 pandemic. This action led to improved metrics in semester passing grades, CTE Completer rates, Special Education CTE completer rates, Students prepared on the College and Career indicator, Special Education students prepared on the college and career indicator, increased CAASPP scores, A-G completion rates, Advanced Placement passage rates, Graduation rates, and drop-out rates.

Action 1:5 Expository Reading and Writing Course as the senior English class was effective and supported goal 1 by providing all students the opportunity to participate in an Expository Reading and Writing course to prepare all students for college. As a result, during the 3-year LCAP cycle we saw increases in A-G completion rates, Graduation Rates, and a decrease in drop-out rates.

Action 1:6 PLC Core Content Leads was effective and supported goal 1 by providing core content leads to lead their academic teams in curriculum development, data analysis and responses to intervention when students are not learning. Again, this work has led to improved metrics in semester passing grades, CTE Completer rates, Special Education CTE completer rates, Students prepared on the College and Career indicator, Special Education students prepared on the college and career indicator, increased CAASPP scores, A-G completion rates, Advanced Placement passage rates, Graduation rates, and drop-out rates.

Action 1:7 Mathematics Coaches was effective and supported goal 1 by providing each comprehensive site with a Mathematics Coach to support and coach Mathematics teachers in common core standards, best instructional practices, analyzing data, and a coaching cycle that involves classroom observations of instruction. This work has led to improved semester grades in Mathematics, improved Math CAASPP scores, and improved A-G completion rates.

Action 1:8 Honors and Advanced Placement Courses was effective and supported goal 1 by providing more opportunities for all students to participate in Honors and Advanced Placement Courses. As a result of this action, we have seen an increase in the percentage of students identifying as prepared by the College and Career indicator, an increase in the percentage of special education students identifying as prepared by the College and Career indicator, an increase in English and Math EAP rates, an increase in A-G completion rates, and an increase in Advanced Placement passage rates.

Action 1:9 Linked Learning Pathways was effective and supported goal 1 by providing more opportunities for all students to participate in Linked Learning Pathways at all grade levels. As a result, we have seen an increase in the percentage of students identifying as prepared by the College and Career indicator, an increase in the percentage of special education students identifying as prepared by the College and Career indicator, an increase in the percentage of students as CTE completers, an increase in the percentage of Special Education students as CTE completers, and an increase in the number of students enrolled in Linked Learning Career Pathways.

Action 1:10 Career-Technical Education Courses was effective and supported goal 1 by providing Career-Technical-Education (CTE) courses to all students throughout the district. As a result, we have seen an increase in the percentage of students as CTE completers, and an increase in the percentage of Special Education students as CTE completers.

Action 1:11 Additional Performing Arts Teachers was effective and supported goal by providing all students in the district to participate in choir and dance performance classes. As a result, we have seen an increase in the number of students participating in both choir and dance performance classes.

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

Action 1.1 - PLC/PD release time - This action will be deleted from the 2024-25 LCAP, as we can continue to support teachers and PLC/PD release time within Action 1.2

Action 1.2 - Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards - This Action will remain unchanged for the 2024-25 LCAP.

Action 1.3 - Data Management System - This Action will remain unchanged for the 2024-25 LCAP.

Action 1.4 - Courses for advancement through summer school, winter intercession and before or after school - This Action will remain unchanged for the 2024-25 LCAP.

Action 1.5 - Expository Reading and Writing Course as the senior English class - This Action will remain unchanged for the 2024-25 LCAP.
Action 1.6 - PLC Core Content Leads - This Action will remain unchanged for the 2024-25 LCAP.
Action 1.7 - Mathematics Coaches - This Action will remain unchanged for the 2024-25 LCAP.
Action 1.8 - Honors and Advanced Placement Courses - This Action will remain unchanged for the 2024-25 LCAP.
Action 1.9 - Linked Learning Pathways - This Action will remain unchanged for the 2024-25 LCAP.
Action 1.10 - Career-Technical Education Courses - This Action will remain unchanged for the 2024-25 LCAP.
Action 1.11 - Additional Performing Arts Teachers - This action will remain, however, we will reduce the budgeted expenditures in the 2024-25 LCAP for the 2024-25 LCAP.
(New Action) - A Response-to-Intervention (RTI) class at each of the comprehensive school sites, every period of the school day, to provide academic intervention time for students identified for tier 2 interventions, by the intervention team at each comprehensive high school.
(New Action) - Purchase reading intervention program to support students who are reading two or more levels below grade level.

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

Goals and Actions

Goal

Goal #	Description
2	All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students increasing one or more levels on the ELPAC.	45.9% (2019 Dashboard data)	Not reported yet "UPDATED Data" 54.9%	55.9% (2022 Dashboard Data)	50.7% (2023 Dashboard Data)	60%
Reclassification Rate	13.2% (2020-2021 Data)	10.1% (2021-2022 Data)	16% (2021-2022 Data)	17.4% (2022-2023 projected Data)	35%
Passing rate of C or better for English Learners in English courses based on semester grades	55% (2020-2021 1st Semester Grades per Student Information System)	64.6% (2021-2022 1st Semester Grades per Student Information System)	68.8% (2022-2023 1st Semester Grades per Student Information System)	66.2% (2023-2024 1st Semester Grades per Student Information System)	70%
Passing rate of C or better for English Learners in Mathematics courses based on semester grades	47% (2020-2021 1st Semester Grades per Student Information System)	41.7% (2021-2022 1st Semester Grades per Student Information System)	45.0% (2022-2023 1st Semester Grades per Student Information System)	47.4% (2023-2024 1st Semester Grades per Student Information System)	60%
Passing rate of C or better for English Learners in Social Studies courses	61% (2020-2021 1st Semester Grades per Student Information System)	71.5% (2021-2022 1st Semester Grades per Student Information System)	68.9% (2022-2023 1st Semester Grades per Student Information System)	69.5% (2023-2024 1st Semester Grades per Student Information System)	75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on semester grades					
Passing rate of C or better for English Learners in Science courses based on semester grades	51% (2020-2021 1st Semester Grades per Student Information System)	61.9% (2021-2022 1st Semester Grades per Student Information System)	52.9% (2022-2023 1st Semester Grades per Student Information System)	58.1% (2023-2024 1st Semester Grades per Student Information System)	75%
Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	8% (2018-2019 CAASPP)	4% (2020-2021 CAASPP) "UPDATED Data" 6% (2021-2022 CAASPP)	6.0% (2021-2022 CAASPP)	14% (2022-2023 CAASPP)	25%
Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	1% (2018-2019 CAASPP)	0% (2020-2021 CAASPP) "UPDATED Data" 3% (2021-2022 CAASPP)	3.0% (2021-2022 CAASPP)	2.0% (2022-2023 CAASPP)	22%
Graduation rate for English Learners	91% (2019-2020 Data)	93.7% (2020-2021 Data) "UPDATED Data" 93.9% (2021-2022 Data)	93.9% (2021-2022 Data)	92.8% (2022-2023 Data)	95%
Dropout rate for English Learners	6.7% (2019-2020 Data)	2.5% (2020-2021 Data)	3.9% (2021-2022 Data)	3.6% (2022-2023 Data)	4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of English Language Development Standards in English, Mathematics, History and Science	Teacher implementation of ELD Standards in English, Mathematics History and Science (100% of teachers implementing in subject content area - 2020-2021).	Teacher implementation of ELD Standards in English, Mathematics History and Science (100% of teachers implementing in subject content area - 2021-2022).	Teacher implementation of ELD Standards in English, Mathematics History and Science (100% of teachers implementing in subject content area - 2022-2023).	Teacher implementation of ELD Standards in English, Mathematics History and Science (100% of teachers implementing in subject content area - 2023-2024)	100%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2 - All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores, and CAASPP scores.

Action 2.1 - Staff development on embedding ELD standards and instructional strategies in core classes - This action was fully implemented as staff in core classes continue to participate in staff development activities centered around instructional strategies for EL students in these core classes.

Action 2.2 - ELD Coaches - This action was fully implemented as we continue to have three ELD coaches at the comprehensive sites providing professional development, instructional strategies, and targeted services specifically for English Learners.

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

Goal 2 - All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores, and CAASPP scores.

Action 2.1 - Staff development on embedding ELD standards and instructional strategies in core classes - This action had no material differences.

Action 2.2 - ELD Coaches - This action had no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 2 - All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores, and CAASPP scores.

The three-year LCAP cycle (2021-22, 2022-23, and 2023-24) was written in the Spring of 2021 as students were returning to school from distance learning from the COVID-19 Pandemic. The combination of all the actions for Goal 2 were effective in supporting all English Learners to demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores. However, not all metrics met our desired outcomes as we continue to support students and close the learning gaps from the impact of school closures and distance learning during the COVID-19 Pandemic.

Action 2.1 - Staff development on embedding ELD standards and instructional strategies in core classes - This action was effective and supported goal 2 by supporting English Learners in Core Classes. As a result, we have seen an increase in the percentage of EL students increasing one or more levels on the ELPAC, Increasing the passing rates of EL students in core content academic classes at semester with a C or higher, increasing their passage rate of EL students on the CAASPP in both ELA and Math, increasing the graduation rates of EL students, and decreasing the drop-out rates of EL students,

Action 2.2 - ELD Coaches - This action was effective and supported goal 2 by providing ELD coaches and the comprehensive sites who provide professional development for EL teachers and all other teachers in campus in support our English Learners in the acquisition of the English Language. As a result, we have seen an increase in the percentage of EL students increasing one or more levels on the ELPAC, Increasing the passing rates of EL students in core content academic classes at semester with a C or higher, increasing their passage rate of EL students on the CAASPP in both ELA and Math, increasing the graduation rates of EL students, and decreasing the drop-out rates of EL students,

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

Goal 2 - All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores, and CAASPP scores.

Action 2.1 - Staff development on embedding ELD standards and instructional strategies in core classes - This action will remain unchanged for the 2024-25 LCAP.

Action 2.2 - ELD Coaches - This action will remain unchanged for the 2024-25 LCAP.

(New Action) - Purchase English Language Development program to support English Learners in their language proficiency growth.

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

Goals and Actions

Goal

Goal #	Description
3	TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil-to-counselor ratio	300 to 1 (2020-2021 Caseload Data)	268:1 (2021-2022 Caseload Data)	222:1 (2022-2023 Caseload Data)	222:1 (2023-2024 Caseload Data)	300 to 1
Parent participation in the PIQE including parents of unduplicated pupils and individuals with exceptional needs.	203 (2018-2019 Participation Data)	128 (2021-2022 Participation Data)	167 (2022-2023 Participation Data)	225 (2023-2024 Participation Data)	300
Number of registrations on the districts ParentSquare app	3,872 (2020-2021 Registrations)	2212 (2021-2022 Registrations)	2921 (2022-2023 Registrations)	2756 (2023-2024 Registrations) 7347 - receiving emails 1603 - receiving text messages	5,000
Parents participating at each of the DELAC and ELAC	ELAC TU-8, 0, 16, 18 ELAC TW - 16, 14, 6, 5 ELAC MO- 1,11, 2, 10 DELAC- 3 (2018-2019 Data)	ELAC TU - 4, 12 ELAC TW - 10, 11, 6 ELAC MO - 6, 4 DELAC - 5, 4 (2021-2022 Data)	ELAC TU - 6, 14, 14, 5 ELAC TW - 8, 11, 6, 4 ELAC MO - 22, 16, 8, 17 DELAC - 5, 4, 3, 4 (2022-2023 Data)	ELAC TU - 1, 9, 6, ELAC TW - 15, 7, 7, ELAC MO - 15,17,14,18 DELAC - 5, 4, 4, 4 (2023-2024 Data)	ELAC TU- 20 at each meeting ELAC TW - 20 at each meeting ELAC MO- 20 at each meeting DELAC- 5 at each meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Attendance Rate	96.6% (2019-2020 District Monthly Attendance Data)	94.77% (2021-2022 District Monthly Attendance Data - through Month 10)	94.99% (2022-2023 District Monthly Attendance Data - through Month 8)	95.61% (through month 5 2023-2024 school year)	97.5%
Percentage of students identified as chronic absentee	327/5768- 5.7% (2018-2019 Data)	428/5813 - 7.4% (2020-2021 Data)	725/5541 - 13.1% (2021-2022 Data)	829/5750 - 14.1% (2022-2023 Data)	4.5%
District Suspension Rate	6.25% (2019-2020 Data)	.5% (2020-2021 Data) "UPDATED Data" 5.9% (2021-2022 Data)	5.9% (2021-2022 Data)	7.1% (2022-2023 Data)	5.25%
District Expulsion Rate	.42% (2019-2020 Data)	0% (2020-2021 Data) "UPDATED Data" .4% (2021-2022 Data)	0.4% (2021-2022 Data)	0.25% (2022-2023 Data)	.35%
Williams Uniform Complaints	0 (2019-2020 Data)	0 (2020-2021 Data) "UPDATED Data" 0 (2021-2022 Data)	0 (2021-2022 Data)	0 (2022-2023 Data)	0
Facility Conditions per Facility Inspection Tool (FIT) Report	Rating of good or higher (2019-2020 Data)	Rating of good or higher (2020-2021 Data) "UPDATED Data"...Rating of good or higher (2021-2022 Data)	Rating of good or higher (2021-2022 Data)	6 out of 8 facilities had a rating of Exemplary. 2 out of 8 facilities had a rating of Fair.	Rating of good or higher
Pupils parents, and staff sense of safety and school connectedness. (Surveys)	78% of the student survey respondents report feeling that school provides a safe environment; 7.3% disagreed or strongly disagreed	80.2% of the student survey respondents report feeling that school provides a safe environment; 6.8% disagreed or strongly disagreed	82.3% of the student survey respondents report feeling that school provides a safe environment; 5.7% disagreed or strongly disagreed	88.0% of the student survey respondents report feeling that school provides a safe environment; 6.1% disagreed or strongly disagreed	85% of the student survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	79% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7% disagreed or strongly disagreed	79.8% of the parent/guardian survey respondents report feeling that school provides a safe environment; 6.4% disagreed or strongly disagreed	81.4% of the parent/guardian survey respondents report feeling that school provides a safe environment; 5.9% disagreed or strongly disagreed	90.2% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7.9% disagreed or strongly disagreed	85% of the parent/guardian survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed
	85% of the staff survey respondents report feeling that school provides a safe environment; 4% disagreed or strongly disagreed	87% of the staff survey respondents report feeling that school provides a safe environment; 5.6% disagreed or strongly disagreed	89% of the staff survey respondents report feeling that school provides a safe environment; 4.7% disagreed or strongly disagreed	92.4% of the staff survey respondents report feeling that school provides a safe environment; 6.9% disagreed or strongly disagreed	90% of the staff survey respondents report feeling that school provides a safe environment; 2% disagreed or strongly disagreed
	53% of the student survey respondents report feeling that school provides a caring and engaging environment; 14% disagreed or strongly disagreed	59% of the student survey respondents report feeling that school provides a caring and engaging environment; 13.4% disagreed or strongly disagreed	69.5% of the student survey respondents report feeling that school provides a caring and engaging environment; 5.1% disagreed or strongly disagreed	77.4% of the student survey respondents report feeling that school provides a caring and engaging environment; 5.0% disagreed or strongly disagreed	75% of the student survey respondents report feeling that school provides a caring and engaging environment; 5% disagreed or strongly disagreed
	83% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 2%	82% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 2.8%	73.0% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 7.8%	88.9% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 9.2%	90% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disagreed or strongly disagreed 90% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed (2020-2021 TJUHSD Survey Data)	disagreed or strongly disagreed 90.2% of the staff survey respondents report feeling that school provides a caring and engaging environment; 1% disagreed or strongly disagreed (2021-2022 TJUHSD Survey Data)	disagreed or strongly disagreed 80.2% of the staff survey respondents report feeling that school provides a caring and engaging environment; 3.1% disagreed or strongly disagreed (2022-2023 TJUHSD Survey Data)	disagreed or strongly disagreed 95.2% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2.1% disagreed or strongly disagreed (2023-2024 TJUHSD Survey Data)	disagreed or strongly disagreed 95% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3 - TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.

