

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 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)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Passing rate of C or better in ELA courses based on semester grades</p> <p>19-20 84%</p> <p>Baseline 83%</p>	78%
<p>Metric/Indicator Passing rate with a C or better in Mathematics courses based on semester grades</p> <p>19-20 75%</p> <p>Baseline 74%</p>	62%

Expected	Actual
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 59%</p> <p>Baseline 55%</p>	53% (2018-2019 Data)
<p>Metric/Indicator Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 29%</p> <p>Baseline 25%</p>	24% (2018-2019 Data)
<p>Metric/Indicator Passing rate of C or better in Science courses based on semester grades</p> <p>19-20 80%</p> <p>Baseline 79%</p>	75%
<p>Metric/Indicator Passing rate of a C or better in Social Studies courses based on semester grades</p> <p>19-20 89%</p> <p>Baseline 86%</p>	86%
<p>Metric/Indicator</p>	1,217

Expected	Actual
Students enrolled Honors and/or Advanced Placement courses 19-20 1,200 Baseline 1,004	
Metric/Indicator Students enrolled in CTE courses 19-20 3,600 Baseline 3,521	3,718
Metric/Indicator Special Ed students enrolled in CTE courses 19-20 70% Baseline 54%	318 (75.5%)
Metric/Indicator Students enrolled in Linked Learning courses 19-20 495 Baseline 331	461
Metric/Indicator A-G rates (Seniors eligible to attend a CSU/UC) 19-20 43% Baseline 39% (2015-2016 data)	40.5%

Expected	Actual
<p>Metric/Indicator English EAP rates (Juniors college ready in English as measured through the CAASPP)</p> <p>19-20 25%</p> <p>Baseline 19% (2015-2016 data)</p>	21% (2018-2019 Data)
<p>Metric/Indicator Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP)</p> <p>19-20 12%</p> <p>Baseline 8% (2015-2016 Data)</p>	9% (2018-2019 Data)
<p>Metric/Indicator Advanced Placement Passage rates (3 or better)</p> <p>19-20 40%</p> <p>Baseline 34% (2015-2016 Data)</p>	56%
<p>Metric/Indicator Graduation rate</p> <p>19-20 96%</p> <p>Baseline 87% (2015-2016 Data)</p>	96%
<p>Metric/Indicator Dropout Rate</p> <p>19-20 3%</p>	3.3%

Expected	Actual
<p>Baseline 12% (2015-2016 Data)</p>	
<p>Metric/Indicator Teachers teaching without a full credential</p> <p>19-20 0</p> <p>Baseline 3</p>	19 teachers teaching without a full credential
<p>Metric/Indicator Subjects using state adopted materials</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Implementation of academic content and performance standards</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Percentage of all students including unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study</p> <p>19-20 100% of all students are enrolled in and have access to a Broad Course of Study.</p>	100%

Expected	Actual
<p>100% of students with exceptional needs are enrolled in a Broad Course of Study</p> <p>Baseline Baseline will be established with 2019-20 school year results.</p>	
<p>Metric/Indicator Teachers appropriately assigned</p> <p>19-20 100% of teachers are appropriately assigned"</p> <p>Baseline Baseline will be established with 2019-20 results</p>	<p>22% misassignments according to CalSAAS report</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$110,850</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$42,911</p>
<p>#2 Continue to provide professional development focused on:</p> <ul style="list-style-type: none"> • implementing and fostering 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 	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$78,820</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$227,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$48,625</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$192,630</p>
<p>#3 Continue to provide English language arts provided by staff members during the school day (double-blocked English courses, Mustang Academy, and Tribal Academy) for students identified through local criteria. This includes using Read 180 and Math 180 to support English learners and special education students. These classes specifically target our unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$276,490</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$265,846</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Core Curricula Materials 4000-4999: Books And Supplies Supplemental and Concentration \$50,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$35,228
#4 Continue to utilize the adopted data management system to allows teachers to create and administer assessments, as well as disaggregate and analyze results. Staff will use this data to identify the needs of our students and collaborate with their PLCs on how to support these needs.	Materials and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$60,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$39,741 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$33,726
#5 Continue to provide credit recovery courses for students at-risk of not graduating through summer school, winter intercession and before and after school. These classes specifically target our unduplicated students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$444,070 2000-2999: Classified Personnel Salaries Supplemental and Concentration 7,160 4000-4999: Books And Supplies Supplemental and Concentration \$23,600	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$279,343 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,708 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$31,212 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$14,911
#6 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 by pass the English placement test for California State Universities and the community college system.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$716,860	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$762,902
#7 Offer the math intervention lab at each comprehensive high school focused on supporting students who need additional help to master the standards. The lab will be offered during periods 1 through 7 of the	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$298,850	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$322,952

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
school day. This action will be expanded to provide more intervention labs.		
#8 Continue the Literacy coaches' time at three periods to support embedding literacy across all content areas.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$219,350	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$218,406
DISCONTINUE ACTION, all of our staff has been trained, training for new hires will be embedded in the New Teacher Training		
#10 Purchase instructional materials and supplies to support the implementation of the Next Generation Science Standards. These materials are above and beyond the core program and are focused on providing students with more relevant, hands-on activities.	4000-4999: Books And Supplies Supplemental and Concentration \$45,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$45,375
#11 Continue to provide professional learning community core content leads at comprehensive sites to lead the development of curriculum and data analysis, as we implement the common core and Next Generation Science Standards.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$38,250	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$36,225
#12 Increase the mathematics coaches' time to three periods at each comprehensive site to assist mathematics teachers in teaching Common Core mathematics standards.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$214,570	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$258,466
<p>#13 Continue to provide honors and advanced placement courses and support our unduplicated students in taking these courses. Our district offers the following Honors courses:</p> <p>English 1 Honors, English 2 Honors, Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, PreCalculus Honors, Biology Honors, Chemistry Honors, World History Honors, Portuguese IV Honors, Portuguese V Honors and Spanish Language Honors.</p> <p>Our district also offers the following Advanced Placement classes:</p> <p>Art History, English Language, English Literature, European History, Micro Economics, Psychology, Government, US History, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Environmental Science, Physics 1, Spanish</p>	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,754,910	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,694,505

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Language and Spanish Literature.</p> <p>The LCFF S/C funds have allowed us to expand our AP course offerings and to provide more opportunities for students who are low income, foster and/or English Learners.</p>		
#14 Continue to expand the number of students participating in Linked Learning pathways at all grade levels	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$579,990	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$361,947
#15 Continue to offer career-technical education courses throughout the district and support our unduplicated students in taking these courses including students with disabilities. Our district offers a variety of career-technical education classes including Intro to Foods, Advanced Foods, Careers with Children, Technology Core, Advanced Computer/Web Design, Intro to Industry, Auto, Woodshop, Health Occupations, Nursing Essentials, Accounting, Ag Mechanics, Dairy Skills, Ag Welding. This includes the salary for the proposed Director of Ag Education.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,703,890	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,722,544
DISCONTINUING ACTION; our new 4x4 schedule will allow students to complete these courses during the school day		
#17 Career exploration opportunities will be provided through other means.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,160

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 pandemic, we were unable to fully carryout all of our actions, specifically the actions aimed at supporting professional development (Goal 1 PLC/PD suport, Goal2 PD support). We also modified our summer school opportunities and did not expend our full budget. However, these funds were used to support additional Math Labs, Expository Reading and Writing Curriculum classes and we also offered more Career Technical Education classes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions included in Goal 1 focus on supporting all of our students to be college and career ready. This goal specifically includes providing continued professional development to our teachers in the area of common core standards, next generation science standards, and technology. This goal also includes continuing to focus on building a culture of collaboration through the Professional Learning Communities. The common core emphasis includes supporting all of our teachers with specific literacy strategies geared at emphasizing reading, writing and speaking skills in all courses. Literacy coaches play a key role in supporting literacy across the curriculum. Teachers were also once again provided with time to collaborate in their teams and address how to better meet the needs of their students. Strengthening the mathematics performance of our students is also included in this goal through providing a mathematics coach at each comprehensive sites, as well as providing a "just in time" and flexible math intervention built into the school day to support students in Algebra 1. Targeted professional development through Solution Tree was also provided to all of our math teachers, as well as PLC leads and department heads. This goal also includes actions that provide students with the opportunity to recover credits through classes offered during the nine-week sessions, winter intercession and summer school. Students were also provided with opportunities to prepare them for college and a career through the Expository Reading and Writing course, Honors and Advanced Placement courses, Linked Learning and CTE courses. Data managements systems were also supported through this goal and allow teachers and administrators to disaggregate student assessment data, discuss how to meet the needs of the students and make modifications to the curriculum and instruction. The metrics indicate that our district continues to make progress towards all students being college and career ready. Even though the percentage of students earning a C or better in the core courses has remained relatively unchanged and we had slight decrease in enrollment in the Linked Learning Program (26 students), our other indicators showed growth. The number of students enrolled in Honors and AP courses continued to increase, as well as the number of students enrolled in CTE courses (200 more students). We also had an increase in the percentage of students passing the AP exams (15% increease). Additionally, our district continued to experience an increase in our graduation rate from 94.3% to 96% and a decrease in our drop out rate from 4.8% to 3.3%.

Goal 2

All English Learners will improve their English Language Acquisition and achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of students scoring Well Developed or Level 4 on the ELPAC. For 2017-2018, this was a CELDT metric.</p> <p>19-20 35%</p> <p>Baseline 54% (2015-2016 Data)</p>	<p>12% (2018-2019)</p>
<p>Metric/Indicator Reclassification Rate</p> <p>19-20 26%</p> <p>Baseline 6% (2015-2016 Data) This percentage was incorrectly noted on the 2018-2019 LCAP as 17%.</p>	<p>28.9%</p>
<p>Metric/Indicator Passing rate of C or better for English Learners in Mathematics courses based on semester grades</p>	<p>38.2%</p>

Expected	Actual
<p>19-20 58%</p> <p>Baseline 57%</p>	
<p>Metric/Indicator Passing rate of C or better for English Learners in Social Studies courses based on semester grades</p> <p>19-20 79%</p> <p>Baseline 74%</p>	68.6%
<p>Metric/Indicator Passing rate of C or better for English Learners in Science courses based on semester grades</p> <p>19-20 65%</p> <p>Baseline 56%</p>	55%
<p>Metric/Indicator Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20 15%</p> <p>Baseline 18% (2015-2016 Data)</p>	8% (2018-2019 Data)
<p>Metric/Indicator Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)</p> <p>19-20</p>	1% (2018-2019 Data)

Expected	Actual
<p>6%</p> <p>Baseline 1% (2015-2016 Data)</p>	
<p>Metric/Indicator Graduation rate for English Learners</p> <p>19-20 93%</p> <p>Baseline 82% (2015-2016 Data)</p>	91.3%
<p>Metric/Indicator Dropout rate for English Learners</p> <p>19-20 6%</p> <p>Baseline 16% (2015-2016 Data)</p>	6.7%
<p>Metric/Indicator Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science</p> <p>19-20 Maintain implementation of English Language Development Standards in English, Mathematics, History, Science classes and elective courses</p> <p>Baseline Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science</p>	Maintain implementation of English Language Development Standards in English, Mathematics and History and implement in Science

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#1 Continue ELD support sections in the master schedule.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$607,120	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$514,409
#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,050	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$107
#3 Replace ELD coordinator with ELD Coaches at each of the 3 comprehensive sites to provide professional development and services targeted at supporting English Learners in their acquisition of the English Language.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$207,380	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$207,597

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Once again due to the COVID-19 pandemic, we were unable to fully carryout all the actions aimed at supporting professional development (Goal 2 ELD PD). We also had less ELD support sections in our master schedule. These funds were used to support the added cost of the CTE classes due to an increase in student interest. We are encouraging our EL students to complete a CTE pathway.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions included in Goal 2 support our English Learners in the acquisition of the English Language. This goal specifically includes providing professional development in the area of the English Language Development standards to our teachers, as well as provide them with strategies to support their English Learners. This goal also includes providing courses in the master schedule to support English Learners with the acquisition of the English Language. We also added ELD coaches to provide professional development to our staff and support services to English Learners in the acquisition of the English Language. ELD coaches have 4 periods designated for EL support. Our metrics indicate that we are making progress in supporting our English Learners towards the acquisition of the English Language. There was a significant increase in the percentage of students reclassified (2.5% to 28.9%). We did experience a slight decrease in the graduation rate (92.8% to 91.3%) and slight increase dropout rate (4.8 to 6.7%). Our data also shows that English Learners continue to struggle in passing the core classes with a C or better.

Goal 3

All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Pupil-to-counselor ratio</p> <p>19-20 300 to 1</p> <p>Baseline 300 to 1</p>	<p>300:1</p>
<p>Metric/Indicator Parent participation in the PIQE including parents of unduplicated pupils and individuals with exceptional needs.</p> <p>19-20 235</p> <p>Baseline 223</p>	<p>We were not able to finish our the PIQE program because of the pandemic.</p>
<p>Metric/Indicator Number registrations on the districts Parent Link app</p> <p>19-20 1,000</p> <p>Baseline</p>	<p>804 (2018-2019 Data)</p>

Expected	Actual
1,880	
<p>Metric/Indicator Parents participating at each of the DELAC and ELAC</p> <p>19-20 Increases the average to 12 parent at each ELAC meeting and 10 at DELAC.</p> <p>Baseline ELAC TU-8, 0, 16, 18 ELAC TW - 16, 14, 6, 5 ELAC MO- 1,11, 2, 10 DELAC- 3</p>	<p>ELAC TU- 4, 8, 3, last meeting canceled due to COVID shutdown ELAC TW - 15, 19, 25, canceled ELAC MO- 11, 10, 8, canceled DELAC- 3, 3, 0, canceled</p>
<p>Metric/Indicator District Attendance Rate</p> <p>19-20 97%</p> <p>Baseline 95%</p>	96.6%
<p>Metric/Indicator Number of students identified as chronic absentees</p> <p>19-20 358</p> <p>Baseline 408</p>	327 (5.5%) 2018-2019 Data
<p>Metric/Indicator District Suspension Rate</p> <p>19-20 3%</p> <p>Baseline 4.2% (2014-2015 Data)</p>	6.25%

Expected	Actual
<p>Metric/Indicator District Expulsion Rate</p> <p>19-20 0%</p> <p>Baseline 0% (2014-2015 Data)</p>	<p>.42%</p>
<p>Metric/Indicator William Uniform Complaints</p> <p>19-20 0</p> <p>Baseline 0</p>	<p>0</p>
<p>Metric/Indicator Facility Conditions per Facility Inspection Tool (FIT) Report</p> <p>19-20 Rating of "Good" or higher on FIT Report for all sites.</p> <p>Baseline Baseline to be established with 2019-20 facility conditions report.</p>	<p>Rating of "Good" or higher on FIT Report for all sites.</p>
<p>Metric/Indicator Pupils parents, and staff sense of safety and school connectedness. (Surveys)</p> <p>19-20 90% of student survey respondents report feeling that school provides a safe environment.</p> <p>95% of parent survey respondents report feeling that school provides a safe environment.</p>	<p>78% of student survey respondents report feeling that school provides a safe environment. 7.3% of the students disagreed or strongly disagreed with feeling safe at school.</p> <p>79% of parent survey respondents report feeling that school provides a safe environment. 7% of the parent survey respondents disagreed or strongly disagreed.</p> <p>85% of staff survey respondents report feeling that school provides is a safe environment. 4% of the staff survey respondents disagreed or strongly disagreed.</p>