Action 3.1 - Parent Institute for Quality Education (PIQE) - This action was fully implemented as planned, allowing more of our parents to participate in parent education opportunities.

Action 3.2 - Parent Square - This action was fully implemented as planned, allowing for more of our parents to be connected to school.

Action 3.3 - Increase Participation in Site and District Parent Meetings - This action was fully implemented, for parent participation in meetings.

Action 3.4 - Additional Counselor position - This action was fully implemented, creating more opportunities for students to receive counseling services.

Action 3.5 - PBIS Student Incentives - This action was fully implemented.

Action 3.6 - Attendance Coordinator - This action was fully implemented, as this coordinator continues to support sites in improving student attendance and reducing student truancy.

Action 3.7 - Mental Health Services for Countryside High School - This action was fully implemented.

Action 3.8 - Additional full-time Psychologists - This action was fully implemented.
Action 3.9 - Behavior Specialist/Counselor - This action was fully implemented.
Action 3.10 - Training to staff on how to improve connections between students and create a safe environment - This action was fully implemented.
Action 3.11 - Full-time social workers - This action was fully implemented, to continue to support all students with social-emotional needs.
Action 3.12 - Additional LVN - This action was fully implemented, to continue to support the health needs of all students.
Action 3.13 - Rehabilitation Specialists - This action was fully implemented, to provide additional support to all students at the comprehensive high schools.
Action 3.14 - Drug testing for athletes and Drug and alcohol counseling for all students - This action was fully implemented, as we continue to randomly drug test student-athletes and provide drug and alcohol counseling to students who test positive or are suspended for incidents involving drug and alcohol use or possession.
Action 3.15 - Intervention Resource Classroom (IRC) - This action was fully implemented to expand Intervention Resource Classrooms (IRC) to Tulare Union and Tulare Western.
Action 3.16 - Rehabilitation Specialist - This action was fully implemented in providing a Rehabilitation Specialist to support all students at Accelerated Charter High School.

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

Goal 3 - TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.

Action 3.1 - Parent Institute for Quality Education (PIQE) - This action had no material differences.
Action 3.2 - Parent Square - This action had no material differences.
Action 3.3 - Increase Participation in Site and District Parent Meetings - This action had no material differences.
Action 3.4 - Additional Counselor position - This action had no material differences.
Action 3.5 - PBIS Student Incentives - This action had no material differences.
Action 3.6 - Attendance Coordinator - This action had no material differences.
Action 3.7 - Mental Health Services for Countryside High School - This action had no material differences.
Action 3.8 - Additional full-time Psychologists - This action had no material differences.
Action 3.9 - Behavior Specialist/Counselor - This action had no material differences.
Action 3.10 - Training to staff on how to improve connections between students and create a safe environment - This action had material differences between budgeted expenditures and estimated expenditures. Although staff participated in many trainings to improve on connections with students, and many other steps were taken to create a safe environment on all campuses, the LEA overbudgeted for anticipated expenditures.
Action 3.11 - Full-time social workers - This action had no material differences.
Action 3.12 - Additional LVN - This action had no material differences.

Action 3.13 - Rehabilitation Specialists - This action had no material differences.

Action 3.14 - Drug testing for athletes and Drug and alcohol counseling for all students - This action had material differences between budgeted expenditures and estimated expenditures of over \$98,000. Due to an increase in Drug and Alcohol counseling services provided to students throughout the district, estimated expenditures are going to be higher than what was budgeted for this action.

Action 3.15 - Intervention Resource Classroom (IRC) - This action had no material differences.

Action 3.16 - Rehabilitation Specialist - This action had no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 3 - TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.

The three-year LCAP cycle (2021-22, 2022-23, and 2023-24) was written in the Spring of 2021 as students were returning to school from distance learning from the COVID-19 Pandemic. The combination of all the actions for Goal 3 were effective in maintaining a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students. . However, not all metrics met our desired outcomes as we continue to support students from the impact of school closures and distance learning during the COVID-19 Pandemic.

Action 3.1 - Parent Institute for Quality Education (PIQE) - This action was effective and supported goal three, as more parents participated and graduated from PIQE, to improve parent engagement.

Action 3.2 - Parent Square - This action was effective and supported goal three as more parents are connected to school through the parent square app or by receiving parent square text messages, ultimately, staying more connected to their child's school and information.

Action 3.3 - Increase Participation in Site and District Parent Meetings - This action was effective and supported goal three, although small, there was an increase in the number of parents participating in these meetings.

Action 3.4 - Additional Counselor position - This action was effective and supported goal three as the Counselor-to-Student ratio decreased, providing more opportunities for counselors to provide academic counseling, college counseling and social-emotional counseling support for students.

Action 3.5 - PBIS Student Incentives - This action was effective and supported goal three as the sites continue to provide incentives for students through their PBIS teams, evidenced by an increase in attendance rate and a decrease in expulsion rate.

Action 3.6 - Attendance Coordinator - This action was effective and supported goal three as this position continues to support all sites with attendance recording keeping, analyzing trends in the data, and contacting parents and students, evidenced by an increase in overall attendance rate.

Action 3.7 - Mental Health Services for Countryside High School - This action was effective and supported goal three evidenced students enrollment in Countryside High School and Countryside High School's graduation rate.

Action 3.8 - Additional full-time Psychologists - This action was effective and supported goal three, as our school psychologists continue to support students and SEL at all of our campuses, as evidenced by the increase percentage of students who feel safe at school and an increase in the percentage of students who feel that the school provides a caring and engaging environment.

Action 3.9 - Behavior Specialist/Counselor - This action was effective and supported goal three, as this person continues to work with and support students on the Tech Prep campus.

Action 3.10 - Training to staff on how to improve connections between students and create a safe environment - This action was effective and supported goal three in improving connections between students and creating a safe environment as evidenced by the decrease in expulsion rate, the increase percentage of students who feel safe at school and an increase in the percentage of students who feel that the school provides a caring and engaging environment.

Action 3.11 - Full-time social workers - This action was effective and supported goal three in providing additional social workers to support students on campus. As evidenced by an increase in attendance rate, a decrease in expulsion rate, the increase percentage of students who feel safe at school and an increase in the percentage of students who feel that the school provides a caring and engaging environment.

Action 3.12 - Additional LVN - This action was effective and supported goal three as evidenced by the increase percentage of students who feel safe at school and an increase in the percentage of students who feel that the school provides a caring and engaging environment.

Action 3.13 - Rehabilitation Specialists - This action was effective and supported goal three by continuing to provide more supports for students on campus. This is evidenced by the increase percentage of students who feel safe at school and an increase in the percentage of students who feel that the school provides a caring and engaging environment.

Action 3.14 - Drug testing for athletes and Drug and alcohol counseling for all students - This action was effective and supported goal three by providing a deterrent for student-athletes using drugs, and supporting all students in drug and alcohol counseling. Although, suspension rates did slightly go up, this can also be attributed to students adjusting to school after the COVID-19 pandemic, school closures and distance learning, where many students were unsupervised throughout the day while parents work. We will be keeping this action to continue to support students in this area.

Action 3.15 - Intervention Resource Classroom (IRC) - This action was effective and supported goal three by providing Intervention Resource Classrooms (IRC) on two more comprehensive campuses. This success is evidenced by the number of students participating in these programs and the increase percentage of students who feel safe at school and an increase in the percentage of students who feel that the school provides a caring and engaging environment.

Action 3.16 - Rehabilitation Specialist - This action was effective and supported goal three by providing a Rehabilitation Specialist at Accelerated Charter High School to support students and work with students on behavior skills. The success is evidenced by the number of students participating and graduating from this program each year.

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

Goal 3 - TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.

Action 3.1 - Parent Institute for Quality Education (PIQE) - This action will remain unchanged for the 2024-25 LCAP.

Action 3.2 - Parent Square - This action will remain unchanged for the 2024-25 LCAP.

Action 3.3 - Increase Participation in Site and District Parent Meetings - This action will remain unchanged for the 2024-25 LCAP.

Action 3.4 - Additional Counselor position - This action will remain unchanged for the 2024-25 LCAP.

Action 3.5 - PBIS Student Incentives - This action will remain unchanged for the 2024-25 LCAP.
Action 3.6 - Attendance Coordinator - This action will remain unchanged for the 2024-25 LCAP.
Action 3.7 - Mental Health Services for Countryside High School - This action will remain unchanged for the 2024-25 LCAP.
Action 3.8 - Additional full-time Psychologists - This action will remain unchanged for the 2024-25 LCAP.
Action 3.9 - Behavior Specialist/Counselor - (Modify this Action) - To provide a Learning Director at Tech Prep and Countryside High School in lieu of a Behavior Specialist/Counselor, to better support the needs of the students and campus.
Action 3.10 - Training to staff on how to improve connections between students and create a safe environment - This action will remain unchanged for the 2024-25 LCAP, however, the budgeted expenditures for the 2024-25 LCAP will be reduced.
Action 3.11 - Full-time social workers - This action will remain unchanged for the 2024-25 LCAP.
Action 3.12 - Additional LVN - This action will remain unchanged for the 2024-25 LCAP.
Action 3.13 - Rehabilitation Specialists - This action will remain unchanged for the 2024-25 LCAP.
Action 3.14 - Drug testing for athletes and Drug and alcohol counseling for all students - This action will remain unchanged for the 2024-25 LCAP, however, the budgeted expenditures for the 2024-2025 LCAP will be increased.
Action 3.15 - Intervention Resource Classroom (IRC) - This action will remain unchanged for the 2024-25 LCAP.
Action 3.16 - Rehabilitation Specialist - This action will remain unchanged for the 2024-25 LCAP.

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

Goals and Actions

Goal

Goal #	Description
4	All Students with Disabilities will demonstrate improvement in their Academic Achievement as evidenced by course grades, CAASPP scores, and graduation rates.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Passing rate of C or better for Students with Disabilities in English courses based on semester grades	81% (2022-2023 1st Semester Grades per Student Information System)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	83.2% (2023-2024 1st Semester Grades per Student Information System)	85%
Passing rate of C or better for Students with Disabilities in Math courses based on semester grades	76% (2022-2023 1st Semester Grades per Student Information System)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	77.7% (2023-2024 1st Semester Grades per Student Information System)	80%
Passing rate of C or better for Students with Disabilities in Social Science courses based on semester grades	81% (2022-2023 1st Semester Grades per Student Information System)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	82.3% (2023-2024 1st Semester Grades per Student Information System)	85%
Passing rate of C or better for Students with Disabilities in Science courses	76% (2022-2023 1st Semester Grades per Student Information System)	n/a	This is a new goal with metric progress data to be collected and analyzed during	77.8% (2023-2024 1st Semester Grades per Student Information System)	80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on semester grades			the 2023-2024 school year.		
Percentage of Students with Disabilities meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	5% (2021-2022 Data)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	7% (2022-2023 Data)	25%
Percentage of Students with Disabilities meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	2% (2021-2022 Data)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	1% (2022-2023 Data)	22%
Graduation rate for Students with Disabilities	89.9% (2021-2022 Data)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	92% (2022-2023 Data)	91%
Dropout rate for Students with Disabilities	4.5% (2021-2022 Data)	n/a	This is a new goal with metric progress data to be collected and analyzed during	4.4% (2022-2023 Data)	3.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the 2023-2024 school year.		
Suspension rate for Students with Disabilities	10.9% (2021-2022 Data)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	14.6% (2022-2023 Data)	9%
Expulsion rate for Students with Disabilities	1.1% (2021-2022 Data)	n/a	This is a new goal with metric progress data to be collected and analyzed during the 2023-2024 school year.	0.7% (2022-2023 Data)	0.5%

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 4 - All Students with Disabilities will demonstrate improvement in their Academic Achievement as evidenced by course grades, CAASPP scores, and graduation rates.

Action 4.1 - Full-time Special Education Instructional Aides - This was fully implemented, providing six full-time Special Education Instructional Aides to support students in the classroom.

Action 4.2 - Additional Tutoring Opportunities - This was fully implemented, providing additional tutoring opportunities beyond the school day for students with disabilities.

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

Goal 4 - All Students with Disabilities will demonstrate improvement in their Academic Achievement as evidenced by course grades, CAASPP scores, and graduation rates.

Action 4.1 - Full-time Special Education Instructional Aides - This action had no material differences.

Action 4.2 - Additional Tutoring Opportunities - This action had no material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 4 - All Students with Disabilities will demonstrate improvement in their Academic Achievement as evidenced by course grades, CAASPP scores, and graduation rates.

The three-year LCAP cycle (2021-22, 2022-23, and 2023-24) was written in the Spring of 2021 as students were returning to school from distance learning from the COVID-19 Pandemic. However, Goal 4 was added for the 2024-24 school year. We only have one-year of metrics to evaluate the effectiveness or ineffectiveness of this goal.

Action 4.1 - Full-time Special Education Instructional Aides - This action was effective and supported goal 4 as evidenced by the increase in special education student's semester passing grades with a C or higher in core content classes.

Action 4.2 - Additional Tutoring Opportunities - This action was effective and supported goal for as evidenced by the increase in special education student's semester passing grades with a C or higher in core content classes.

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

Goal 4 - All Students with Disabilities will demonstrate improvement in their Academic Achievement as evidenced by course grades, CAASPP scores, and graduation rates.

Action 4.1 - Full-time Special Education Instructional Aides - This action will remain unchanged, however, we will increase funding for this action to provide an additional full-time Special Education Instructional Aide at each comprehensive site, for the 2024-25 LCAP.