Expected	Actual
<p>100% of staff survey respondents report feeling that school provides is a safe environment.</p> <p>75% of student survey respondents report feeling that school provides a caring and engaging environment.</p> <p>90% of parent survey respondents report feeling that school provides a caring and engaging environment.</p> <p>100% of staff survey respondents report feeling that school provides a caring and engaging environment.</p> <p>Baseline Baseline will be established with results of 2019-20 school surveys.</p>	<p>53% of student survey respondents report feeling that school provides a caring and engaging environment. 14% of the students disagreed or strongly disagreed with that school provides a caring and engaging environment.</p> <p>83% of parent survey respondents report feeling that school provides a caring and engaging environment. 2% of the parent survey respondents disagreed or strongly disagreed.</p> <p>90% of staff survey respondents report feeling that school provides a caring and engaging environment. 2% of the staff survey respondents disagreed or strongly disagreed.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites and alternative education.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$60,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,150</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$20,000</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$2,288</p>
<p>#2 Continue to provide Aeries Communication app to communicate information with parents. Provide training to staff and parents on use of Aeries Communication.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$18,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>#3 Increase District English Language Advisory Committe (DELAC), site English Language Advisory Committee (ELAC), Special Education and foster parent participation by recruiting parents through contact made by ELD Coordinator, site administrators and Family Community Liaisons. Provide refreshments at the district advisory meetings.</p>	<p>5900: Communications Supplemental and Concentration \$2,000</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$4,000</p>	<p>5900: Communications LCFF Supplemental and Concentration \$0</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,582</p>
<p>#4 Continue the 1 FTE Counselor position at all comprehensive sites in order better serve our unduplicated students.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$409,060</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$394,696</p>
<p>#5 Continue with Positive Behavioral Intervention and Support Student incentives.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$40,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,006</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>
<p>#6 Continue to fund full-time Attendance Officer to assist with improving student attendance, specifically reducing truancy.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$111,630</p>	<p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$114,941</p>
<p>#7 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$152,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$116,643</p>
<p>#8 Continue funding the four additional full-time Psychologists to better support our students with social-emotional needs.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$637,720</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$634,046</p>
<p>#9 Continue Behavior Specialist/Counselor at Tech Prep High School to support students with behavioral needs.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$121,930</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$122,383</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
#10 Provide training to staff on how to improve connections between students and create a safe environment (based on the student survey approximately 30% of the students did not feel that there was an adult on campus that cared about them).	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$22,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$28,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$347 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$14,531
DISCONTINUE ACTION, this is now being funded through our partnership with TCOE and the School Climate Transformation Grant.		
#12 Fund an additional LVN to better assist students with health needs	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$63,770	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$66,260
#13 Continue the Safe Student Intervention Program Gang Prevention and Intervention Services at the comprehensive and alternative sites, so that each site will have a full time coach.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$264,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$263,088
#14 Implement mandatory random drug testing for 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. This action will allow our district to go above and beyond in creating a drug-free environment at our schools.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$96,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$114,198
#15 Embed drug education in the Homework Labs to educate our students not only on the effects of drugs, but also on healthy coping skills to deal with life stresses. Use the research based program Towards No Drugs.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$36,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$36,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the COVID-19 pandemic, we were unable to fully carryout all of our actions. This impacted our ability to offer our PIQE program at two of our comprehensive sites. We also updated our parent communication program and the renewal occured after June 30th. In-person parent involvement meetings, professional development opportunities for our staff, and mental health servies provides to our students were also impacted due to COVID-19. However, these funds were used to support additional drug and alcohol counseling, as well as other actions in goal 1 (additional Math Labs, Expository Reading and Writing Curriculum classes and Career Technical Education courses).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions included in Goal 3 support our school sites in creating a positive learning environment, where all students feel welcomed, safe and engaged. Through this goal, we specifically provided services at our sites to support the well-being of our students. These services included continuing with the addition of the .50 FTE counselor at all sites, two additional psychologists, and an Attendance Officer. In 2018-19, we also added an LVN. This goal also continued to support our sites through SSIP coaches, mental health services, drug testing/drug and alcohol counseling and incentives to support PBIS. Student services were also increased at Tech Prep High School through hiring a Behavior Specialist Counselor. Another area of emphasis in this goal is parent communication, which includes the Parent Institute for Quality Education Program for our parents, reaching out to parents to attend parent advisory committee meetings and also using a variety of communication tools with our parents. This goal also included educating our students on the effects of drugs and alchol and how to use healthy coping skills to deal with life stresses. After reviewing the metrics associated with this goal, as well as the information collected from our stakeholders, it is evident that the pandemic did have a greater impact on this goal. We will continue to address student engagement and connectedness to school.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Not applicable	\$0	\$0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to Tulare County currently being on the state watchlist, our district spent the majority of 2020-2021 on Distance Learning. Once our County met the metrics that allow schools to reopen, TJUHSD transitioned into a Hybrid learning model. This did not take place until March 22, 2021.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due to Tulare County currently being on the state watchlist, our district spent the majority of 2020-2021 on Distance Learning. Once our County met the metrics that allow schools to reopen, TJUHSD transitioned into a Hybrid learning model. This did not take place until March 22, 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide prep buyouts and hire temporary teachers to support learning needs at sites.	\$747,130	\$850,797	No
Purchase instructional supplies, resources and software to support student learning, i.e. upgrading our assessment system to DnA to be able to provide teachers with the ability to use the live proctoring feature during assessments.	\$1,609,769	\$1,203,203	No
Purchase Chromebooks, MiFi's, server upgrades and other technology programs to support Distance Learning.	\$906,810	\$1,443,694	Yes
Provide professional development to staff on student engagement via Distance Learning, as well as additional support with Zoom and the flipped classroom model, i.e. CTE PD Day, ICEV Program and support provided through the Math Coaches.	\$214,200	\$169,169	No
Hire additional special education teachers to provide services to student with special needs in smaller settings.	\$237,700	\$178,277	Yes
Purchase instructional resources for students with unique learning needs.	\$65,000	\$151,168	Yes
Purchase Personal Protective Equipment for classroom teachers, sanitizing equipment and supplies.	\$100,000	\$203,322	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional tech support for Distance Learning to students and staff.	\$104,000	\$32,158	No
Provide tutoring at lunch time to students with unique needs.	\$41,000	\$3,002	Yes
Hire tutors to support students in ELD courses with language development skills. Tutors can monitor break out rooms and allow English Learners to practice their language skills.	\$22,000	\$23,265	Yes
Hire additional instructional paraprofessionals to provide support to special ed students.	\$8,000	\$23,513	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

All the planned actions were implemented, however there were differences between the budgeted expenditures and the actual expenditures.

- There was a need for additional prep buyouts and/or temporary teachers to support the needs of all the sites. \$747,130 vs \$850,797
- We expended less funds on instructional supplies, resources and software to support student learning. \$1,609,769 vs \$1,203,203
- Due to the different rural areas that our students live in (Tipton, Pixley, Earlimart, Waukena), we required more funds to support accessibility to Distance Learning (WiFi for Zoom). \$906,810 vs \$1,443,694
- The planned professional development for staff on student engagement via Distance Learning, as well as additional support with Zoom and the flipped classroom model, required less funds than budgeted. \$214,200 vs \$169,169
- We did not hire as many Special Education temporary teachers as we initially planned. \$237,700 vs \$178,277
- There was a need for additional instructional resources for our students with unique learning needs, specifically our hearing impaired students. \$65,000 vs. \$151,168
- Our teachers taught from their classroom during Distance Learning. This required the purchase of additional Personal Protective Equipment for classroom teachers, as well as sanitizing equipment and supplies. Student small cohorts were also utilized to support EL, Special Ed and students with unique needs. \$100,000 vs \$203,322
- We hired additional tech support for our our Distance Learning. We were unable to hire until the middle of the first semester. This impacted our ability to use the budgeted funds. \$104,000 vs \$32,158
- It was difficult to find staff to tutor during lunch. \$41,000 vs \$3,002

- Due to the need to support small cohorts for our Special Education students, there was a need for additional Special Education Aides. \$8,000 vs \$23,513

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our successes include creating a Distance Learning schedule for students and staff similar to our regular schedule. The schedule consisted of synchronous instruction (live instruction via Zoom with the teacher) and asynchronous instruction where students are assigned activities to complete that build on or prepare students for the Zoom instruction. The schedule can be accessed at bit.ly/TJUHSDBellschedule. Professional development was provided to teachers on how to use a flipped learning model and check for understanding prior to the live Zoom class. TJUHSD staff previously had access to a variety of technology tools to check for understanding such as Peardeck, NearPod, and EdPuzzle and differentiate instruction based on students' needs. Additional licenses and tools were added to support our staff with Distance Learning. We upgraded our IO Assessment suite to the Data and Assessment Platform (DnA), which allows for live proctoring of the assessments and teachers have the ability to assign a Personalized Review Assignment to students based on the assessment results. Google Classroom and other tools were used to assign and collect student work. The schedule also had built in time for our departments and subject matter teams to plan together and modify assignments in their Professional Learning Communities (PLCs). Our teachers adjusted the curricular maps to align with the instructional time available through Distance Learning. Our district also trained our teachers on the use of breakout rooms to provide an opportunity for students to be able to collaborate and communicate with their classmates. Counselors also encouraged students with room in their schedule to take dual enrollment college courses through our local community colleges. The instructional programs and applications supported by our district are organized in a presentation, which includes information about the program, as well as links to resources and/or training on how to use the program. The link to the presentation is included here.

https://docs.google.com/presentation/d/1x2rOXkd_-xryCQgMlpTG79uEN3RFuQPaedwhkFvbm9Q/edit?usp=sharing We also continued to provide our teachers with new Zoom updates and support on how to use the new features.

Our 1:1 implementation of take home chromebooks in 2017-2018 at the comprehensive sites, helped with our transition to Distance Learning. Our Opportunity Education students also had access to the chromebooks in the classroom, but were not able to take them home until this school year. Through the 1 Million Project grant that our district received in 2018-2019, approximately 1,149 of our socioeconomically disadvantaged students already had access to hotspots. However, they only had access to 10 GB of data to use monthly. Due to the bandwidth required for Zoom, our district purchased additional hotspots with unlimited data. These hotspots provide better coverage for students who live outside of city limits. Our teachers and administrators did an excellent job calling students who were not joining the Zoom classes so that we were able to provide the students with the necessary connectivity. We also provided our certificated staff members with a newer Chromebook, a webcam and dual monitors to be able to support Zoom. Our district also expanded our tech call center to be able to better support our students and staff with Zoom and chromebook issues.

TJUHSD reviewed the roles and responsibilities of the staff assigned to each campus and how these positions are affected by not having students on campus. Even though our students were not on campus, one of our priorities consisted of providing social/emotional support to our students. Our counselors took lead in this area by engaging with their student load monthly. This included using a survey, Panorama, to check on students socioemotional health. Assistant principals, deans and counselors also worked together to make sure that our students participated in the live instruction and completed the additional work assigned. This included calling and making home visits when students were not connecting with the teachers. Our District Attendance Coordinator was also assigned to each site one day per week to support and help coordinate attendance accountability. We also have an administrator at each site who is the point of contact for COVID tracing. Our food service staff provided meals through a Grab-N-Go drive through model and Bus Stop Delivery. We also have classified positions at our campuses that directly support students. These positions include our Homework lab aides, In-House aides, AVID tutors and Special Ed Instructional Aides. These individuals were assigned to small cohorts to support students, as well as AVID teachers to support students learning through breakout rooms. Clerical staff assisted in contacting parents and students. Our transportation staff was responsible for deep cleaning of our buses and supporting the food service program with meal delivery. Additionally, during Distance Learning our Locker room Attendants were assigned to Maintenance and Operations department. Our Maintenance and Operations department modified the cleaning and sanitizing procedures to create a safe environment for our staff. This included using foggers daily to apply disinfectant on all campuses and facilities and cleaning and disinfecting "high touch" areas multiple times throughout the day using approved cleaners.