Action 4.2 - Additional Tutoring Opportunities - This action will remain unchanged for the 2024-25 LCAP.

(New Action) - Hire a Speech Language Pathologist to support the individualized needs of students with disabilities.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare Joint Union High School District	Dr. Lucy Van Scyoc Superintendent	lucy.vanscyoc@tulare.k12.ca.us 559.688.2021

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. Our district currently serves 5,673 students within our three comprehensive high schools, alternative education programs and adult education programs. Our district has experienced a slight decline in enrollment the last year. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. Tulare Joint Union High School District is comprised of a diverse population of students in grades 9-12, with the majority of our students being socio-economically disadvantaged students (76%) and 13% English language learners. All district core content curriculum is standards-based and school board adopted. The English and mathematics curriculum is aligned to the Common Core State Standards. History and World Language curriculum was adopted in 2012. In addition, all English, mathematics, science, social studies, and ELD teachers were provided professional development on the Common Core State Standards during the 2013-2014 and 2014-2015 school years,

and continue for new and veteran teachers as needed. English teachers have developed and implemented into the curriculum Common Core State Standard units. Each Title 1 site has an active School Site Council, as well as several parent booster groups. Parent Institute for Quality Education (PIQE) is provided at each comprehensive site and more than 200 parents graduated this year. The CAASPP scores from 2022-23 indicated that 51% of our students met or exceeded the standards in English Language Arts, and 18% in Mathematics. Our district experienced a 2% increase in English and a 2% increase in Math, compared to the 2021-22 school year. The District's 2022-23 suspension rate is 6.9%, an increase of 1.2% from the previous year, and a 0.25% expulsion rate. The district's 2022-23 attendance rate was 95.08%, an increase of .25% from the prior year. Looking forward to the next three years, the district has used the LCAP process to identify areas in need of improvement. The LCAP plan will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language learners (EL) and Foster Youth (FY). Tech Prep High School and Countryside High School will also be receiving Equity Multiplier funding in 2024-25 school year.

Reflections: Annual Performance

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

In 2023 the California Dashboard returned to reporting on status and change for all performance indicators except college and career. The Tulare Joint Union High School District (LEA) had the following results posted to the 2023 Dashboard:

Suspension Rate - Orange
English Learner Progress - Orange
Graduation Rate - Yellow
English Language Arts - Green
Mathematics - Yellow
College/Career - Medium
All Local Indicators as - Standard Met

As an LEA, we continue to make progress in a variety of areas. Our district's A-G completion rate was 43.9% for all students. Additionally, our A-G completion rate for Socioeconomically Disadvantaged students was 40.7%, English Learners 17.6%, Homeless 27.9%, Students with Disabilities 10.9%, and Foster Youth 7.7%. Our District's Career Technical Education (CTE) Pathway completion rate was 56.9% for all students. Additionally, our CTE completion rate for Socioeconomically Disadvantaged students was 56.7%, English Learners 50.5%, Homeless 46.5%, Students with Disabilities 47.4%, and Foster Youth 15.4%. Our district's Graduation rate was 94.7% for all students. Additionally, our Graduation Rate for Socioeconomically Disadvantaged students was 93.9%, English Learners 90.1%, Homeless 83.7%, Students with Disabilities 75.9%, and Foster Youth 61.5%. An area that has presented a challenge is suspension rate. Our district's Suspension Rate rose slightly to 6.9%. Additionally, our Suspension Rate for Socioeconomically Disadvantaged students was 7.5%, English Learners 12.0%, Homeless 11.5%, Students with Disabilities 12.4%, and Foster Youth 13.3%. The district's CAASPP scored on both English Language Arts and Mathematics rose by 2.0%, to 51% meeting or exceeding standard on the English Language Arts assessment and by 2.0% to 18% meeting or exceeding standard on the Mathematics assessment, reflective of the Green status for English Language Arts and the Yellow status for Mathematics.

Local Data - LEA Local data performance is also an important part of monitoring the progress of our students and the LCAP. Below is a list of success and challenges, as identified by Educational Partners.

Successes -

1. Passing rate of C or better in English courses based on semester grades went from 73% to 79.9%
2. Passing rate of C or better in Science courses based on semester grades went from 71% to 75.2%
3. Passing rate of C or better in Social Studies courses based on semester grades went from 77% to 84.3%
4. Students enrolled in Linked Career Pathways went from 461 students enrolled to 645 students enrolled
5. Advanced Placement Passage rates (3 or higher) went from 42% to 43%
6. Passing rate of C or better for English Learners in English courses based on semester grades went from 55% to 66.2%
7. Passing rate of C or better for English Learners in Social Studies courses based on semester grades went from 61% to 69.5%
8. Passing rate of C or better for English Learners in Science courses based on semester grades went from 51% to 58.1%
9. Pupil-to-Counselor ratio went from 300:1 to 222:1
10. Parent participation in PIQE went from 203 parents to 225 parents.

Challenges -

1. Passing rate of C or better in Mathematics courses based on semester grades went from 67% to 67.6%
2. Percentage of students enrolled in Honors and/or Advanced Placement courses went from 20% to 19%.
3. Passing rate of C or better for English Learners in Mathematics courses based on semester grades went from 47% to 47.4%

The following is a list of schools and student groups that received lowest performance level on one or more state indicators on the 2023 Dashboard.

School within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Mission Oak High School - EL Progress, ELA, Math, Suspension Rate, and College/Career Indicator
Tulare Union High School - ELA, Math, and Suspension Rate
Tulare Western High School - Math, Suspension Rate
Accelerated Charter High School - Suspension Rate
Countryside High School - Suspension Rate
Sierra Vista Charter High School - ELA and Suspension Rate

Student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

English Learner - Math and Suspension Rate
Homeless - Math and Suspension Rate
Students with Disabilities - Suspension Rate

Student group within a school, within the LEA, that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Mission Oak High School - EL Progress, English Learner (ELA and Suspension Rate), Students with Disabilities (Math, Suspension Rate, and College/Career Indicator), Socio-Economically Disadvantaged (Suspension Rate)
Tulare Union High School - English Learner (Math and Suspension Rate), Students with Disabilities (ELA and Math), and African-American (Suspension Rate)
Tulare Western High School - English Learner (Math), Students with Disabilities (Suspension Rate), and Homeless (Suspension Rate)
Accelerated Charter High School - EL Progress, Socio-Economically Disadvantaged (Suspension Rate), Hispanic (Suspension Rate)
Countryside High School - Socio-Economically Disadvantaged (Suspension Rate)
Sierra Vista Charter High School - Socio-Economically Disadvantaged (ELA and College and Career Indicator), Hispanic (College and Career Indicator)

Reflections: Technical Assistance

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

The Tulare Joint Union High School District is eligible for Differentiated Assistance as a result of having a student group score low performing in two or more areas on the California Dashboard. Those two student groups are:

English Learner - Math and Suspension Rate
Homeless - Math and Suspension Rate

The Tulare Joint Union High School District met with the Tulare County Office of Education three times to analyze the California Dashboard results and develop a comprehensive plan to support both English Learners and Homeless students. School sites will continue to evaluate data and adjust their SMART goals moving forward to include both of these student groups as they pertain to the areas of Math and Suspension Rates. Additionally, our English Learner Coaches and Administrators will conduct a root cause analysis, to better identify the root causes for both Math and Suspension Rate, which will further enhance our plan of support for these student groups in these two areas. Additionally, continuous feedback from specific educational partners will allow us to develop a comprehensive plan to support these two student groups in these two areas.

Our Social-Emotional Learning (SEL) Teams at the site which consists of School Psychologists, Deans, Counselors, Social Workers, and Rehabilitation Specialists will continue to analyze Panorama Survey Data and Suspension data to provide stronger support. Additionally, these groups will continue to develop plans that include individual counseling, group counseling, check-ins, and other measures to help support these student groups in the area of suspensions.

Content specific teams at each site, including Mathematics and ELD teachers and administrators, will continue to analyze English Learners in Mathematics and work collectively to support these students in the area of Mathematics with stronger instructional strategies and targeted interventions for English Learners.

Comprehensive Support and Improvement

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

Schools Identified

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

The following schools in the Tulare Joint Union High School District have been identified for Comprehensive Support and Improvement (CSI)

1. Countryside Community Day School
2. Accelerated Charter High School (ACHS will address CSI in their LCAP)

Support for Identified Schools

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

Countryside Community Day School was identified for Comprehensive Support and Improvement as a Low Performing School. Countryside Community Day School is currently meeting with their Educational Partners, conducting a needs assessment in order to identify appropriate interventions and supports for students. The Assistant Superintendent of Curriculum, Instruction, and Technology will work directly with the Principal, site staff, and educational partners to develop a comprehensive support and improvement plan. In conducting their needs assessment, the team is looking at suspension data, attendance data, and Panorama Survey (SEL) data, to look for root causes of their high suspension rates. Ideas for support include, ways to create more connectedness to school for students, methods to incentivize attendance and positive behavior, and preventative interventions to support students in the area of good decision making, anger management, and social skills.

Monitoring and Evaluating Effectiveness

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

The Countryside Community Day School Team will conduct ongoing evaluation of interventions and supports put into place to monitor effectiveness. Additionally, this information will be shared with educational partners at school site council meetings. The Comprehensive Support and Improvement Plan will be embedded within the School Plan for Student Achievement, which serves as a living document for the school. Ongoing evaluation of data and metrics may also provide a clearer lens on whether the plan is effective or ineffective, which may

then lead to further adjusting of the plan if necessary. The Assistant Superintendent for Curriculum, Instruction, and Technology will work directly with the Principal of Countryside Community Day School to support the school, their plan, and their desired outcomes.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Philosophical Approach: The Tulare Joint Union High School District believes that all Educational Partners play an integral role in the development of the District's LCAP, including identifying needs, providing ongoing feedback and suggestions, and support in monitoring actions and metrics, which should all lead to improved student outcomes. We collaborate with all Educational Partners in meaningful dialogue that includes small group activities, presentations, sharing out of information on poster boards, and shared decision making.</p>	<p>N/A</p>
<p>Teachers</p>	<p>Surveyed Teachers to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024. Presented LCAP to Teachers at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/10/23, 12/12/23, 1/23/24, 3/19/24, and 5/21/24). Teachers participate at all school site Advisory meetings to review LCAP and provide feedback in January or February, 2024.</p>
<p>Parents</p>	<p>Surveyed Parents to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024. Presented LCAP to Parents at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and</p>

Educational Partner(s)	Process for Engagement
	<p>solicit feedback to address student needs (10/10/23, 12/12/23, 1/23/24, 3/19/24, and 5/21/24)</p> <p>Presented LCAP to Parents at District Advisory Committee and District English Learner Committee to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/24/23, 12/6/23, 3/5/24 and 4/23/24).</p> <p>Presented LCAP to Parents at the Superintendent's Student/Parent Advisory Meeting to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs on 2/6/24.</p>
Students	<p>Surveyed Students to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024.</p> <p>Presented LCAP to Students at the Superintendent's Student/Parent Advisory Meeting to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs on 2/6/24.</p> <p>Invited Students to participate in District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/10/23, 12/12/23, 1/23/24, 3/19/24, and 5/21/24).</p>
Administrators	<p>Surveyed Administrators to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024.</p> <p>Presented LCAP to Administrators at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/10/23, 12/12/23, 1/23/24, 3/19/24, and 5/21/24).</p> <p>Presented LCAP to Administrators at District Cabinet Meeting to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs on 1/17/24.</p>
Other School Personnel	<p>Surveyed Staff to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024.</p>

Educational Partner(s)	Process for Engagement
	<p>Presented LCAP to Staff at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/10/23, 12/12/23, 1/23/24, 3/19/24, and 5/21/24)</p> <p>Met with local bargaining units to request feedback to inform the LCAP development on 5/22/24 and 5/24/24.</p>
Board of Trustees	<p>Presented LCAP Mid-Year Update to Board of Trustees to update them on mid-year report regarding goals, actions, metrics, and budgeted expenditures. 2/1/24.</p> <p>Presented LCAP to Board of Trustees that attended District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/10/23, 12/12/23, 1/23/24, 3/19/24, and 5/21/24).</p>
School Sites	<p>LCAP Educational Partners Meetings for 2023-2024</p> <p>Tulare Union High School ELAC – February 21, 2024 @ 8:30am - Cafeteria School Site Council – February 6, 2024 @ 3:40pm - Library Conference Room Red & Gold Parent Booster – February 26, 2024 @ 6:00pm - Cafeteria Site Advisory – February 28, 2024 @ 3:40pm - Cafeteria</p> <p>Tulare Western High School ELAC – February 1, 2024 @ 5:30pm - Leo Barker Center Parent Club Meeting – February 26, 2024 @ 6:00pm - Leo Barker Center Site Advisory – February 21, 2024 @ 3:45pm - Leo Barker Center School Site Council – February 20, 2024 @ 3:45pm - Career Center</p> <p>Mission Oak High School Academic Parent Boosters – February 6, 2024 @ 6:00pm - Career Center</p>

Educational Partner(s)	Process for Engagement
	<p>ELAC – January 31, 2024 @ 6:00pm - Cafeteria or Library School Advisory – January 17, 2024 @ 3:45pm - Library School Site Council – January 25, 2024 @ 3:45pm - Admin 2 (former Career Center)</p> <p>Sierra Vista Charter High School School Site Council and ELAC – February 27, 2024 @ 12:30pm - PD Room and April 26, 2024 @ 2:45pm</p> <p>Tech Prep High School/Countryside High School School Site Council – February 9, 2024 @ 2:45pm - room 12 and April 26, 2024 @ 2:45pm. - The agenda for this meeting with educational partners included the LCAP, SPSA, CSI funds for Countryside, and Equity Multiplier funds for both Countryside and Tech Prep. Data was reviewed, including suspension data, attendance data, graduation data, and course grades. Educational partners recommended a full-time social worker for Tech Prep and Countryside that would support students in the area of SEL, behavior skill building, conflict management, and self-efficacy. Additionally, it was recommended that they utilize these funds to purchase Hazel Health insurance for students and Tech Prep and Countryside, to support students with health care, which might improve attendance at school. ELAC - February 16, 2024 @ 2:45pm - room 12</p> <p>Accelerated Charter High School School Site Council and ELAC – January 26, 2024 @ 1:00pm</p>
SELPA	<p>SELPA meetings to review data, discuss actions, identifying professional development opportunities, and instructional strategies for students with disabilities</p> <p>August 28, 2023 October 10, 2023 November 6, 2023</p>

Educational Partner(s)	Process for Engagement
	December 4, 2023 February 5, 2024 March 4, 2024 April 8, 2024 June 3, 2024
Community Partners	Surveyed Community Members to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024. Posted the LCAP for public comment prior to the Public Hearing (June 2024) Held a Public Hearing to solicit recommendations and comments from members of the public pertaining to specific actions and proposed expenditures to support student needs, June 11, 2024. Adopted the LCAP and Budget at the Board Meeting and reported local indicator data as an information item, June 13, 2024. Posted the adopted LCAP on the Tulare Joint Union High School District web page, June 20, 2024.

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

In response to the needs that educational partners identified related to: Goal #1 - All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready), the Tulare Joint Union High School District will implement a broad goal, with additional actions or metrics for:

1. A Response-to-Intervention (RTI) class at each of the comprehensive school sites, every period of the school day, to provide academic intervention time for students identified for tier 2 interventions, by the intervention team at each comprehensive high school (new action)
2. Purchase reading intervention program to support students who are reading two or more levels below grade level (new action)
3. Reduce funding for Action 11 to align proposed budgeted expenditures with student participation in the Performing Arts courses and Moving this Action to Goal #3, to focus on connecting students to school (Action 11).
4. Eliminate Action 1 - PLC/PD release time during and after school to support teachers.

In response to the needs that educational partners identified related to: Goal #2 - All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores, the Tulare Joint Union High School District will implement a focus goal, with additional actions or metrics for:

1. Purchase English Language Development program to support English Learners in their language proficiency growth (new action)

In response to the needs that educational partners identified related to: Goal #3 - TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students, the Tulare Joint Union High School District will implement a broad goal, with additional actions or metrics for:

1. Modify Action 9 to provide a Learning Director at Tech Prep High School in lieu of a Behavior Specialist/Counselor, to better support the needs of the students and campus (Action 9).
2. Increase funding to Action 14, to provide Random Drug Testing to Student-Athletes and to provide drug and alcohol counseling to students (Action 14).
3. Reduce funding for Action 10, PD to improve staff/student connections and create safe schools to align proposed budgeted expenditures with the correct amount of Professional Development time. (Action 10).

In response to the needs that educational partners identified related to: Goal #4 - All Students with Disabilities will demonstrate improvement in their Academic Achievement as evidenced by course grades, CAASPP scores, and graduation rates, the Tulare Joint Union High School District will implement a focus goal, with additional actions or metrics for:

1. Increase funding to Action 1, to provide an additional full-time Special Education Instructional Aide at each comprehensive school site (Action 1).
2. Hire a Speech Language Pathologist to support the individualized needs of students with disabilities (new action).

Tech Prep and Countryside High Schools are receiving Equity Multiplier funds. A meeting was held with educational partners from both of these schools to conduct a needs assessment to determine how to utilize these additional funds. They reviewed academic data, suspension data, attendance data, graduation data, CTE data, and LCAP survey results. It was determined by the educational partners to utilize these funds for a new social worker that will work with students at both schools (they are on the same campus), as well as purchase Hazel Health for all students at these schools.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate successful completion of a broad course of study and will meet the a-g requirements upon graduation, in order to be prepared to transition to college and a career. (All students will be college and career ready.)	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The rationale stated here for development of this goal continues as the main driver for development of the Actions within this Goal. Even though our metrics show that we have made progress in achieving this goal, it is important for our District to continue to focus on ALL students having the opportunity to both attend college and transition into a career. Successful completion of core classes with a C or better, CAASPP performance, AP Test passage rates and CTE completer status will allow us to monitor our progress towards achieving this goal. Grades, assessment data, CTE data, CCI data, graduation rate, dropout rate and more, provide the necessary information to analyze whether or not our students are college and career ready. Moving forward, the District will be focusing on reading across the district, specifically, improving the Average Instructional Reading Level of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Passing rate of C or better in ELA courses based on semester grades	Overall - 79.9% EL - 66.2% SWD - 83.1% SED - 78.8% Homeless - 74.4% (Fall 2023)			Overall - 85.0% EL - 75.0% SWD - 85.0% SED - 85.0% Homeless - 85.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Passing rate with a C or better in Mathematics courses based on semester grades	Overall - 67.6% EL - 47.4% SWD - 77.7% SED - 67.5% Homeless - 51.4% (Fall 2023)			Overall - 75.0% EL - 55.0% SWD - 80.0% SED - 75.0% Homeless - 75.0%	
1.3	Passing rate of C or better in Science courses based on semester grades	Overall - 75.2% EL - 58.1% SWD - 77.8% SED - 76.6% Homeless - 60.0% (Fall 2023)			Overall - 80.0% EL - 65.0% SWD - 80.0% SED - 80.0% Homeless - 75.0%	
1.4	Passing rate of a C or better in Social Studies courses based on semester grades	Overall - 84.3% EL - 69.5% SWD - 82.3% SED - 83.3% Homeless - 65.4% (Fall 2023)			Overall - 88.0% EL - 75.0% SWD - 88.0% SED - 88.0% Homeless - 75.0%	
1.5	Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Overall - 51% EL - 14% SWD - 7% SED - 49% Homeless - 39% EL - Mission Oak HS - 11.0% SWD - Tulare Union HS - 8.0% (2023)			Overall - 57.0% EL - 20.0% SWD - 12.0% SED - 54.0% Homeless - 44.0% EL - Mission Oak HS - 20.0% SWD - Tulare Union HS - 12.0%	
1.6	Percentage of students meeting or exceeding the standards in	Overall - 18% EL - 2% SWD - 1%			Overall - 25.0% EL - 8.0% SWD - 7.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	SED - 15% Homeless - 0% EL - Tulare Union HS - 0.0% EL - Tulare Western HS - 6.0% SWD - Mission Oak HS - 0.0% SWD - Tulare Union HS - 0.0 (2023)			SED - 21.0% Homeless - 7.0% EL - Tulare Union HS - 8.0% EL - Tulare Western HS - 8.0% SWD - Mission Oak HS - 6.0% SWD - Tulare Union HS - 6.0%	
1.7	Percentage of CTE Completers	Overall - 56.9% EL - 50.5% SWD - 47.4% SED - 56.7% (2023)			Overall - 65.0% EL - 60.0% SWD - 60.0% SED - 60.0%	
1.8	Percentage of students identified as Prepared by the College and Career Indicator	Overall - 47.4% EL - 20.4% SWD - 13.1% SED - 44.8% SWD - Mission Oak HS - 8.6 (2023)			Overall - 55.0% EL - 25.0% SWD - 30.0% SED - 50.0% SWD - Mission Oak HS - 18.0%	
1.9	Students enrolled in Linked Career Pathways	Overall - 645 (2024)			Overall - 675	
1.10	English EAP rates (Juniors college ready in English as measured through the CAASPP)	Overall - 20% EL - 3.2% SWD - 2.0% SED - 17.8% Homeless - 8.7% (2023)			Overall - 25.0% EL - 10.0% SWD - 5.0% SED - 25.0% Homeless - 15.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP)	Overall - 5.0% EL - .75% SWD - .68% SED - 4.4% Homeless - 0.0% (2023)			Overall - 10.0% EL - 5.0% SWD - 5.0% SED - 10.0% Homeless - 5.0%	
1.12	A-G rates (Seniors eligible to attend a CSU/UC)	Overall - 43.9% EL - 17.6% SWD - 10.9% SED - 40.7% (2023)			Overall - 47.0% EL - 23.0% SWD - 15.0% SED - 47.0%	
1.13	Percentage of students enrolled in Honors and/or Advanced Placement courses	Overall - 19% (2024)			Overall - 23.0%	
1.14	Advanced Placement Passage rates (3 or better)	Overall - 43% (2023)			Overall - 46.0%	
1.15	Graduation rate	Overall - 96.4% EL - 92.8% SWD - 75.9% SED - 93.9% (2023)			Overall - 97.5% EL - 94.0% SWD - 80.0% SED - 96.5%	
1.16	Dropout Rate	Overall - 2.1% EL - 3.6% SWD - 5.2% SED - 2.6% (2023)			Overall - 1.5% EL - 2.0% SWD - 2.0% SED - 2.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Average Instructional Reading Level (IRL) on Star Reading Test	District - 6.6 ACHS - 4.8 Countryside - 6.3 Mission Oak - 6.4 Sierra Vista - 6.6 Tech Prep - 4.1 Tulare Union - 6.5 Tulare Western - 7.0 (2024)			District - 8.0 ACHS - 6.0 Countryside - 8.0 Mission Oak - 8.0 Sierra Vista - 7.0 Tech Prep - 6.0 Tulare Union - 8.0 Tulare Western - 8.0	
1.18	Teachers teaching without a full credential	6.5% (2023)			5.0%	
1.19	Subjects using state adopted materials	100% (2024)			100.0%	
1.20	Implementation of academic content and performance standards	100% (2024)			100.0%	
1.21	Percentage of all students including unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study	100% (2024)			100.0%	
1.22	Percentage of students with sufficient access to standards-aligned materials.	100% (2024)			100%	
1.23	Teacher Mis-assignment Rate	20.7% (57/276) misassignments based on CalSAAS report (2022-2023 data)			16.0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention Program	Purchase Reading Intervention software and materials to support students who are reading two or more levels below grade level	\$125,000.00	Yes
1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD	Continue to provide professional development for teachers, classified employees and administrators focused on: <ul style="list-style-type: none"> sustaining a Professional Learning Community Culture, services contracted through Solution Tree common core math standards, services contracted through Solution Tree Next Generation Science Standards concepts and skills necessary to be college and career ready 	\$1,267,935.00	Yes

Action #	Title	Description	Total Funds	Contributing
	services from Solution Tree.	Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.		
1.3	Data management system	<p>Continue to utilize the adopted data management system to allow teachers to create and administer assessments, as well as disaggregate and analyze results for English Learners, and Foster Youth. Staff will use this data to identify the needs of our students and collaborate with their PLCs on how to support these needs.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$85,000.00	Yes
1.4	Courses for advancement and credit recovery	Continue to provide opportunities for advancement to our students through summer school, winter intercession and before and after school courses.	\$789,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
	through summer school, winter intercession and before and after school	<p>These classes specifically target our unduplicated students. Additionally, these courses provide students an opportunity to recover credits as well.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>		
1.5	Expository Reading and Writing Course as the senior English class	<p>Offer Expository Reading and Writing Course as the senior English class to prepare all students for college, specifically our unduplicated students. This allows students who score conditionally ready on the Early Assessment Program to bypass support classes required by California State Universities and the community college system.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for ELA. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$1,038,180.00	Yes
1.6	PLC core content leads	Continue to provide professional learning community core content leads at comprehensive sites to lead their subject areas in the development of curriculum and data analysis, as we focus on the common core and Next Generation Science Standards.	\$79,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.		
1.7	Mathematics coaches	<p>Continue to provide each comprehensive site with a Mathematics coach to assist mathematics teachers in teaching Common Core standards and addressing the four PLC critical questions.</p> <p>This action will help address the lowest performing students on the academic indicator of the dashboard specific for Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$541,800.00	Yes
1.8	Honors and Advanced Placement	Continue to provide a variety of honors and advanced placement courses for our students, focusing specifically on our low income, foster and/or English Learners.	\$3,649,780.00	Yes
1.9	Linked Learning Pathways	Continue to expand the number of students participating in Linked Learning pathways at all grade levels.	\$654,730.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Career-technical education courses	Continue to offer career-technical education pathways throughout the district and support our unduplicated students in taking these courses including English Learners, foster-youth and students with disabilities.	\$4,978,540.00	Yes
1.11	Response to Intervention Teachers (RTI)	Response to Intervention Teachers (RTI) - one teacher at each comprehensive high school, to support students with tier 2 intervention.	\$427,720.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All English Learners will demonstrate improvement in their English Language skills as evidenced through course grades, ELPAC scores and CAASPP scores.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>The rationale for the development of this goal is correlated to data and the feedback of educational partners. Data shows that we have made growth in some areas for our English Learners, however, we need to continue to focus on closing the achievement gap of our English Learners relative to Language acquisition, CAASPP scores, graduation rate and dropout rate. Through direct input from Educational Partners, the district will be purchasing a new English Language Development program to support English Learners in their language proficiency growth.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students increasing one or more levels on the ELPAC.	Overall - 50.7% EL - Mission Oak HS - 39.4% (2023)			Overall - 55.0% EL - Mission Oak HS - 55.0%	
2.2	Reclassification Rate	17.4% (2023 Data)			25.0%	
2.3	Passing rate of C or better for English Learners in English courses based on semester grades	Overall - 66.2% EL - Mission Oak HS - 64.5% (Fall 2023)			Overall - 72.0% EL - Mission Oak HS - 72.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Passing rate of C or better for English Learners in Mathematics courses based on semester grades	Overall - 47.4% EL - Mission Oak HS - 52.5% (Fall 2023)			Overall - 60.0% EL - Mission Oak HS - 60.0%	
2.5	Passing rate of C or better for English Learners in Social Studies courses based on semester grades	Overall - 69.5% EL - Mission Oak HS - 65.6% (Fall 2023)			Overall - 75.0% EL - Mission Oak HS - 75.0%	
2.6	Passing rate of C or better for English Learners in Science courses based on semester grades	Overall - 58.1% EL - Mission Oak HS - 55.2% (Fall 2023)			Overall - 65.0% EL - Mission Oak HS - 65.0%	
2.7	Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Overall - 14.0% EL - Mission Oak HS - 11.0% (2023)			Overall - 20.0% EL - Mission Oak HS - 20.0%	
2.8	Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	Overall 2% EL - Tulare Union HS - 0.0% EL - Tulare Western HS - 6.0% (2023)			Overall 8.0% EL - Tulare Union HS - 8.0% EL - Tulare Western HS - 8.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	Graduation rate for English Learners	92.8% (2023 Data)			94.0%	
2.10	Dropout rate for English Learners	3.6% (2023 Data)			2.0%	
2.11	Number of English Learners	Overall - 765 Tulare Union HS - 197 Tulare Western HS - 258 Mission Oak HS - 244 (2024)			Overall - 700 Tulare Union HS - 180 Tulare Western HS - 100 Mission Oak HS - 115	
2.12	Number of LTELS - Long-Term English Learners	Overall - 385 Tulare Union HS - 104 Tulare Western HS - 110 Mission Oak HS - 125 (2024)			Overall - 325 Tulare Union HS - 95 Tulare Western HS - 95 Mission Oak HS - 100	
2.13	Implementation of English Language Development Standards in English, Mathematics, History and Science	100% (2024)			100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Continue to provide staff development on embedding ELD standards and instructional strategies geared at supporting English Learners in the Social Studies, Mathematics and Science.	\$11,030.00	Yes
2.2	ELD Coaches	Continue with ELD Coaches at each of the 3 comprehensive sites to provide professional development and services targeted at supporting English Learners and Long-term English Learners (LTELs) in their acquisition of the English Language.	\$262,950.00	Yes
2.3	English Language Development Program	Purchase English Language Development Program to support English Learners (EL) and Long-term English Learner (LTEL) in their language proficiency growth.	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	TJUHSD will maintain a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