TJUHSD provided the supports listed below to assist students with unique needs, including English Learners, students with special needs, students in foster care and students who are experiencing homelessness.

- Tutoring at lunch time for English Learners
- ELD coaches office hours during their coaching periods to provide additional support to ELD students
- Use of Instructional Aides to support ELD students in small cohorts with their classes and also to practice their language skills
- Home visits to students to provide materials, supplies and support with online access
- Weekly communication with parents
- Afternoon Zooms led by paraprofessionals to provide additional support to students w/special needs
- Parent Orientations for students with special needs (Teacher of Record called home and spoke to parents)
- Provided teacher with Confidential Students Information sheet forms for students on an Individualized Education Program
- Informed Teachers of Students on 504 Plans
- Psychologists conducted "Check in/Check out" meetings via phone calls and emails to students
- Virtual Psych Testing for purposes of Assessment & Placement
- Used Panorama Surveys to address Social Emotional Wellness of Students
- Provided students with physical copies of work when appropriate
- Bridged the gap for Foster and Homeless Youth through continued supports such as connecting them to resources in Tulare County, providing Hot Spots for internet access, and etc.
- TJUHSD staff completed the Living Works: Mental Health Awareness & Suicide Training
- Utilized time during Zoom live sessions to connect to students

- Hired additional Special Education Teachers to provide smaller settings and services to students with special needs
- Recruited Psychological Intern to assist with Individual/Group Counseling related to IEP services
- Provided small group opportunities on campus for additional support to special education, EL, foster and homeless students, as well as students with unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide Mathematics labs built into the school schedule to support students in Algebra 1	\$218,400	\$89,830	Yes
Provide after school support, Saturday Academy and Winter session to support students with unique needs, students with learning loss, and students who earned an incomplete grade during the spring semester.	\$50,000	\$819	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The majority of planned actions were implemented, however there were differences between the budgeted expenditures and the actual expenditures.

- We provides Mathematics labs built into the school schedule to support students in Algebra 1 however we only spent \$89,830 prior to the original deadline of December 30, 2020, vs \$218,400
- Our intent was to provide after school support, Saturday Academy and Winter session to support students with unique needs, students with learning loss, and students who earned an incomplete grade during the spring semester. However, it was difficult to find teachers who were willing to provide these supports during the 1st semester. We did have a winter session, but the majority of the winter session took place after the original deadline of December 30, 2020, \$819 vs \$50,000.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

TJUHSD used a variety of data including formative and summative assessments, grades, attendance and survey results to identify students who needed additional support, particularly in the area of English Language Arts and Mathematics. Students who earned an incomplete during the spring semester of 2019-2020 had the opportunity for additional instruction in the specific course to improve their grade to passing. Through this process, 106 students improved their incomplete to a passing grade. Our district also provided intervention opportunities to students through a Saturday Academy and Winter Session. During winter session, 10 credit recovery

courses were offered through the small cohort model and 104 students earned 5 credits. Students who struggle in English and mathematics were also placed in the following support classes offered during the school day as part of the regular schedule:

- English Language Development support classes for students classified as English Learners
- Mathematics Lab for Algebra 1 students who need additional support in math. Students are able to move in and out of the Math Lab based on their learning needs and strength.
- English Intervention Courses at the freshmen and sophomore level for students who need additional support with literacy skills

We are also currently offering 18 credit recovery courses after school. These courses include English, Algebra, Geometry, World History, and US History. Students are also able to use Plato after school to recover credit in additional subject areas. Additional actions geared at addressing learning gaps in English Learners include tutoring at lunch time, office hours provided by ELD coaches on their coaching periods to provide additional support to ELD students, and using instructional aides to support students during their synchronous and asynchronous time. Students with exceptional needs were also supported through afternoon Zooms led by paraprofessionals. We have also hired additional Special Education teachers to provide smaller settings and services to students with special needs. Our counselors also engaged with their foster youth and homeless students on a regular basis and communicated their needs to their teachers. Based on the individual needs of these students, these students may also have been placed in the support classes and programs listed above.

Based on our first semester grades, the actions described above did have a positive impact in addressing Pupil Learning Loss to date. Through comparing our passing rates in our core courses from first semester of 2019-2020 to first semester of 2020-2021, the difference is not significant. In math, we experienced an improvement in student performance during the 1st semester of this school year as compared to 2019-2020. This can be attributed to our teachers using the supports described above to impact students learning and academic performance.

- Passing of courses with a C or better 2019-2020 versus 2020-2021
- English 76.9% vs 72.5%
- Mathematics 62.7% vs. 66.7%
- Science 75.2% to 70.7%
- History 85.6% to 76.9%

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Prior to COVID-19 and Distance Learning, one of our main goals as a District was to create a climate where all students are part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community. This included investing in psychologists to assist students with socioemotional needs and adding an additional counselor at each site. All of our certificated staff members have also participated in the "Living Works: Mental Health Awareness & Suicide Training" to be able to recognize warning signs and support our students with their mental health and social and emotional well being. The District has also purchased Panorama, a program which allows us to survey our students and identify specific students who need additional support in this area. Through a partnership with Tulare County Office of Education, Accelerated Charter also had a social worker to support students. Teachers, counselors and administrators also followed up with students regularly. Teachers are contacted students who were absent from their class, and counselors are focused on the mental health of their students by checking in with the students on their caseload monthly. Administrators also called students and conducted home visits. Our district also partnered with Recovery Resources to provide counseling to students who were experiencing alcohol and drug dependency issues. Through our Distance Learning Committee we will also continued to explore ways to provide students with opportunities to interact with each other and engage in co-and extracurricular activities while maintaining our basic health and safety measures.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

TJUHSD developed an Attendance/Re-engagement Process to engage students who were absent from the distance learning. Teachers contacted students daily who are absent from the Zoom session and informed the students/parents/guardians what they needed to complete to make-up the missed instruction. Teachers also documented the call on our Aeries Pre-Referral System. Three pre-referrals resulted in a referral to the Assistant Principal/Dean of Students who is then responsible for also calling the student/parent. Through these calls, our site teams learned about the needs of our students and how to best support them through Distance Learning. If the administrator was not able to get a hold of the student and/or parent, the next step consisted of a home visit. We also have multiple staff members who supported teachers and administrators who do not speak Spanish and were unable to directly communicate with the parents. Based on information collected during the calls and home visits, we also updated contact information in Aeries, in order to have the most up to date contact information for our students. Our sites also sent summer and fall newsletters to parents in English and Spanish. Aeries Communication was also used to communicate with parents regularly. Our district and site websites also contain pertinent information and the District Facebook is used to disseminate information. Our overall attendance data is very positive with a rate of 97.15%.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

TJUHSD continued to provide free meals to TJUHSD students through the Community Eligibility Provision for the 2020-2021 school year. Breakfast and lunch was distributed through two "Grab and Go" options of "On Campus" or "Off Campus". The "On Campus" option was available at the comprehensive sites on Tuesdays and Thursdays with two time frame options for pick up, 12:15 to 1:15 pm or 4:30 to 5:30 pm. Students were provided with two days of meals on Tuesday and three days on Thursdays. Through the "Off Campus" option students were provided with five days of meals at our regular bus top locations. Pick up times ranged from 12:45 pm to 2:30 pm. Our District also added a "Doordash-like" home delivery options for families who were unable to pick up the meals. This information was shared with families through our Aeries Communication and the District Facebook page.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Purchase the Panorama Program to collect information regarding students mental health and social emotional well-being	\$23,500	\$23,500	No
Mental Health and Social and Emotional Well-Being	Provide temporary social workers, counselors and/or opportunities for paid internships for psychologists to provide mental health support to our students.	\$100,000	\$11,795	Yes
Pupil Engagement and Outreach	Upgrade Aeries Communication to have access to additional features when sending voice, text and email messages to our students and parents.	\$35,000	\$35,822	No
School Nutrition	Purchase of equipment to be able to deliver meals to students at offsite locations.	\$25,000	\$24,606	Yes
School Nutrition	Provide transportation for bus stop meal distribution.	\$10,000	\$16,925	Yes
Pupil Engagement and Outreach	Conduct home visits to follow-up on student attendance engagement.	\$5,000	\$665	Yes
Pupil Engagement and Outreach	Use newsletters and other direct mail communication methods to provide information to parents who may have limited access to technology	\$8,400	\$12,631	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All the planned actions were implemented, however there were differences between the budgeted expenditures and the actual expenditures.

- We were unable to find in a timely manner the personnel to have temporary social workers, counselors and/or opportunities for paid internships for psychologists to provide mental health support to our students, \$11,795 vs. \$100,000.
- With our implementation of home delivery of meals, we spent more on providing transportation for meal distribution than originally budgeted, \$16,925 vs. \$10,000.