The rationale stated here for development of this Goal continues as the main driver for the development of the Actions within this Goal. This goal was also originally developed during our first LCAP based on input from our Educational Partners. Our metrics do show improvement in this goal, however the pandemic has greatly impacted our ability to fully engage our students and meet their socioemotional needs. We will continue to focus on creating a positive learning environment where our students and parents feel welcomed, valued, safe and engaged in academic success. We have also added full time social workers to better support the needs of our students. Our metrics for this goal include monitoring parent attendance at meetings, as well as attendance, suspension and expulsion rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil-to-counselor ratio	222:1 (2024)			215:1	
3.2	Parent participation in the PIQE including parents of unduplicated pupils and individuals with exceptional needs.	225 Parents (2024)			275 Parents	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number of registrations on the districts Parent Square app	2756 App Registrations 7347 Receiving Emails 1603 Receiving Text Messages (2024)			3000 App Registrations 8000 Receiving Emails 3000 Receiving Text Messages	
3.4	Parents participating at each of the DELAC and ELAC	ELAC TU - 1,9,6,20 ELAC TW - 15,7,7,9 ELAC MO - 15,17,14,18 DELAC - 5,4,3,4 (2024)			ELAC TU - 15, 15, 15, 15 ELAC TW - 15, 15, 15, 15 ELAC MO - 15, 15, 15, 15 DELAC - 8, 8, 8, 8	
3.5	District Attendance Rate	95.55% (Through Month 8 2023-2024)			96.50%	
3.6	Percentage of students identified as chronic absentee	829/5750 - 14.1% (2022-2023 data)			8.0%	
3.7	Suspension Rate	District Overall - 6.9% (2022-2023 data) District EL - 12.1% District SWD - 14.6% District Homeless - 11.8% District SED - 7.5% District Hispanic - 7.2% Countryside HS Overall - 25.5% Countryside HS SED - 26.2% Tech Prep Overall - 37.0% Tech Prep SED - 39.2%			District Overall - 5.0% District EL - 7.0% District SWD - 7.0% District Homeless - 7.0% District SED - 5.0% District Hispanic - 5.0% Countryside HS Overall - 10.0% Countryside HS SED - 10.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tech Prep Hispanic - 42.2% Tulare Union EL - 12.1% Tulare Union African American - 14.0% Tulare Western SWD - 13.1% Tulare Western Homeless - 18.9% Mission Oak EL - 13.1% Mission Oak SWD - 19.6% Mission Oak SED - 9.5% ACHS Overall - 13.2% ACHS SED - 12.8% ACHS Hispanic - 13.4%			Tech Prep Overall - 15.0% Tech Prep SED - 15.0% Tech Prep Hispanic - 15.0% Tulare Union EL - 7.0% Tulare Union African American - 7.0% Tulare Western SWD - 7.0% Tulare Western Homeless - 7.0% Mission Oak EL - 7.0% Mission Oak SWD - 7.0% Mission Oak SED - 7.0% ACHS Overall - 7.0% ACHS SED - 7.0% ACHS Hispanic - 7.0%	
3.8	Expulsion Rate	District Overall - 0.25% (2022-2023 data)			District Overall - 0.15%	
3.9	Williams Uniform Complaints	0 Complaints (2022-2023 data)			0 Complaints	
3.10	Facility Conditions per Facility Inspection Tool (FIT) Report	6 out of 8 facilities had a rating of exemplary. 2 out of 8 facilities had a rating of fair. (2024)			8 out of 8 facilities with a rating of exemplary.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.11	Pupils parents, and staff sense of safety and school connectedness. (Surveys)	<p>88.0% of the student survey respondents report feeling that school provides a safe environment; 6.1% disagreed or strongly disagreed.</p> <p>90.2% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7.9% disagreed or strongly disagreed.</p> <p>92.4% of the staff survey respondents report feeling that school provides a safe environment; 6.9% disagreed or strongly disagreed.</p> <p>77.4% of the student survey respondents report feeling that school provides a caring and engaging environment; 5.0% disagreed or strongly disagreed.</p> <p>88.9% of the parent/guardian survey</p>			<p>90.0% of the student survey respondents report feeling that school provides a safe environment; 5.0% disagreed or strongly disagreed.</p> <p>94.0% of the parent/guardian survey respondents report feeling that school provides a safe environment; 6.0% disagreed or strongly disagreed.</p> <p>94.0% of the staff survey respondents report feeling that school provides a safe environment; 6.0% disagreed or strongly disagreed.</p> <p>85.0% of the student survey respondents report feeling that school provides a caring and engaging environment; 4.0%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>respondents report feeling that school provides a caring and engaging environment; 9.2% disagreed or strongly disagreed.</p> <p>95.2% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2.1% disagreed or strongly disagreed</p> <p>(2023-2024 TJUHSD Survey Data).</p>			<p>disagreed or strongly disagreed.</p> <p>92.0% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 8.0% disagreed or strongly disagreed.</p> <p>97.0% of the staff survey respondents report feeling that school provides a caring and engaging environment; 1.5% disagreed or strongly disagreed</p>	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Institute for Quality Education (PIQE)	Continue to provide Parent Institute for Quality Education (PIQE) program in English and Spanish for parents at the comprehensive and alternative education sites. PIQE describes its mission as "engaging, empowering and transforming families by providing the knowledge and the skills to partner with schools and communities to ensure their children achieve their full potential."	\$66,400.00	Yes
3.2	Parent Square	Continue to use Parent Square to communicate with parents and students. Provide training to staff and parents on use of this application.	\$32,600.00	Yes
3.3	Increase participation in Site and District Parent Meetings	Increase District English Language Advisory Committee (DELAC), site English Language Advisory Committee (ELAC), Special Education and foster parent participation by recruiting parents through contact made by ELD coaches and site administrators. Provide refreshments at the district advisory meetings.	\$6,000.00	Yes
3.4	Counselor positions	Provide 13 FTE Counselor positions in order better serve our unduplicated students for academic counseling, career counseling, and social-emotional counseling.	\$2,075,860.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	PBIS Student Incentives	Positive Behavioral Intervention and Support (PBIS) Student incentives.	\$45,000.00	Yes
3.6	Attendance Coordinator	Continue to fund a full-time Attendance Coordinator to assist with improving student attendance, specifically reducing truancy.	\$162,640.00	Yes
3.7	Mental Health Services for Countryside High School	Continue to contract with Hope Horizon to provide mental health services to students at Countryside High School.	\$110,000.00	Yes
3.8	Additional full-time Psychologists	Fund six additional full-time Psychologists to support the social-emotional needs of our students.	\$1,377,540.00	Yes
3.9	Learning Director at Tech Prep and Countryside High School	Provide a Learning Director at Tech Prep and Countryside High School to support students with behavioral needs.	\$185,980.00	Yes
3.10	Training to staff on how to improve connections between students and create a safe environment	Provide training to staff on how to improve connections between students and create a safe environment.	\$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Full-time social workers	Continue with three full-time social workers at the comprehensive sites and contract with Tulare County Office of Education for 2 days (comprehensive sites) and 1 day (opportunity ed sites) to support the socio-emotional needs of our students.	\$710,600.00	Yes
3.12	Additional LVN	Continue to fund an additional LVN to support the health needs of our students.	\$100,240.00	Yes
3.13	Rehabilitation Specialists	Three Rehabilitation Specialists at the comprehensive school sites (1 at each site).	\$336,360.00	Yes
3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	Continue with mandatory random drug testing for student-athletes to help deter the use of drugs among all students and provide counseling to students who test positive or are suspended for incidents involving drugs and alcohol.	\$302,200.00	Yes
3.15	IRC (Intervention Resource Classrooms)	Intervention Resource Classrooms at the three comprehensive school sites. These classrooms will support students with disabilities and their behavior decision making.	\$1,011,920.00	Yes
3.16	Rehabilitation Specialist	Continue to provide a Rehabilitation Specialist for Accelerated Charter High School to support with and work with students on behavior skills.	\$116,290.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.17	Additional Performing Arts Teachers	Continue with a full-time District Choir Teacher and a Full-Time District Dance Teacher to provide more opportunities for all students, including English Learners, Foster Youth, and Low Income, to participate in performing arts programs in the district, as well the necessary supplies and equipment.	\$325,600.00	Yes
3.18	Web filtering Software to monitor technology use pertaining to safety	Web filtering software (Lightspeed) to monitor technology use and the safety of all students.	\$70,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All Students with Disabilities will demonstrate improvement in their Academic Achievement as evidenced by course grades, CAASPP scores, and graduation rates.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

In assuring that the Tulare Joint Union High School District is supporting ALL students, this goal was established to specifically support our students with disabilities in the area of Academic Achievement.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Passing rate of C or better for Students with Disabilities in English courses based on semester grades	Overall - 83.1% (Fall 2023)			Overall - 85.0%	
4.2	Passing rate of C or better for Students with Disabilities in Math courses based on semester grades	Overall - 77.7% (Fall 2023)			Overall - 80.0%	
4.3	Passing rate of C or better for Students with Disabilities in	Overall - 82.3% (Fall 2023)			Overall - 88.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Social Science courses based on semester grades					
4.4	Passing rate of C or better for Students with Disabilities in Science courses based on semester grades	Overall - 77.8% (Fall 2023)			Overall - 80.0%	
4.5	Percentage of Students with Disabilities meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP)	Overall - 7.0% Tulare Union HS - 8.0% (2023)			Overall - 12.0% Tulare Union HS - 12.0%	
4.6	Percentage of Students with Disabilities meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress (CAASPP)	Overall - 1.0% Tulare Union HS - 0.0% Mission Oak HS - 0.0% (2023)			Overall - 6.0% Tulare Union HS - 6.0% Mission Oak HS - 6.0%	
4.7	Graduation rate for Students with Disabilities	75.9% (2023)			80.0%	
4.8	Dropout rate for Students with Disabilities	5.2% (2023)			2.0%	
4.9	Suspension rate for Students with Disabilities	Overall - 14.6% Tulare Western HS - 13.1%			Overall - 7.0% Tulare Western HS - 7.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mission Oak HS - 19.6% (2023)			Mission Oak HS - 7.0%	
4.10	Expulsion rate for Students with Disabilities	0.7% (2023)			0.5%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Full-time Special Education Instructional Aides	We will be hiring 9 full-time (3 at each comprehensive site) Special Education Instructional Aides to support our students with disabilities.	\$640,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.2	Additional Tutoring Opportunities	Provide additional tutoring opportunities for students with disabilities beyond the school day (before school, at lunch, and after-school)	\$12,180.00	Yes
4.3	Speech Language Pathologist	Add a Speech Language Pathologist to support the individualized needs of students with disabilities.	\$133,720.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Reduce the suspension rate of students at Countryside Community Day High School and Tech Prep High School	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Countryside Community Day High School and Tech Prep High School are both receiving Equity Multiplier Funds. Countryside Community Day High School and Tech Prep High School share the same campus and are supervised by the same administrative staff. Countryside Community Day High School identified as lowest performing on the California Dashboard for suspension rate, specifically for Socioeconomically Disadvantaged Students. Tech Prep High School identified as low performing on the California Dashboard for suspension rate, specifically for Socioeconomically Disadvantaged Students and Hispanic Students. These Equity Multiplier Funds will be used to help reduce the suspension rates at both of these high schools.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	District Overall Suspension Rate - 6.9% (2022-2023 Data) District SED Rate - 7.5% District Hispanic Rate - 7.2% Countryside Overall Suspension Rate - 25.5% Countryside SED Rate - 26.2% Tech Prep Overall Suspension Rate - 37%			District Overall Suspension Rate - 5.0% District SED Rate - 5.0% District Hispanic Rate - 5.0% Countryside Overall Suspension Rate - 10.0% Countryside SED Rate - 10.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tech Prep SED Rate - 39.2% Tech Prep Hispanic Rate - 42.2%			Tech Prep Overall Suspension Rate - 15.0% Tech Prep SED Rate - 15.0% Tech Prep Hispanic Rate - 15.0%	
5.2	Attendance Rate	District Overall Attendance Rate - 95.55% (Through Month 8 2023-2024 Data) Tech Prep Overall Attendance Rate - 83.88% (Through Month 8 2023-2024 Data) Countryside Overall Attendance Rate - 81.84% (Through Month 8 2023-2024 Data)			District Overall Attendance Rate - 96.50% Tech Prep Overall Attendance Rate - 88.0% Countryside Overall Attendance Rate - 88.0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Hire a full-time Social Worker	Hire a full-time Social Worker to work with and support students at both Countryside Community Day High School and Tech Prep High School	\$145,900.00	No
5.2	Hazel Health	Provide Students at Tech Prep and Countryside High School Access to Hazel Health, which provides students with online accessibility to physical health care and counseling for social-emotional support.	\$2,001.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$20,285,821	\$2,344,161

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.868%	1.691%	\$1,069,703.37	33.559%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Reading Intervention Program</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career</p>	At the core of academic success is reading comprehension. Addressing this need with unduplicated students, will help close the academic achievement gap among low-income, EL, and Foster students. This action will be implemented in all reading intervention courses, which specifically target unduplicated students at all school sites.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, and 1.17

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>Students who are reading two or more levels below grade level directly impact their ability to be successful academically across core content areas and more. This directly impacts the academic indicator for both ELA and Math, graduation rates, drop out rates, semester grades, A-G rates, EAP rates, AP passage rates, and CTE completer rates.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope: LEA-wide</p>	<p>The reading intervention program will be provided to all students in the Tulare Joint Union High School District that are reading at two or more levels below grade level. This action addresses the identified need of supporting students in the area of reading, which directly impacts their ability to be successful academically.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	
1.2	<p>Action: Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science</p>	<p>Addressing this need with unduplicated students, will help close the academic achievement gap among low-income, EL, and Foster students. This action will be for all teachers at all sites, who</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Standards. Contract for PD services from Solution Tree.</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>The Tulare Joint Union High School District continues to prioritize students being College and Career ready. In analyzing data, we have identified performance gaps between student groups.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope:</p>	<p>primarily serve unduplicated students in their classrooms.</p> <p>Teachers throughout the Tulare Joint Union High School District regularly meet to discuss, analyze, modify, create, and implement best instructional practices. This collaboration is important in providing our students with the necessary rigor for all students to be college and career ready. Additionally, it is important to provide teachers with the necessary professional development activities that include relevant and successful strategies.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.3	<p>Action: Data management system</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>The Tulare Joint Union High School District continues to prioritize all students being College and Career ready. In analyzing data, we have identified performance gaps between student groups.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p>	<p>Providing a data management system for all staff affords them the opportunity to create, analyze, and disseminate assessments and results to all students in an effort to assess student learning and create systems of interventions for all students based off of the results.</p> <p>The use of the data management system provides teachers with an efficient way to create, analyze, modify and administer assessments. Assessments created are aligned to Common Core, NGSS, and ELD standards. Additionally, these assessments are online and similar to CAASPP and ELPAC testing formats, giving students additional exposure and practice to similar assessments. Through analyzing the results of these assessments, teachers can modify instruction, design and implement either re-teaching or intervention opportunities to support student learning.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Courses for advancement and credit recovery through summer school, winter intercession and before and after school</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>The Tulare Joint Union High School District continues to prioritize students being College and Career ready. In analyzing data, we have identified performance gaps between student groups.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for</p>	<p>Educational partners agreed to provide more opportunities for all students, including unduplicated students, to recover credits or advance in courses through winter session, summer school, and after-school programs in an effort to reduce the performance gaps among all student groups, including low-income and EL students.</p> <p>This action supports students academically through the opportunities to take courses for advancement or credit recovery beyond the school day. Providing opportunities for students to take courses for advancement, creates additional options for students to participate in a variety of other programs like CTE, AVID, Performing Arts, AP and Honors classes and more throughout the regular school day. This action also supports students who need to recover credits beyond the school day.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.13, 1.16,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: Expository Reading and Writing Course as the senior English class</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>The Tulare Joint Union High School District continues to prioritize students being College and Career ready. In analyzing data, we have identified performance gaps between student groups.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for ELA. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union.</p>	<p>Unduplicated students have a lower EAP passage rate (17.8% SED and 3.2% EL) than the overall student EAP passage rate. Providing all of our students this opportunity, will support them in bypassing support classes required by the CSU and community college systems.</p> <p>In prioritizing that all students have the opportunity to be College and Career ready, this action of offering Expository Reading and Writing Course as the senior English class allows the district to prepare all students for college, specifically our unduplicated students. This allows students who score conditionally ready on the Early Assessment Program to bypass support classes required by California State Universities and the community college system.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>1.1, 1.8, 1.11, 1.12, 1.13, and 1.16,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.6</p>	<p>Action: PLC core content leads</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>The Tulare Joint Union High School District continues to prioritize students being College and Career ready. In analyzing data, we have identified performance gaps between student groups.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL</p>	<p>The work that PLC core content leads oversee, ties to many of the actions in Goal #1. Specifically, leading our teachers in analyzing assessment data and developing strong instructional strategies that supports all students, including our unduplicated students. As evident by the data for CAASAPP scores, A-G rates, EAP rates, CCI, and A-G, our education partners agree that we need to continue this work of PLCs, to support all students.</p> <p>PLC Content leads support all teachers in their content areas in doing the work of a PLC. This work includes collaboration on a regular basis centered around student learning. The PLC content leads collect the data that teachers analyze and help lead the discussion focused on student learning.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, and 1.16</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope: LEA-wide</p>		
<p>1.7</p>	<p>Action: Mathematics coaches</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>The Tulare Joint Union High School District continues to prioritize students being College and Career ready. In analyzing data, we have identified performance gaps between student groups.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and</p>	<p>As identified by educational partner in surveys and meetings, our LEA needs to continue to provide as much support to students in the area of Mathematics. All of our students, including our unduplicated students, are scoring low in Mathematics on the CAASPP, mathematics course grades, and Math EAP rates.</p> <p>Math coaches work directly with math teachers on the comprehensive sites to support teachers in the area of instruction, assessments, assessing data, designing response-to-interventions (re-teaching, re-takes, tutoring) as a result of data analysis, and coaching math teachers on best instructional practices. All of this work is geared towards math achievement and supporting all students in math learning.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>1.2, 1.6, 1.12, 1.13, 1.14, 1.15, and 1.16</p>

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	<p>Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope: Schoolwide</p>		
<p>1.8</p>	<p>Action: Honors and Advanced Placement</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates. Although the college board does not disseminate data based on student groups, our LEA continues to support all students in taking Advanced Placement and Honors courses. Most of our AVID students in the district are unduplicated students who are also required to take at least one AP class and honors classes during their four years of high school.</p> <p>The Tulare Joint Union High School District continues to prioritize students being College and Career ready. In an effort to support all students being college and career ready, providing a rigorous and robust opportunity to participate in Honors and Advanced Placement courses is essential. Additionally,</p>	<p>All students, including our unduplicated students are strongly encouraged to take rigorous course work including Advanced Placement and Honors courses. Through our LCAP surveys, our educational partners, specifically parents, want their students to have more opportunities to take these classes.</p> <p>This action provides all students, including EL, Foster Youth, and Low income students, the opportunity throughout the district to participate in more honors and advanced placement courses in supporting these students to be college and career ready.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>1.14 and 1.15</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>continuing to support our EL, Foster Youth, and Low Income students in participating in these classes is also essential to them becoming college and career ready.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Linked Learning Pathways</p> <p>Need: Our unduplicated students score lower on the College and Career Indicator (EL 20.4%) and (SED 44.8%) than our LEA overall rate of 47.4%. Additionally our unduplicated students score slightly lower on the CTE completer rate (EL 50.5%) and (SED 56.7%) than our LEA overall rate of 56.9%.</p> <p>Accessibility and opportunity for all students, including our EL, Foster Youth, and Low Income students to participate in Linked Learning Pathways, which connect students to career opportunities and CTE pathways as well.</p> <p>Additionally, our SWD at Mission Oak High School are low performing on the CCI indicator. This action gives these students an opportunity to participate in these programs to increase their College and Career readiness. Even though SWD are not an unduplicated student, 85.4% of our SWD are low-income.</p>	<p>Our educational partners continue to ask for more course opportunities for their students through our LCAP surveys. We have continued to display growth in our Linked Learning Pathway enrollment and wish to maintain this action for all students.</p> <p>This action will provide all students, including our EL, Foster Youth, and Low Income students throughout the district and SWD at Mission Oak High School, the opportunity to participate in Linked Learning Pathways, which connects students to career opportunities, job exposure, CTE pathways, industry partners and more in making our students both College and Career ready.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	1.7, 1.8, and 1.10