- Even though we conducted home visits to follow-up on student attendance engagement the costs was significantly less than what we budgeted for, \$665 vs. \$5,000.
- Our pupil engagement and outreach through the use of newsletters and other direct mail communication methods was more than the amount we originally budgeted for, \$12,631 vs \$8,400.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The data we collected from this school year was shared with our stakeholders and used in our LCAP development. This data specifically impacted our focus on maintaining a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students. As we are emerging from the pandemic, it is evident that our students need additional socio-emotional supports. We have included in our LCAP a full time social worker at each of our comprehensive sites. We are also adding an Intervention Resource Classroom at Tulare Union and Tulare Western to support students with at-risk behaviors, as well as additional counseling through Recovery Resources to support students who test positive or are suspended for incidents involving drugs and alcohol.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The LCAP will continue to focus on our students demonstrating successful completion of a broad course of study and meeting the a-g requirements upon graduation, in order to be prepared to transition to college or a career. 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 or transition into a career, as well as continue to monitor and address learning loss. Metrics included in the LCAP consist of successful completion of core classes with a C or better, CAASPP performance, AP Test passage rates and CTE completer status. These metrics will allow us to monitor our student academic progress. We are going to continue to provide PLC/PD release time both during and after the school day focused on supporting teachers in meeting the needs of our students. This includes our teachers using the results from formative and summative assessments to guide instruction and focus on the academic needs of our students. Math coaches and ELD coaches will also continue to support our teachers in identifying student gaps in learning and how to address the learning loss. Professional development will also be provided to teachers specifically focused on meeting the needs of our pupils with unique needs (Low Income, English Learners, Foster Youth).

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All the planned actions were implemented, however there were differences between the budgeted expenditures and the actual expenditures in the following areas:

- We budgeted \$906,810 to purchase Chromebooks, MiFi's, server upgrades and other technology programs to support Distance Learning. However, due to the different rural areas that our students live in (Tipton, Pixley, Earlimart, Waukena), we required more funds to support accessibility to Distance Learning (WiFi for Zoom). \$906,810 vs \$1,443,694
- We budgeted \$237,700 to hire additional special education teachers to provide services to student with special needs in smaller settings. However, we did not hire as many Special Education temporary teachers as we initially planned. \$237,700 vs \$178,277
- We budgeted \$65,000 to purchase instructional resources for students with unique learning needs. However, there was a need for additional instructional resources for our students with unique learning needs, specifically our hearing impaired students. \$65,000 vs. \$151,168
- We budgeted \$41,000 to provide tutoring at lunch time to students with unique needs. However, it was difficult to find staff to tutor during lunch. \$41,000 vs \$3,002
- We hired tutors to support students in ELD courses with language development skills. Tutors can monitor break out rooms and allow English Learners to practice their language skills. \$22,000 vs. \$23,265
- We budgeted \$8,000 to hire additional instructional paraprofessionals to provide support to special ed students. However, there was a need for more support that what we initially budgeted for. \$8,000 vs. \$23,513
- We provides Mathematics labs built into the school schedule to support students in Algebra 1 however we only spent \$89,830 prior to the original deadline of December 30, 2020, vs \$218,400.
- Our intent was to provide after school support, Saturday Academy and Winter session to support students with unique needs, students with learning loss, and students who earned an incomplete grade during the spring semester. However, it was difficult to find teachers who were willing to provide these supports during the 1st semester. We did have a winter session, but the majority of the winter session took place after the original deadline of December 30, 2020, \$819 vs \$50,000.
- We were unable to find in a timely manner the personnel to have temporary social workers, counselors and/or opportunities for paid internships for psychologists to provide mental health support to our students, \$11,795 vs. \$100,000.

- We purchased equipment to be able to deliver meals to students at offsite locations. \$25,000 vs. \$24,606
- With our implementation of home delivery of meals, we spent more on providing transportation for meal distribution than originally budgeted, \$16,925 vs. \$10,000.
- Even though we conducted home visits to follow-up on student attendance engagement the costs was significantly less than what we budgeted for, \$665 vs. \$5,000.
- Our pupil engagement and outreach through the use of newsletters and other direct mail communication methods was more than the amount we originally budgeted for, \$12,631 vs \$8,400.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the analysis and reflection of our student outcomes in 2019-2020, our greatest area of need continues to be our suspension indicator and performance on the mathematics portion of the CAASPP. In 2018-2019, our overall performance category for the suspension indicator was orange and we have three student groups in the red indicator, English Learners, Foster Youth and Homeless. Our two student groups previously in red, African American and Student with Disabilities, did improve to yellow and orange respectively. Even though our suspension rate for 2019-2020, decreased by .5%, this is an area that we need to continue to work on. The pandemic also impacted our ability to focus on Goal 3 and improve student behavior and engagement. For 2021-2022, we will continue to support Positive Behavioral Intervention and Supports, PBIS, at all of our sites, as well as providing additional interventions to support students with high risk behaviors. This includes adding full-time social workers at each of our comprehensive sites and reinstating the Campus Life Safe Student Intervention Program, SSIP, coaches to further support students. The SSIP coaches support students with high risk behaviors, specifically gang affiliation. We will also continue mandating drug testing for all of our athletes and will provide additional counseling for students who need more support. We will continue to provide training to our staff on how to build connections with students. We will also continue to focus on our mathematics instruction through our PLC work, which includes providing professional development and coaching to our teachers, as well as targeted supports for our students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	11,764,470.00	12,086,485.00
LCFF Supplemental and Concentration	85,000.00	12,086,485.00
Supplemental and Concentration	11,679,470.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	11,764,470.00	12,086,485.00
1000-1999: Certificated Personnel Salaries	10,447,160.00	10,888,257.00
2000-2999: Classified Personnel Salaries	185,710.00	187,197.00
4000-4999: Books And Supplies	243,600.00	205,304.00
5000-5999: Services And Other Operating Expenditures	526,000.00	438,002.00
5700-5799: Transfers Of Direct Costs	0.00	14,911.00
5800: Professional/Consulting Services And Operating Expenditures	360,000.00	352,814.00
5900: Communications	2,000.00	0.00
	2,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	11,764,470.00	12,086,485.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	10,888,257.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	10,447,160.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	187,197.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	185,710.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	21,000.00	205,304.00
4000-4999: Books And Supplies	Supplemental and Concentration	222,600.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	28,000.00	438,002.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	498,000.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	14,911.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	36,000.00	352,814.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	324,000.00	0.00
5900: Communications	LCFF Supplemental and Concentration	0.00	0.00
5900: Communications	Supplemental and Concentration	2,000.00	0.00
		2,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	8,870,660.00	9,432,363.00
Goal 2	819,550.00	722,113.00
Goal 3	2,074,260.00	1,932,009.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$4,055,609.00	\$4,281,568.00
Pupil Learning Loss	\$268,400.00	\$90,649.00
Additional Actions and Plan Requirements	\$206,900.00	\$125,944.00
All Expenditures in Learning Continuity and Attendance Plan	\$4,530,909.00	\$4,498,161.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$2,775,099.00	\$2,458,649.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$58,500.00	\$59,322.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,833,599.00	\$2,517,971.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,280,510.00	\$1,822,919.00
Pupil Learning Loss	\$268,400.00	\$90,649.00
Additional Actions and Plan Requirements	\$148,400.00	\$66,622.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,697,310.00	\$1,980,190.00

Local Control 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	Lucy Van Scyoc Superintendent	lucy.vanscyoc@tulare.k12.ca.us 559.688.2021

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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. We are a growing district that is currently serving over 5,700 students within our three comprehensive high schools, alternative education programs and adult education programs. 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, comprised of 75% socio-economically disadvantaged students and 11% English language learners. During the 2020-2021 school year, the District employed approximately 256 full-time and part-time teachers. 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. ELA teachers have developed Common Core State Standard units and have implemented them into their curriculum. 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 150 parents graduate each year. The CAASPP scores from 2018-19 indicated that 53% of our students met or exceeded the standards in English Language Arts, and 24% in Mathematics. Our district experienced a slight decrease in both of these areas as compared to the previous year. The district's 2019-2020 suspension rate is 6.2%, a decrease of 1.5% from the prior year, and a 0.42% expulsion rate. The district's 2019-2020 attendance rate is 96.6%. 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). A scheduled maintenance program is administered on a regular basis, with heavy maintenance functions occurring during vacation periods to ensure that school grounds and facilities remain in excellent repair.

Due to the COVID-19 pandemic, our District transitioned to Distance Learning on March 13, 2020. Since we are in our fifth year of being a 1:1 Chromebook District, our students had the technology to be able to transition to the online learning. However, we had to quickly adjust our curriculum and instruction model to be able to continue to provide instruction to our students. We did not introduce new curriculum after March 13th and instead focused the last 9 weeks of school year on reviewing the curriculum previously taught during the semester. Our District ended the 2019-2020 school year on Distance Learning and we continued with Distance Learning through March 19, 2021, at which time our County transitioned to the red tier.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Our greatest progress as evidenced by the 2019 Dashboard indicators and our metrics is our graduation rate and suspension rate. Our district continues to experience an increase in our graduation rate, 94.3% to 96% and a decrease in our dropout rate, 4.8% to 3.3%. Our suspension rate decreased from 7.7% to 6.2%. We also had an increase in the percentage of students passing the AP exams (15% increase). Additionally, our 2019-2020 metrics indicate that we are making progress in supporting our English Learners (ELL) towards the acquisition of the English Language. In 2019-2020, there was a significant increase in the percentage of students reclassified (2.5% to 28.9%). Additionally, through our work with Differentiated Assistance, we have been very strategic in supporting Foster Youth, Homeless, ELL's, and socioeconomically learners within the K12 Strong Workforce Project Work. District and site level teams are in the process of engaged collaboration with all stakeholders to finalize a high quality post-secondary plan for all students with a high level focus for these special student groups utilizing the improvement model. This work ensures a strong support with student outcomes of college attendance and/or career readiness immediately following graduation.

Our goals and actions in the LCAP continue to support these areas. Our specific goals addressing these areas focus on supporting students in their courses through tutoring, as well as providing targeted interventions and opportunities for credit recovery. We will also continue to provide professional development that aligns to the districts goals, specifically improving our math performance and supporting English Language Learners through embedding the English Language Development standards in the curriculum. We plan to continue to support these areas through providing a cohesive professional development plan for our staff, as well as continuing to offer support classes for our students, and opportunities for credit recovery.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the data, our greatest area of need continues to be our suspension indicator and performance on the mathematics portion of the CAASPP. Based on the 2019 Dashboard, our overall performance category for the suspension indicator was orange and we have a student

group in the red indicator, Homeless. Our student groups previously in red, English Learners, Foster Youth, and Homeless. Even though our suspension rate for 2019-2020, decreased by .5%, this continues to be that we need to work on. The pandemic also impacted our ability to focus on Goal 3 and improve student behavior and engagement. For 2021-2022, we will continue to support Positive Behavioral Intervention and Supports, PBIS, at all of our sites, as well as providing additional interventions to support students with high risk behaviors. This includes adding full-time social workers at each of our comprehensive sites and reinstating the Campus Life Safe Student Intervention Program, SSIP, coaches to further support students. The SSIP coaches support students with high risk behaviors, specifically gang affiliation. We will also continue mandating drug testing for all of our athletes and will provide additional counseling for students who need more support. Professional development for staff will focus on building connections with students. We will also continue to focus on our English and mathematics instruction through our PLC work, which includes providing professional development and coaching to our teachers, as well as targeted supports for our students. This will allow us to support significant student groups based on the 2019 Dashboard data. This includes English Language Learners and Students with Disabilities for English. Targeted supports for our students include English support classes focused on addressing the learning needs of our students, as well as adding tutors in our homework labs to better support our students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In this year's LCAP, we will continue to focus on preparing all students to be college and career ready, increasing the English Language acquisition of our English Learners and providing a safe and welcoming environment to all of our students. Based on our data and stakeholder input, we are going to add a full time social worker to each of our comprehensive sites. Our data shows the need for additional socioemotional support for our students. This action will be included in our LCAP Goal 3 Action 11. We are also going to reinstate the Safe Student Intervention Program coaches at all of our sites and include funds in the LCAP to support incentives for our PBIS program. Funding for Recovery Resources will also be increased in order to provide additional support to students who struggle with the use of drugs and alcohol.

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.

TJUHSD does not have any school eligible for comprehensive support and improvement.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

LCAP information and consultation sessions are held with CTA and CSEA. Union representatives attend BAC meetings and School Services budget sessions. Union bargaining sessions include LCAP considerations and discussions.

LCAP information was presented in English and Spanish. Stakeholder input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish. This input was collected from students, staff, parents and community members.

Superintendent's Cabinet regularly analyzes the LCAP metrics and discusses the development of the LCAP and budget approval. Stakeholder input from surveys and BAC meetings is also discussed and analyzed at cabinet meetings.

The Board of Trustees reviews LCAP goals and impact on multi-year projections.

Our Budget Advisory Committee, which constitutes the TJUHSD's Parent Advisory Committee, also meets on a regular basis to provide input on our LCAP goals, actions and metrics. The committee is composed of students, classified staff, teachers, administrators, parents and community members. The members of this committee include representation of English Learners, Foster and Socioeconomically Disadvantaged parents. The committee also reviews the stakeholder surveys to have an understanding of specific feedback from students, parents, staff and community members. Changes were made to the LCAP goals and metrics based on the input shared at the BAC. The changes made to our LCAP are reflective of the input provided by our stakeholders.

Meeting Dates:

BAC – 10/16/20, 12/1/20, 1/26/21, 3/23/21, 5/25/21

CSEA – 4/15/21, 5/3/21 (A CSEA member is also a representative to our BAC meetings)

CTA – 3/9/2021, 3/16/2021, 4/7/2021, 4/12/2021, 5/20/2021 (A CTA member is also a representative to our BAC meetings)

SELPA Meetings- 7/27/20, 7/30/20, 8/17/20, 8/27/20, 8/31/20, 9/14/20, 9/23/20, 9/28/20, 10/5/20, 11/2/20, 11/16/20, 12/7/20, 2/1/21, 3/1/21, 3/22/21, 4/12/21, 6/7/21,

Cabinet/Principals' Meetings – 9/3/20, 12/16/20, 1/14/21, 2/4/21, 2/18/21, 4/8/21, 5/6/21, 5/18/21

Board of Trustees – 9/3/20, 9/17/21, 11/19/20, 2/18/21, 3/4/21, 6/3/21, 6/17/21

School Services of California May Revise – 5/20/21, attended by CTA, CSEA and district staff

Tulare Western High School

- ELAC – February 17, 2021 at 2:00 PM
- Parent Club Meeting – February 22, 2021 at 6:30 PM
- Site Advisory – February 3, 2021 at 3:00 PM
- School Site Council – February 11, 2021 at 3:30 PM

Mission Oak High School

- Academic Parent Boosters – February 9, 2021 at 6:00 PM
- ELAC – February 18, 2021 at 6:00 PM
- School Advisory – January 20, 2021 at 1:30 PM
- School Site Council – February 25, 2021 at 3:00 PM

Tulare Union High School

- ELAC – February 11, 2021 at 5:30 PM
- School Site Council – January 26, 2021 at 3:00 PM
- Red & Gold Parent Booster – January 25, 2021 at 6 PM
- Site Advisory – January 27, 2021 at 3:00 PM

Sierra Vista Charter High School

- School Site Council – February 23, 2021 at 3:45 PM
- Site Advisory – March 15, 2021 at 2:30 PM

Tech Prep High School/Countryside High School

- School Site Council – March 17, 2021 at 3:30 PM

Accelerated Charter High School

- School Site Council – January 22, 2021 at 2:00 PM
- Site Advisory – January 25, 2021 at 2:30 PM

Tulare Joint Union High School District

- DAC/DELAC – December 9, 2020 at 6:00 PM (Lucy/Tammy)
- Migrant PAC Meeting – March 9, 2021 at 6:00 PM (Lucy)

A summary of the feedback provided by specific stakeholder groups.

During the Budget Advisory meeting on March 23, 2021, the following input was provided by students, classified staff, teachers, administrators, parents and community members:

- All stakeholders including representatives from the students, classified staff, teachers, administrators and parents agreed that the goals and actions from the 2019-2020 LCAP are still relevant and necessary.
- Administrators recommended bringing back Challenge Day as a means to allow our students to share their social and emotional struggles.
- Teachers and administrators recommended bringing back incentives to support Positive Behavior Intervention and Support.
- Parents and students shared that there is an emphasis on College, but there should be more emphasis also on Career. This includes expanding career opportunities such as job shadowing.
- Administrators shared that it is important to provide a safe and welcoming environment for our students by providing more than 1 day per week access to a social worker. The social worker at TW is already overbooked. Additional YSB support is also important.
- Parents shared the need for additional resources to support Zoom issues and technological problems.
- Parents also shared the need to bring back PIQE to help educate our parents about college and connect them to the various resources on campus.
- Teachers shared the need to continue lunch time tutoring for EL students and explore additional creative opportunities for tutoring such as late evening options
- Teachers also shared the need to continue professional development for EL teachers.
- Administrators, parent and students shared the need to promote school lunches so everyone is aware that there are meals available to them.
- Administrators suggested promoting nutrition through local wellness policy and possibly a District Wellness Coordinator position.
- Administrators, teachers and students shared their concern with how many students said that they met with their counselors zero times.
- Administrators suggested joining with the Tulare Business Education Committee to provide more after school programs and more internships opportunities for our students.
- Administrators and teachers suggested the need for our District to be aware of a possible teacher shortage and making sure we get quality teachers.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Specific stakeholder input resulted in adding the following actions to the LCAP:

- Maintaining current goals and actions per feedback from stakeholders since these are still relevant and necessary.
- Adding an additional social worker at each of our comprehensive sites, LCAP Goal 3, Action 11
- Bring back incentives to support Positive Behavior Intervention and Support, LCAP Goal 3, Action 5
- Bring back PIQE to help educate parents about college, LCAP Goal 3, Action 1
- Continue professional development for EL teachers, LCAP Goal 2, Action 2
- Continue to add CTE courses to prepare students for a career, LCAP Goal 1, Action 11



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.)