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.10</p>	<p>Action: Career-technical education courses</p> <p>Need: Our unduplicated students score lower on the College and Career Indicator (EL 20.4%) and (SED 44.8%) than our LEA overall rate of 47.4%. Additionally our unduplicated students score slightly lower on the CTE completer rate (EL 50.5%) and (SED 56.7%) than our LEA overall rate of 56.9%.</p> <p>Accessibility and opportunity for all students, including our EL, Foster Youth, and Low Income students to participate in Career Technical Education (CTE), which connect students to career opportunities and CTE pathways as well.</p> <p>Additionally, our SWD at Mission Oak High School are low performing on the CCI indicator. This action gives these students an opportunity to participate in these programs to increase their College and Career readiness. Even though SWD are not an unduplicated student, 85.4% of our SWD are low-income.</p> <p>Scope:</p>	<p>Our educational partners continue to ask for more course opportunities for their students through our LCAP surveys. Data shows that we continue to close the achievement gap for all students in our CTE completer data and wish to maintain this action for all students.</p> <p>This action will provide all students, including our EL, Foster Youth, and Low Income students throughout the district and SWD at Mission Oak High School, the opportunity to participate in Career Technical Education (CTE), which connects students to career opportunities, job exposure, CTE pathways, industry partners and more in making our students both College and Career ready.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>1.7 and 1.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.11	<p>Action: Response to Intervention Teachers (RTI)</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope: Schoolwide</p>	<p>In feedback from Educational partners, they have requested more opportunities for their students to have tier 2 interventions provided to them throughout the school day. This action provides unduplicated students the opportunity to have academic support during the school day, in order to improve on core content grades, A-G rates, CAASPP scores and graduation rates.</p> <p>This action will provide a structured Tier 2 intervention for students who need additional time and support academically to remediate coursework, get help and support with homework, or re-take assessments at Tulare Union, Tulare Western, and Mission Oak High Schools.</p> <p>This action will be provided school wide, to the three comprehensive school sites (Mission Oak, Tulare Union, and Tulare Western) because our opportunity education sites already have tier 2 interventions built into their school days.</p>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, and 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.1</p>	<p>Action: Parent Institute for Quality Education (PIQE)</p> <p>Need: Parent participation rates in PIQE have continue to rise, post-COVID 19 and school closures. However, we understand the importance of parent involvement and are maintaining this action in an effort to continue providing opportunities for more parent involvement at school.</p> <p>Through the process of surveying parents and feedback from parents and staff at educational partner meetings, providing more opportunities to educate parents on how to be more involved in their students academic success was suggested.</p> <p>Scope: LEA-wide</p>	<p>Parents of unduplicated students, specifically EL students and SED students participate in less activities or opportunities. PIQE provides a comprehensive program in which parents learn how to access schools and information to better support their students. The LCAP survey results show that parents want more opportunities to participate and learn about how to be involved at school.</p> <p>PIQE stands for Parent Institute for Quality Education. This is a six-week course that parents can participate in during the day or evening (depending on their own personal schedules). During the course, they learn more about their child's school, how to be involved in their education, what types of questions to ask their students to engage them and support them at home, and they also interact with several school administrators and staff throughout the course, developing important relationships with them. The course culminates in a "graduation" where the parents are celebrated for participating in the course.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>3.2, 3.3, and 3.4</p>
<p>3.2</p>	<p>Action: Parent Square</p> <p>Need:</p>	<p>Parents of unduplicated students, specifically EL students and SED students participate in less activities or opportunities. The LCAP survey results show that parents want more opportunities to participate and learn about how to be involved</p>	<p>3.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Through the process of surveying parents and feedback from parents and staff at educational partner meetings, increasing parent communication was recommended.</p> <p>Scope: LEA-wide</p>	<p>at school. Parent Square allows us to improve communication with parents through an App, email, and text messages.</p> <p>Parent Square is an Application (App) that parents can download to their phones, to have real-time access to communication from the schools. Parents can sign-up to receive these messages via email and text message, in addition to or in lieu of having the App on their phones. Parent Square is used by administration, counselors, teachers, and coaches to communicate up-to-the minute information to parents. Parent Square is also used to communicate with parents in the event of a school emergency (lockdown for example).</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.3	<p>Action: Increase participation in Site and District Parent Meetings</p> <p>Need: Through the process of surveying parents and feedback from parents and staff at educational partner meetings, providing more opportunities to educate parents on how to be more involved in their students academic success was suggested.</p> <p>Scope:</p>	<p>It is imperative to increase communication and participation of parents of all students, including unduplicated students, in their student's education. In LCAP surveys, parents are asking for more opportunities for involvement. Maintaining this action, allows us to provide more communication and incentives for parents to attend these meetings and events.</p> <p>The district continues to increase opportunities for parents to be involved in the student's education. Providing food or incentives for parents to attend these meetings often increases attendance. This action is aimed at continued growth in the number</p>	3.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>of parents participating in our district advisory meetings and site advisory meetings.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.4	<p>Action: Counselor positions</p> <p>Need: 76% of our students are low income and 13% of our students are EL, of which 95% are also low-income. All of our students, including our unduplicated students need accessibility to their counselors for support, which is why we are going to maintain this action.</p> <p>In reviewing data with educational partners, the suspension rate for the District is 6.9%. The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p> <p>Scope:</p>	<p>Educational partners have stated at LCAP meetings and through LCAP surveys, that they want their students to have more access to counselors for social-emotional counseling, academic counseling, and college and career counseling.</p> <p>Counselors will work directly with students to provide academic counseling, college and career counseling, and social-emotional counseling aimed specifically at supporting students to reduce the suspension rates at all schools and for all student groups listed above.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented school-wide to benefit all students on the three comprehensive sites (Mission Oak, Tulare Union, and Tulare Western).</p>	3.1, 3.5, 3.6, 3.7, and 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.5	<p>Action: PBIS Student Incentives</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%.</p> <p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p> <p>Scope: LEA-wide</p>	<p>This action will provide incentives to our school sites to reward all students, specifically our unduplicated students, and reinforce positive behaviors on campus. These incentives for students are identified through each school site's PBIS teams. The purpose behind this action is to support ALL students in making good decisions at school, in an effort to lower the suspension rate for the district, school sites, and the above mentioned student groups.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	3.7, 3.8 and 3.11
3.6	<p>Action: Attendance Coordinator</p> <p>Need: Our LEA maintains one of the highest attendance rates in the County. We would like to maintain this action to support all students, including our unduplicated students, to make sure that they maintain good attendance rates.</p>	<p>Educational Partners express the importance of attendance at school in our LCAP survey and appreciate the support they receive in getting students to school.</p> <p>The attendance coordinator works with all school sites, students and parents on improving attendance. The attendance coordinator communicates with parents, makes home visits,</p>	3.5 and 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student connectedness to school correlates to good attendance, which also correlates to positive behavior on campus. Maintaining good attendance rates leads to positive behavior and academic success for students.</p> <p>Scope: LEA-wide</p>	<p>and also oversees the Tulare Joint Union High School District SARB committee.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
<p>3.7</p>	<p>Action: Mental Health Services for Countryside High School</p> <p>Need: Countryside High School is an alternative school that provides mental health services to students in need. Additionally, Countryside High School received lowest performing on the California Dashboard for suspensions for All Students and SED students.</p> <p>Scope: Schoolwide</p>	<p>This action is specifically geared towards supporting students at Countryside high school with mental health services in an effort to reduce the suspension rate of all students, including unduplicated students.</p> <p>In providing Mental Health Services for students at Countryside High School, we are supporting students with another tier 2 and tier 3 intervention, specifically focused on supporting students mental health and reducing the suspension rate of all students and SED students at Countryside High School.</p> <p>This action is being implemented at Countryside High School as a result of feedback from educational partners.</p>	<p>3.7 and 3.8</p>
<p>3.8</p>	<p>Action: Additional full-time Psychologists</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%.</p>	<p>Maintaining this action will provide the additional support needed for our unduplicated students and the reduction of their suspension rates. Educational partners have expressed the need for more support for students, specifically post-</p>	<p>3.7, 3.8, and 3.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p> <p>Scope: LEA-wide</p>	<p>COVID-19, as students continue to struggle with social-emotional issues.</p> <p>In providing additional full-time psychologists, the district will be able to provide more interventions and supports for students to support their social-emotional needs as well as tiered interventions and supports to reduce the suspension rate for all students and the specific student groups listed above.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.9	<p>Action: Learning Director at Tech Prep and Countryside High School</p> <p>Need: Countryside High School was identified for CSI (Comprehensive Support and Improvement), specific to ALL students and Low Income (socioeconomically disadvantaged) students scoring lowest performing on the California Dashboard. Tech Prep and Countryside High School are on the same campus and share the same administration.</p> <p>Scope: Schoolwide</p>	<p>The Learning Director for both Countryside and Tech Prep high schools will work directly with students in supporting them in these alternative placement settings. The learning director will engage with students by working directly with each student, providing behavioral support, academic counseling, and social behavioral support in an effort to reduce suspensions, encourage positive behavior, and also increase parent involvement.</p> <p>This action will be implemented at Tech Prep and Countryside High School.</p>	3.7, 3.8 and 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.10</p>	<p>Action: Training to staff on how to improve connections between students and create a safe environment</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%.</p> <p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD). Also, on our LCAP survey of students, 23% of the students did not feel the school provided a caring and engaging environment.</p> <p>Scope: LEA-wide</p>	<p>This action will allow all staff to be properly trained to support all students, including our unduplicated students.</p> <p>This action is directly related to making students feel safe, cared for, and engaged at school as well as providing additional support to students to reduce the suspension rate. Staff will participate in a variety of trainings including: youth mental health first aid training (YMHFA), Crisis Prevention training (CPI), and others to support students in the classroom and on campus.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>3.5, 3.6, 3.7, 3.8, and 3.11</p>
<p>3.11</p>	<p>Action: Full-time social workers</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%. The District also has the following student</p>	<p>Educational Partners have expressed a desire for additional supports for all students at site and district meetings and through the LCAP surveys. This action will provide additional social workers to support unduplicated students in an effort to also reduce the suspension rates of our all students, including our unduplicated students.</p>	<p>3.5, 3.6, 3.7, 3.8, and 3.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>groups as lowest performing on the California Dashboard: EL, Homeless, and SWD.</p> <p>Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD). Also, on our survey of students, 23% of the students did not feel the school provided a caring and engaging environment.</p> <p>Scope: LEA-wide</p>	<p>Social Workers will work directly to support students on campuses throughout the district. In an effort to support students' social-emotional well being, as well as behavior, social workers will support students through one-on-one meetings, individual check-ins, group counseling, group interventions, parent meetings, class observations, and more. They will provide specific tier 2 and tier 3 interventions for students to support positive behavior in an effort to reduce the suspension rates on campus of all students.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.12	<p>Action: Additional LVN</p> <p>Need: Although data shows that we have a strong attendance rate, we wish to maintain this action to continuing supporting students and their health issues in order to maintain as much as possible the high attendance rate of all students, including unduplicated students.</p> <p>Feedback from educational partners identified a need for an LVN at all school sites, to support the health needs of all students.</p>	<p>An LVN provides a layer of care and support for students on all campuses as they relate to student health needs. All of our students, including unduplicated, have varying health needs, including needing prescription medicine administered to them. This layer of support will help maintain strong student attendance at school.</p> <p>The LVN will allow all school sites to provide services for students by an LVN, to support student the individual health needs of all students.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	3.5 and 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.13</p>	<p>Action: Rehabilitation Specialists</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%.</p> <p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD). Also, on our survey of students, 23% of the students did not feel the school provided a caring and engaging environment.</p> <p>Scope: Schoolwide</p>	<p>Educational Partners have expressed a desire for additional supports for all students at site and district meetings and through the LCAP surveys. This action will provide rehabilitation specialists to support unduplicated students in an effort to also reduce the suspension rates of our all students, including our unduplicated students.</p> <p>Rehabilitation Specialists will work directly to support students on campuses throughout the district. In an effort to support students' social-emotional well-being, as well as behavior, Rehabilitation Specialists will support students through one-on-one meetings, individual check-ins, group counseling, group interventions, parent meetings, class observations, and more. They will provide specific tier 2 and tier 3 interventions for students to support positive behavior in an effort to reduce the suspension rates on campus of all students.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>3.5, 3.6, 3.7, 3.8, and 3.11</p>
<p>3.14</p>	<p>Action: Drug testing for student-athletes and Drug and alcohol counseling for students</p> <p>Need:</p>	<p>“LCAP survey results, specifically from students, indicate an increase in students participating in activities related to drugs, alcohol, and vaping. These activities impact a very broad area in relation to students’ abilities to participate in the</p>	<p>3.5, 3.6, 3.7, and 3.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In reviewing data with educational partners, the suspension rate for the District is 6.9%. One of the main contributors to the high suspension rates in the district, school sites, and student groups is possession of or use of drugs and alcohol. Over 60% of all suspensions in the LEA are for possession of or use of drugs and alcohol. Of the LEAs suspensions for drugs and alcohol, 95% are socioeconomically disadvantaged, 19.5% are EL, 9.1% are foster, 7.3% are homeless, and 17.7% are students with disabilities.</p> <p>Data also shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates. Our unduplicated students score lower on the College and Career Indicator (EL 20.4%) and (SED 44.8%) than our LEA overall rate of 47.4%. Additionally, our unduplicated students score slightly lower on the CTE completer rate (EL 50.5%) and (SED 56.7%) than our LEA overall rate of 56.9%. In addition, LCAP survey results, specifically from students, indicate an increase in students participating in activities related to drugs, alcohol, and vaping. Many low-income students' families do not possess the fiscal resources to access drug and alcohol counseling services or other services that are related to drug and alcohol use, and therefore many circumstances of parents' children involvement with drugs and alcohol is</p>	<p>educational programs of the district successfully and safely.</p> <p>This Action is intended to ensure a safe and healthy environment for all students. By implementing a random drug-testing program for student athletes, the district aims to deter student-athletes from using drugs and alcohol, increase student-athlete engagement and academic performance, and reduce the risks of injury during athletic activity participation.</p> <p>Through education of students on the dangers and implications of drug and alcohol use, the district will promote a drug-free environment that enhances the overall school climate, making it safer and more conducive to learning, and reduce suspensions due to drug and alcohol-related offenses. In addition, students identified as testing positive for drug use or participating in drug-related activities that violate the district' drug and alcohol policy will receive tier 2 intervention. The district will also provide drug and alcohol counseling to any student on a volunteer basis.</p> <p>Because involvement in drug-related activities can involve any student (not just Unduplicated Pupils) and impact the greater whole, this Action will support drug and alcohol related education for all students and the needs of any student needing intervention and services, and therefore will be implemented LEA-wide."</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>inadequately addressed or not addressed at all. This directly impacts a student's ability to engage in learning, interact positively with peers on campus, and in some cases play a role in unsafe behavior on campus.</p> <p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p> <p>Scope: LEA-wide</p>		
3.16	<p>Action: Rehabilitation Specialist</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%. The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD.</p> <p>Additionally, ACHS is rated lowest performing on the California Dashboard for suspensions for: All Students, Hispanic Students, and SED Students.</p>	<p>Accelerated Charter High School has a low-income rate of over 90%. During LCAP parent meetings and results of LCAP surveys, parents have requested additional systems of support to help support students with decision making skills.</p> <p>Accelerated Charter High School is a credit recovery high school for the Tulare Joint Union High School District. As students attend ACHS specifically because they are behind on credits, they are also at-risk of poor behavior decisions. A rehabilitation specialist provides additional support for the campus and these students. The rehabilitation specialist will be working with</p>	3.7 and 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: Schoolwide</p>	<p>students, providing tier 2 and tier 3 interventions, specifically directed at supporting good behavior and reducing the suspension rate at ACHS.</p> <p>This action will only be implemented at Accelerated Charter High School</p>	
<p>3.17</p>	<p>Action: Additional Performing Arts Teachers</p> <p>Need: Students have directly requested more opportunities to participate in these Fine Arts programs through the LCAP survey, and this includes specific questions regarding student connectivity to school.</p> <p>Improving student connectivity to school in an effort to reduce suspensions on campus. Accessibility and opportunities for all students, including EL, Foster Youth, and Low Income students, to participate in more performing arts classes.</p> <p>Scope: LEA-wide</p>	<p>All of our students, including our unduplicated students, may not have the opportunity to participate in programs like this outside of school. The cost of participating in outside dance organizations can be very expensive. Giving all of our students the opportunity to participate in these programs not only gives them a great fine art experience, but builds on their connectivity to school and a sense of belonging and accomplishment.</p> <p>By creating this action, all students, including EL, Foster Youth, and Low Income students will have more opportunities to feel connected to school by participating in Choir and Dance programs throughout the Tulare Joint Union High School District. Additionally, this action will help with the necessary supplies, equipment, and uniforms that are required of students who participate in these programs, allowing more students to access these programs.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>3.18</p>	<p>Action: Web filtering Software to monitor technology use pertaining to safety</p> <p>Need: LCAP survey data shows that students continue to have ideation regarding self-harm, or harming others. Survey data also reveals how students feel about their peers, a sense of belonging, and how they feel about themselves.</p> <p>Supporting students as it pertains to their Social-Emotional well being as well as providing preventative interventions to students regarding safety, well being, and making good choices at school</p> <p>Scope: LEA-wide</p>	<p>As students continue to express feelings of self-harm and struggle with self-efficacy, this web filtering program allows administration to step-in when alerted to ideation, thoughts, or expressions that may lead to self-harm or the harm of others.</p> <p>Lightspeed technology is a web filtering program that allows staff to monitor the technology use of our students as it pertains to their own safety, the safety of other students and staff, and the safety of the school. This technology program "alerts" staff anytime a student enters information on their chromebook pertaining to self-harm, harming others, violence, abuse, bullying, drugs and alcohol, violent or criminal ideation, and other safety concerns. This information allows us to provide supports and interventions for students who might be self-harming themselves, wanting to harm others, or are participating in or are victims of some type of abuse.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>3.5, 3.6, 3.7, 3.8, and 3.11</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.1</p>	<p>Action: Staff development on embedding ELD standards and instructional strategies in core classes.</p> <p>Need: Continuing to provide staff that works with our EL students, professional development opportunities where staff can learn how to better serve our EL students academically as well as connecting them to school.</p> <p>The Tulare Joint Union High School District has 765 EL, with over 30 EL at Tulare Union, Tulare Western, and Mission Oak High Schools and 385 LTELs, with over 15 LTELs at Tulare Union, Tulare Western, and Mission Oak High Schools.</p> <p>Additionally, EL students at Mission Oak have been identified as low performing on EL progress and the ELA academic indicator. Also, EL students at Tulare Union and Tulare Western have been identified as low performing on the Math academic indicator.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Staff throughout the district will participate in professional development opportunities that will benefit English Learner students academically, in order to support academic achievement and language acquisition skills throughout the district.</p> <p>Staff throughout the district will also participate in professional development opportunities that will benefit Long-Term English Learners (LTELs) students academically, in order to support their academic achievement and language acquisition skills throughout the district.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, and 2.13</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.2</p>	<p>Action: ELD Coaches</p> <p>Need: The Tulare Joint Union High School District has 765 EL, with over 30 EL at Tulare Union, Tulare Western, and Mission Oak High Schools and 385 LTELS, with over 15 LTELS at Tulare Union, Tulare Western, and Mission Oak High Schools.</p> <p>Additionally, EL students at Mission Oak have been identified as low performing on EL progress and the ELA academic indicator. Also, EL students at Tulare Union and Tulare Western have been identified as low performing on the Math academic indicator.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>ELD Coaches specifically work with all teachers on implementing ELD standards and instructional strategies to better serve our English Learner (EL) students and Long-term English Learner (LTEs) academically as well as connecting them to school. Staff will work with coaches on lesson design, instructional strategies, and interventions that are geared to support both EL and LTEL students.</p>	<p>2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, and 2.13</p>
<p>2.3</p>	<p>Action: English Language Development Program</p> <p>Need: The Tulare Joint Union High School District has 765 EL, with over 30 EL at Tulare Union, Tulare Western, and Mission Oak High Schools and 385 LTELS, with over 15 LTELS at Tulare Union, Tulare Western, and Mission Oak High Schools.</p> <p>Additionally, EL students at Mission Oak have been identified as low performing on EL</p>	<p>This English Language Development Program is a tool for teachers to use as an instructional resource. This program is designed specifically to assist and support EL and LTEL students in acquiring language skills that will benefit them academically as well as on state mandated tests like the CAASPP and ELPAC.</p>	<p>2.1, 2.2, 2.7, 2.8, 2.11, and 2.12.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>progress and the ELA academic indicator. Also, EL students at Tulare Union and Tulare Western have been identified as low performing on the Math academic indicator.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>3.15</p>	<p>Action: IRC (Intervention Resource Classrooms)</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%. The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD). The Tulare Joint Union High School District has a Socioeconomically Disadvantaged rate of 79.5% For the Tulare Joint Union High School District Student's with Disabilities, 85.4% of these students are identified as low income, therefore this action is contributing.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>The Intervention Resource Classrooms (IRC) are being offered to provide additional support for students with disabilities, who are also low income, with challenging behaviors. This action provides a small classroom setting with a certificate teacher and two rehabilitation specialists who support the students academically, and with social-emotional skills. This action is directed at supporting these students in making good decisions as well as reducing the suspension rate among students with disabilities.</p>	<p>3.7 and 3.8</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>4.1</p>	<p>Action: Full-time Special Education Instructional Aides</p> <p>Need: The Tulare Joint Union High School District has 575 students with disabilities. The percentage of low-income students for the district is 79.5%. The percentage of students with disabilities that are low income is 85.4%, therefore this action is contributing, as we support our low income students with disabilities. Students with disabilities have been identified for the district as lowest performing for suspensions. Students with disabilities have been identified for school sites in the district as lowest performing at Tulare Union for ELA and Math, at Tulare Western for Suspensions, and at Mission Oak for Math, Suspensions, and CCI. Additionally, Tulare Union and Mission Oak are both in ATSI for students with disabilities.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Students with disabilities need additional support within the classroom during instructional time. Instructional Aides provide support to students through a variety of ways including, small group instruction, extra time to complete assignments, reading groups, note-taking groups, and tutorials. Hiring full-time aides in lieu of part-time aides provides a more consistent method of supporting students in the classroom that allows staff to build relationships and connections with students that keep students engaged in academic work and connected to school.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9</p>
<p>4.2</p>	<p>Action: Additional Tutoring Opportunities</p> <p>Need: The Tulare Joint Union High School District has 575 students with disabilities. The percentage of low-income students for the district is 79.5%. The percentage of students with disabilities that are low income is 85.4%, therefore this action is contributing, as we</p>	<p>We know that all students learn at a different pace. This is especially true for our students with disabilities. It is important to provide students additional time to master their learning. Providing students with disabilities additional time beyond the classroom for additional support and time in the form of tutoring is essential in supporting students to earn better grades, assessment scores, and ultimately meet graduation requirements. Additionally, students that are</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>support our low income students with disabilities. Students with disabilities have been identified for the district as lowest performing for suspensions. Students with disabilities have been identified for school sites in the district as lowest performing at Tulare Union for ELA and Math, at Tulare Western for Suspensions, and at Mission Oak for Math, Suspensions, and CCI. Additionally, Tulare Union and Mission Oak are both in ATSI for students with disabilities.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>successful in the classroom also feel more connected to the school, participate in extra-curricular activities, which ultimately leads to a lower suspension rate as well.</p>	
<p>4.3</p>	<p>Action: Speech Language Pathologist</p> <p>Need: The Tulare Joint Union High School District has 575 students with disabilities. The percentage of low-income students for the district is 79.5%. The percentage of students with disabilities that are low income is 85.4%, therefore this action is contributing, as we support our low income students with disabilities. Students with disabilities have been identified for the district as lowest performing for suspensions. Students with disabilities have been identified for school sites in the district as lowest performing at Tulare Union for ELA and Math, at Tulare Western for Suspensions, and at Mission Oak for Math, Suspensions, and CCI. Additionally,</p>	<p>Many of the district's students with disabilities require specialized services pertaining to speech, identified in the student's IEP (Individual Education Plan). This action will support each of these students and their IEP, which is directly related to our student's academic success and well being.</p>	<p>4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Tulare Union and Mission Oak are both in ATSI for students with disabilities.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

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

The district does not have these types of Actions in the 2024-2025 LCAP.

Additional Concentration Grant Funding

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

Through the input of all Educational Partners, additional concentration grant add-on funding will be used to increase the following staff to provide direct services to students that have a high concentration of foster youth, English learners, and low-income students:

Goal #1 - Action #11 - Three RTI Teachers, one at each comprehensive high school.

Goal #3 - Action #9 - Learning Director at Tech Prep and Countryside High School.

Goal #4 - Action #1 - Three additional Special Education Instructional Aides, one at each comprehensive high school.

Goal #4 - Action #3 - Speech Language Pathologist

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:28 is the average including continuation and community day schools.
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19.5 is the average including continuation and community day schools

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	63,656,769	20,285,821	31.868%	1.691%	33.559%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$22,282,980.00	\$147,901.00	\$0.00	\$0.00	\$22,430,881.00	\$19,939,275.00	\$2,491,606.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reading Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00	
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD services from Solution Tree.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$196,950.00	\$1,070,985.00	\$1,267,935.00				\$1,267,935.00	
1	1.3	Data management system	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$85,000.00	\$85,000.00				\$85,000.00	
1	1.4	Courses for advancement and credit recovery through summer school, winter intercession and before and after school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$789,045.00	\$0.00	\$789,045.00				\$789,045.00	
1	1.5	Expository Reading and Writing Course as the senior English class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$1,038,180.00	\$0.00	\$1,038,180.00				\$1,038,180.00	
1	1.6	PLC core content leads	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$79,750.00	\$0.00	\$79,750.00				\$79,750.00	
1	1.7	Mathematics coaches	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	Specific Schools: Mission Oak,	Ongoing	\$541,800.00	\$0.00	\$541,800.00				\$541,800.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income	Tulare Union, and Tulare Western 9-12									
1	1.8	Honors and Advanced Placement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$3,649,780.00	\$0.00	\$3,649,780.00				\$3,649,780.00	
1	1.9	Linked Learning Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$654,730.00	\$0.00	\$654,730.00				\$654,730.00	
1	1.10	Career-technical education courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$4,978,540.00	\$0.00	\$4,978,540.00				\$4,978,540.00	
1	1.11	Response to Intervention Teachers (RTI)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union and Tulare Western 9-12	Ongoing	\$427,720.00	\$0.00	\$427,720.00				\$427,720.00	
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12		\$11,030.00	\$0.00	\$11,030.00				\$11,030.00	
2	2.2	ELD Coaches	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Tulare Union, Tulare Western and Mission Oak 9-12		\$262,950.00	\$0.00	\$262,950.00				\$262,950.00	
2	2.3	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					ated Student Group(s)		9-12									
3	3.1	Parent Institute for Quality Education (PIQE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$6,400.00	\$60,000.00	\$66,400.00				\$66,400.00	
3	3.2	Parent Square	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$32,600.00	\$32,600.00				\$32,600.00	
3	3.3	Increase participation in Site and District Parent Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
3	3.4	Counselor positions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western, Mission Oak 9-12	Ongoing	\$2,075,860.00	\$0.00	\$2,075,860.00				\$2,075,860.00	
3	3.5	PBIS Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
3	3.6	Attendance Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$162,640.00	\$0.00	\$162,640.00				\$162,640.00	
3	3.7	Mental Health Services for Countryside High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Countryside High School 9-12	Ongoing	\$0.00	\$110,000.00	\$110,000.00				\$110,000.00	
3	3.8	Additional full-time Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$1,377,540.00	\$0.00	\$1,377,540.00				\$1,377,540.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.9	Learning Director at Tech Prep and Countryside High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tech Prep and Countryside 9-12	Ongoing	\$185,980.00	\$0.00	\$185,980.00				\$185,980.00	
3	3.10	Training to staff on how to improve connections between students and create a safe environment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	Ongoing	\$20,000.00	\$480,000.00	\$500,000.00				\$500,000.00	
3	3.11	Full-time social workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$710,600.00	\$0.00	\$710,600.00				\$710,600.00	
3	3.12	Additional LVN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$100,240.00	\$0.00	\$100,240.00				\$100,240.00	
3	3.13	Rehabilitation Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	Ongoing	\$336,360.00	\$0.00	\$336,360.00				\$336,360.00	
3	3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$302,200.00	\$302,200.00				\$302,200.00	
3	3.15	IRC (Intervention Resource Classrooms)	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Mission Oak, Tulare Union and Tulare Western 9-12	Ongoing	\$1,011,920.00	\$0.00	\$1,011,920.00				\$1,011,920.00	
3	3.16	Rehabilitation Specialist	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter	Ongoing	\$116,290.00	\$0.00	\$116,290.00				\$116,290.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School 10-12									
3	3.17	Additional Performing Arts Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$272,780.00	\$52,820.00	\$325,600.00				\$325,600.00	
3	3.18	Web filtering Software to monitor technology use pertaining to safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12		\$0.00	\$70,000.00	\$70,000.00				\$70,000.00	
4	4.1	Full-time Special Education Instructional Aides	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	ongoing	\$640,390.00	\$0.00	\$640,390.00				\$640,390.00	
4	4.2	Additional Tutoring Opportunities	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools 9-12	ongoing	\$12,180.00	\$0.00	\$12,180.00				\$12,180.00	
4	4.3	Speech Language Pathologist	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	ongoing	\$133,720.00	\$0.00	\$133,720.00				\$133,720.00	
5	5.1	Hire a full-time Social Worker	All	No			Specific Schools: Tech Prep and Countryside High Schools 9-12	ongoing	\$145,900.00	\$0.00		\$145,900.00			\$145,900.00	
5	5.2	Hazel Health	All	No			Specific Schools: Tech Prep and Countryside	Ongoing	\$0.00	\$2,001.00		\$2,001.00			\$2,001.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							de High Schools 9-12									

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
63,656,769	20,285,821	31.868%	1.691%	33.559%	\$22,282,980.00	0.000%	35.005 %	Total:	\$22,282,980.00
								LEA-wide Total:	\$16,366,780.00
								Limited Total:	\$2,122,190.00
								Schoolwide Total:	\$3,794,010.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$125,000.00	
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD services from Solution Tree.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,267,935.00	
1	1.3	Data management system	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$85,000.00	
1	1.4	Courses for advancement and credit recovery through summer school, winter intercession and before and after school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$789,045.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Expository Reading and Writing Course as the senior English class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,038,180.00	
1	1.6	PLC core content leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$79,750.00	
1	1.7	Mathematics coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	\$541,800.00	
1	1.8	Honors and Advanced Placement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$3,649,780.00	
1	1.9	Linked Learning Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$654,730.00	
1	1.10	Career-technical education courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$4,978,540.00	
1	1.11	Response to Intervention Teachers (RTI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union and Tulare Western 9-12	\$427,720.00	
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	\$11,030.00	
2	2.2	ELD Coaches	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Tulare Union, Tulare Western and Mission Oak 9-12	\$262,950.00	
2	2.3	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	\$50,000.00	
3	3.1	Parent Institute for Quality Education (PIQE)	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	\$66,400.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Parent Square	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$32,600.00	
3	3.3	Increase participation in Site and District Parent Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$6,000.00	
3	3.4	Counselor positions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western, Mission Oak 9-12	\$2,075,860.00	
3	3.5	PBIS Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$45,000.00	
3	3.6	Attendance Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$162,640.00	
3	3.7	Mental Health Services for Countryside High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Countryside High School 9-12	\$110,000.00	
3	3.8	Additional full-time Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,377,540.00	
3	3.9	Learning Director at Tech Prep and Countryside High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tech Prep and Countryside 9-12	\$185,980.00	
3	3.10	Training to staff on how to improve connections between students and create a safe environment	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	\$500,000.00	
3	3.11	Full-time social workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$710,600.00	
3	3.12	Additional LVN	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	\$100,240.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.13	Rehabilitation Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	\$336,360.00	
3	3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$302,200.00	
3	3.15	IRC (Intervention Resource Classrooms)	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Mission Oak, Tulare Union and Tulare Western 9-12	\$1,011,920.00	
3	3.16	Rehabilitation Specialist	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Accelerated Charter High School 10-12	\$116,290.00	
3	3.17	Additional Performing Arts Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$325,600.00	
3	3.18	Web filtering Software to monitor technology use pertaining to safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$70,000.00	
4	4.1	Full-time Special Education Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	\$640,390.00	
4	4.2	Additional Tutoring Opportunities	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools 9-12	\$12,180.00	
4	4.3	Speech Language Pathologist	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$133,720.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$24,238,365.00	\$22,985,512.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	PLC/PD release time	Yes	\$112,930.00	\$10,000.00
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards	Yes	\$1,262,355.00	\$1,260,935.00
1	1.3	Data management system	Yes	\$67,000.00	\$67,000.00
1	1.4	Courses for advancement through summer school, winter intercession and before and after school	Yes	\$777,555.00	\$789,045.00
1	1.5	Expository Reading and Writing Course as the senior English class	Yes	\$1,200,000.00	\$1,232,550.00
1	1.6	PLC core content leads	Yes	\$41,470.00	\$44,800.00
1	1.7	Mathematics coaches	Yes	\$420,000.00	\$425,187.00
1	1.8	Honors and Advanced Placement courses	Yes	\$4,500,000.00	\$4,630,120.00
1	1.9	Linked Learning Pathways	Yes	\$585,000.00	\$594,100.00
1	1.10	Career-technical education courses	Yes	\$4,555,960.00	\$4,710,250

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Additional Performing Arts Teachers	Yes	\$690,000.00	\$323,575.00
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Yes	\$5,130.00	\$4,950.00
2	2.2	ELD Coaches	Yes	\$335,550.00	\$325,400.00
3	3.1	Parent Institute for Quality Education (PIQE)	Yes	\$64,740.00	\$61,500.00
3	3.2	ParentSquare	Yes	\$28,430.00	\$28,430.00
3	3.3	Increase participation in Site and District Parent Meetings	Yes	\$6,000.00	\$6,000.00
3	3.4	Additional Counselor position	Yes	\$2,240,320.00	\$2,065,150.00
3	3.5	PBIS Student Incentives	Yes	\$45,000.00	\$45,000.00
3	3.6	Attendance Coordinator	Yes	\$150,000.00	\$146,350.00
3	3.7	Mental Health Services for Countryside High School	Yes	\$105,000.00	\$110,000.00
3	3.8	Additional full-time Psychologists	Yes	\$1,600,000.00	\$1,478,400.00
3	3.9	Behavior Specialist/Counselor at Tech Prep High School	Yes	\$159,530.00	\$157,400.00
3	3.10	Training to staff on how to improve connections between students and create a safe environment	Yes	\$2,415,690.00	\$1,365,700.00
3	3.11	Full-time social workers	Yes	\$676,000.00	\$702,850.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	Additional LVN	Yes	\$201,040.00	\$203,550.00
3	3.13	Rehabilitation Specialists	Yes	\$277,700.00	\$289,650.00
3	3.14	Drug testing for athletes and Drug and alcohol counseling for students	Yes	\$165,825.00	\$263,970.00
3	3.15	IRC	Yes	\$1,048,700.00	\$1,116,240.00
3	3.16	Rehabilitation Specialist	Yes	\$101,470.00	\$107,790.00
4	4.1	Full-time Special Education Instructional Aides	No	\$389,970.00	\$410,075.00
4	4.2	Additional Tutoring Opportunities	No	\$10,000.00	\$9,545.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,682,573	\$23,838,395.00	\$22,565,892.00	\$1,272,503.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	PLC/PD release time	Yes	\$112,930.00	10,000		
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards	Yes	\$1,262,355.00	1,260,935		
1	1.3	Data management system	Yes	\$67,000.00	67,000		
1	1.4	Courses for advancement through summer school, winter intercession and before and after school	Yes	\$777,555.00	789,045		
1	1.5	Expository Reading and Writing Course as the senior English class	Yes	\$1,200,000.00	1,232,550		
1	1.6	PLC core content leads	Yes	\$41,470.00	44,800		
1	1.7	Mathematics coaches	Yes	\$420,000.00	425,187		
1	1.8	Honors and Advanced Placement courses	Yes	\$4,500,000.00	4,630,120		
1	1.9	Linked Learning Pathways	Yes	\$585,000.00	594,100		
1	1.10	Career-technical education courses	Yes	\$4,555,960.00	4,710,250		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Additional Performing Arts Teachers	Yes	\$690,000.00	323,575		
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Yes	\$5,130.00	4,950		
2	2.2	ELD Coaches	Yes	\$335,550.00	325,400		
3	3.1	Parent Institute for Quality Education (PIQE)	Yes	\$64,740.00	61,500		
3	3.2	ParentSquare	Yes	\$28,430.00	28,430		
3	3.3	Increase participation in Site and District Parent Meetings	Yes	\$6,000.00	6,000		
3	3.4	Additional Counselor position	Yes	\$2,240,320.00	2,065,150		
3	3.5	PBIS Student Incentives	Yes	\$45,000.00	45,000		
3	3.6	Attendance Coordinator	Yes	\$150,000.00	146,350		
3	3.7	Mental Health Services for Countryside High School	Yes	\$105,000.00	110,000		
3	3.8	Additional full-time Psychologists	Yes	\$1,600,000.00	1,478,400		
3	3.9	Behavior Specialist/Counselor at Tech Prep High School	Yes	\$159,530.00	157,400		
3	3.10	Training to staff on how to improve connections between students and create a safe environment	Yes	\$2,415,690.00	1,365,700		
3	3.11	Full-time social workers	Yes	\$676,000.00	702,850		
3	3.12	Additional LVN	Yes	\$201,040.00	203,550		
3	3.13	Rehabilitation Specialists	Yes	\$277,700.00	289,650		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.14	Drug testing for athletes and Drug and alcohol counseling for students	Yes	\$165,825.00	263,970		
3	3.15	IRC	Yes	\$1,048,700.00	1,116,240		
3	3.16	Rehabilitation Specialist	Yes	\$101,470.00	107,790		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
63,248,358	19,682,573	6.25%	37.370%	\$22,565,892.00	0.000%	35.678%	\$1,069,703.37	1.691%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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