An explanation of why the LEA has developed this goal.

This goal was originally developed during our first LCAP based on input from our stakeholders. 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 or 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.

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)				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)				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)				60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	24% (2018-2019 CAASPP Scores)				40%
Passing rate of C or better in Science courses based on semester grades	71% (2020-2021 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)				86%
Percentage of CTE Completers	17% (202/1182) (2019-2020 CTE Completers based on College and Career Indicator)				35%
Percentage of Special Education students who are CTE Completers	11% (10/88) (2019-2020 CTE Completers based on College and Career Indicator)				30%
Percentage of students identified as Prepared by the College and Career Indicator	44.2% (2019-2020 College and Career Indicator)				55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Special Education students identified as Prepared by the College and Career Indicator	0.6% (2019-2020 College and Career Indicator)				20%
Students enrolled in Linked Career Pathways	461 (2020-2021 Enrollment Data)				550
English EAP rates (Juniors college ready in English as measured through the CAASPP)	21% (2018-2019 CAASPP Scores)				30%
Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP)	9% (2018-2019 CAASPP Scores)				20%
A-G rates (Seniors eligible to attend a CSU/UC)	40.5% (2019-2020 Data)				45%
Percentage of students enrolled in Honors and/or Advanced Placement courses	20% (1217/5686) (2020-2021 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)				48%
Graduation rate	96% (2019-2020 Data)				98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dropout Rate	3.3% (2019-2020 Data)				2%
Teachers teaching without a full credential	7%(19/273)(2020-2021 Data)				3%
Subjects using state adopted materials	100% (2020-2021 Data)				100%
Implementation of academic content and performance standards	100% (2020-2021 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%
Percentage of students with sufficient access to standards-aligned materials.	100% (2020-2021 Data)				100%
Teachers appropriately assigned	19% (52/273) misassignments based on CalSAAS report (2019-2020 Data)				16%

Actions

Action #	Title	Description	Total Funds	Contributing
1	PLC/PD release time	#1 Continue to provide PLC/PD release time both during and after the school day focused on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready (Low Income, English Learners, Foster Youth) .	\$112,800.00	Yes
2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards	#2 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 	\$305,820.00	Yes
3	Data management system	#3 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.	\$67,000.00	Yes
4	Courses for advancement through summer school, winter intercession and before and after school	#4 Continue to provide opportunities for advancement to our students through summer school, winter intercession and before and after school courses. These classes specifically target our unduplicated students.	\$230,870.00	Yes
5	Expository Reading and Writing Course as the senior English class	#5 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.	\$731,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	PLC core content leads	#6 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.	\$40,700.00	Yes
7	Mathematics coaches	#7 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.	\$199,900.00	Yes
8	Honors and Advanced Placement courses	<p>#8 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.</p> <p>Our previous three-year LCAP focused on the district offers the following Honors courses: English 1 Honors, English 2 Honors, Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, Precalculus Honors, Biology Honors, Chemistry Honors, World History Honors, Portuguese IV Honors, Portuguese V Honors and Latin 3 Honors.</p> <p>During the timeframe of our previous LCAP district increased the Advanced Placement course offering to include Computer Science, Human Geography and Latin 4 AP in addition to the following courses :</p> <p>Art History, English Language, English Literature, European History, Micro Economics, Psychology, Government, US History, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Environmental Science, Physics, Spanish Language and Spanish Literature.</p> <p>The LCFF S/C funds have allowed us to offer multiple AP course offerings.</p>	\$2,864,857.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Linked Learning Pathways	#9 Continue to expand the number of students participating in Linked Learning pathways at all grade levels.	\$376,600.00	Yes
10	Career-technical education courses	#10 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. Our district offers a variety of career-technical education classes including Accounting, Advanced Accounting, Computer Programming & Game Design, Advanced Video Game Design, Film Video Arts, Advanced Film Video Arts, Intro to Foods, Advanced Foods, Business Technology, Business Technology 2, Digital Design, Digital Design 2, Art Concepts, Advanced Art Concepts, 3-D Art, Advanced 3-D Art, Drama, Drafting, Advanced Drafting, Auto 1, Auto 2, Wood Sculpture, Advanced Woodshop, Child Development, Careers in Education, Health Occupations, Nursing Essentials, Ag Science, Ag Mechanics, Ag Business, Dairy Skills, Livestock, Floriculture, Ornamental Horticulure, Small Engine, Ag Welding, and Veterinary Science.	\$4,457,405.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

An explanation of why the LEA has developed this goal.

English Learners are a significant student group in our District. Our current metrics show a significant gap in the overall performance of our students and that of our English Learners. It is important for our district to provide the necessary academic and socioemotional supports to accelerate the language acquisition of our English Language Learners. We will monitor progress towards meeting this goal by monitoring grades in core classes, graduation rates and performance on the ELPAC and CAASPP.

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)				60%
Reclassification Rate	13.2% (2020-2021 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)				65%
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)				60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Passing rate of C or better for English Learners in Social Studies courses based on semester grades	61% (2020-2021 1st Semester Grades per Student Information System)				75%
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)				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)				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)				22%
Graduation rate for English Learners	91% (2019-2020 Data)				95%
Dropout rate for English Learners	6.7% (2019-2020 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).				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff development on embedding ELD standards and instructional strategies in core classes.	#1 Continue to provide staff development on embedding ELD standards and instructional strategies geared at supporting English Learners in the Social Studies, Mathematics and Science.	\$5,060.00	Yes
2	ELD Coaches	#2 Continue with ELD Coaches at each of the 3 comprehensive sites to provide professional development and services targeted at supporting English Learners in their acquisition of the English Language.	\$214,500.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

An explanation of why the LEA has developed this goal.

This goal was also originally developed during our first LCAP based on input from our stakeholders. Our metrics do show improvement in this goal including a .5% decrease in the 2019-2020 suspension rate, however the pandemic has greatly impacted our ability to fully engage our students and meet their socioemotional needs. For 2021-2022, 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	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)				300 to 1
Parent participation in the PIQE including parents of unduplicated pupils and individuals with exceptional needs.	203 (2018-2019 Participation Data)				300
Number of registrations on the districts ParentSquare app	3,872 (2020-2021 Registrations)				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				ELAC TU- 20 at each meeting ELAC TW - 20 at each meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	DELAC- 3 (2018-2019 Data)				ELAC MO- 20 at each meeting DELAC- 5 at each meeting
District Attendance Rate	96.6% (2019-2020 District Monthly Attendance Data)				97.5%
Percentage of students identified as chronic absentee	327/5768- 5.7% (2018-2019 Data)				4.5%
District Suspension Rate	6.25% (2019-2020 Data)				5.25%
District Expulsion Rate	.42% (2019-2020 Data)				.35%
Williams Uniform Complaints	0 (2019-2020 Data)				0
Facility Conditions per Facility Inspection Tool (FIT) Report	Rating of good or higher (2019-2020 Data)				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 79% of the parent/guardian survey respondents report feeling that				85% of the student survey respondents report feeling that school provides a safe environment; 5% disagreed or strongly disagreed 85% of the parent/guardian survey respondents report feeling that

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>school provides a safe environment; 7% disagreed or strongly disagreed</p> <p>85% of the staff survey respondents report feeling that school provides a safe environment; 4% disagreed or strongly disagreed</p> <p>53% of the student survey respondents report feeling that school provides a caring and engaging environment; 14% disagreed or strongly disagreed</p> <p>83% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed</p> <p>90% of the staff survey respondents report feeling that school provides a</p>				<p>school provides a safe environment; 5% disagreed or strongly disagreed</p> <p>90% of the staff survey respondents report feeling that school provides a safe environment; 2% disagreed or strongly disagreed</p> <p>75% of the student survey respondents report feeling that school provides a caring and engaging environment; 5% disagreed or strongly disagreed</p> <p>90% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 2% disagreed or strongly disagreed</p> <p>95% of the staff survey respondents report feeling that school provides a</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	caring and engaging environment; 2% disagreed or strongly disagreed (2020-2021 TJHUSD Survey Data)				caring and engaging environment; 2% disagreed or strongly disagreed

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Institute for Quality Education (PIQE)	#1 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."	\$63,150.00	Yes
2	ParentSquare	#2 Continue to use ParentSquare to communicate with parents and students. Provide training to staff and parents on use of this application.	\$18,000.00	Yes
3	Increase participation in Site and District Parent Meetings	#3 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
4	Additional Counselor position	#4 Continue the 1 FTE Counselor position at all comprehensive sites in order better serve our unduplicated students.	\$421,100.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	PBIS Student Incentives	#5 Continue with Positive Behavioral Intervention and Support (PBIS) Student incentives.	\$45,000.00	Yes
6	Attendance Coordinator	#6 Continue to fund a full-time Attendance Coordinator to assist with improving student attendance, specifically reducing truancy.	\$122,710.00	Yes
7	Mental Health Services for Countryside High School	#7 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.	\$95,000.00	Yes
8	Additional full-time Psychologists	#8 Continue to fund four additional full-time Psychologists to support the social-emotional needs of our students.	\$659,600.00	Yes
9	Behavior Specialist/Counselor at Tech Prep High School	#9 Continue to provide a Behavior Specialist/Counselor at Tech Prep High School to support students with behavioral needs.	\$130,900.00	Yes
10	Training to staff on how to improve connections between students and create a safe environment	#10 Provide training to staff on how to improve connections between students and create a safe environment (based on the student survey approximately 30% of the students did not feel that there was an adult on campus that cared about them).	\$15,200.00	Yes
11	Full-time social workers	#11 Add three full-time social workers at the comprehensive sites to support the socio-emotional needs of our students.	\$345,910.00	Yes
12	Additional LVN	#12 Fund an additional LVN to support the health needs of our students.	\$74,100.00	Yes
13	Safe Schools Intervention Program	#13 Continue the Safe Schools Intervention Program (SSIP) focused on Gang Intervention Services at the comprehensive and alternative	\$270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(SSIP)- Gang Intervention Services	sites, to support students with high risk behaviors, such as gang affiliation.		
14	Drug testing for athletes and Drug and alcohol counseling for students	#14 Implement mandatory random drug testing for 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.	\$165,825.00	Yes
15	IRC	#15 Expand our Intervention Resource Classrooms to include Tulare Union and Tulare Western. This includes adding two additional teachers, five behavioral specialists and three psychologist interns, who will support students with at-risk behaviors.	\$546,323.00	Yes

Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.21%	\$12,355,153

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

TJUHSD demographics indicate that 75% of our students qualify for Free & Reduced meals, 11% are English Learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined that all district goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of our targeted students. The district's unduplicated eligible students comprise 73% of our student population. While principally targeted to address and support the needs of Unduplicated Pupils, the needs-identifying processes also revealed that many students who are not identified as Unduplicated presented many of the same needs as the Unduplicated Pupil group. To more effectively and efficiently deliver Action services principally directed at Unduplicated Pupils first, these Actions will be implemented District/Sitewide to all students in need of these services, not just Unduplicated. The Goals and related Actions identified in the response below are Contributing to increasing/improving services for Unduplicated Pupils and being implemented LEA/Schoolwide.

In preparation for the 2021-2022 LCAP, we used our Budget Advisory, cabinet and other stakeholder meetings to analyze a variety of quantitative and qualitative data and determine the needs of our Low Income (LI), English Language Learners (ELL), and Foster Youth (FY). The academic progress of these student groups, as evidenced by their performance in class and on state assessments, validates the need for ongoing academic support, as well as professional development and time for our teachers to plan for the learning needs of our unduplicated students. During the past three years, our CAASPP results in English show an increase of 5% in the performance of LI students and a 2% increase for ELLs. Even though this level of improvement is not reflected on the Mathematics CAASPP results, the actions that have been implemented have resulted in an increase of 5% in English Learners who are passing a mathematics course with a C or better. Additionally, our rate of ELLs who have been reclassified has also increased despite a more rigorous state assessment. Goal 1 Actions 1 and 2, focus on providing our teachers with time and professional development to support the academic progress and specific needs of our unduplicated students. Action 3 focuses on having a data management system that allows teachers to measure student

learning, disaggregate the data, and analyze results for LI, ELLs, and FY. This data is used to identify the gaps in learning and refine instruction. This data is further used in Goal 1 Action 4 to identify the students at-risk of not graduating and in need of credit recovery courses through summer school, winter intersession and before and after school. Our professional learning community core content leads (Goal 1 Action 6) at comprehensive sites lead the development of curriculum and data analysis. Our Mathematics coaches have also been critical in leading the alignment of our curriculum to the Common Core standards and addressing the four PLC critical questions. These actions have been continued from the 2017-2020 LCAP and are included in the development of the 2021-2024 LCAP. Our metrics referenced above indicate that these actions are positively impacting our students including the Unduplicated Students. Being a high school district, where our students take the CAASPP only once during their junior year, it takes time to see improvement. Additionally, it takes time to develop and implement a system that is focused on student learning.

Our metrics also show that we have been successful in supporting our students, so that they are able to “cross the finish line” and graduate. Since 2017, we have increased our graduation rate for ELLs from 87% to 91% and our LI students from 90% to 96%, completely eliminating the gap between LI and overall students. We have also reduced the dropout rate for ELLs from 9 to 6.7% and LI from 7% to 4%. We were also able to maintain these rates through the pandemic. This is due to the intervention, credit recovery and advancement courses that we offer to our students. Our LCAP Goal 1 Action 4, provides opportunities for advancement to our students through summer school, winter intersession and before and after school courses. These classes specifically target our unduplicated students.

Another priority area for our district is making sure that our students are prepared to attend college and transition to a career. Districtwide, we have increased the percentage of students who have completed their a-g coursework from 38% to 41%. One of our comprehensive sites increased their a-g completion from 39% to 51% during this same time period. Prior to the pandemic, we increased our a-g completion rates for English Learners from 14% to 20% and LI students from 36% to 39%. Through our Goal 1 Action 5, we offer Expository Reading and Writing Courses 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. We also provide a variety of honors and advanced placement courses (LCAP G1 A8) to prepare our students for college level work, focusing specifically on our low income, foster and/or English Learners. We have also continued actions from the 2017-2020 LCAP in the development of the 2021-2024 LCAP focused on preparing students for a career. Our data indicates that even though the majority of our students are taking Career Technical Education (CTE) classes, our English Learners and Special education students are not completing CTE pathways, as evidenced by a 17% CTE completion rate. We need additional time with the actions implemented in this area to see an improvement. This includes continuing to offer Career Technical Education (CTE) pathways and CTE courses (LCAP G1 A9 and 10).

Our last LCAP goal focuses on maintaining a positive learning environment where all students and parents feel welcomed, valued, safe and engaged in the academic success of our students. Our three-year data shows improvement in our attendance data (95.4% to 97.1 %) and in our suspension rate for our unduplicated students (LI students from 8.6% to 7.2% and ELLs from 13.4% to 8.2%). The majority of actions associated with this goal have been continued from the 2017-2020 LCAP because our metrics indicate that these actions are positively impacting our students including the Unduplicated Students. Since 2016-2017, 631 parents completed a 9-week parent course through the Parent Institute for Quality Education (PIQE) program in English and Spanish (LCAP G3 A1). These parents mainly represent our LI students and ELL. Survey results validate that PIQE provides parents with “the knowledge and the skills to partner with schools and communities to ensure their children achieve their full potential.” Our LCAP survey data also shows that ParentSquare (LCAP G3A2) is effective in communicating with parents and students including our unduplicated students. Other actions in this goal that have had a

positive impact on our attendance and suspension rates include increasing our parent participation at our advisory meetings, providing Positive Behavioral Intervention and Support (PBIS) Student incentives, and funding a full-time Attendance Coordinator to assist with improving student attendance. Our actions that provide direct support to our students, specifically our ELLs, LI and foster students, include the additional counselor position at all comprehensive sites, mental health services at Countryside High School provided through Youth Services Bureau (LCAP G3 A7), four additional full-time Psychologists (LCAP G3 A8), the Behavior Specialist/Counselor at Tech Prep High School (LCAP G3 A9), Safe School Intervention Program focused on Gang Prevention Services (LCAP G3 A5), drug testing and counseling (LCAP G3 A14), an additional LVN (LCAP G3 A12), as well as providing training to staff on how to improve connections between students and create a safe environment (LCAP G3 A10). This training results from student survey data indicating that approximately 30% of the students did not feel that there was an adult on campus that cared about them. Furthermore, an analysis of our suspension data, reveals that our unduplicated students are suspended most often for drug/alcohol infractions and in need of support in this area. The drug counseling will have a positive impact on our students and the suspension data. Based on the data from our LCAP surveys and the number of students who have been referred for Socioemotional services, there is also a need for the addition of full-time social workers (LCAP G3 A11) and expanding our Intervention Resource Classrooms to all of our comprehensive sites (LCAP G3 A15). Both of these actions have been added to Goal 3 of the LCAP for 2021-2024.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Tulare Joint Union High School District through the in-depth process described above, analyzed a variety of quantitative and qualitative data sources to determine the needs of our Low Income (LI), English Language Learners (ELL), and Foster Youth (FY). The information collected through the needs assessment process, as well as input from our stakeholders, resulted in the actions included in our LCAP. These actions address the barriers faced by our unduplicated students and provide the necessary supports/scaffolding for our students to be able to achieve academic success. These actions include providing academic supports for our students focused on improving English and mathematic skills, as well as access to honors/AP courses, and Career Technical Education courses. Additionally, the actions in the LCAP focus on creating an environment on our campuses where our unduplicated students and families feel welcomed, valued, safe and engaged. These actions include providing support for our families on how to access the various resources available to their students. These resources include socioemotional support provided through our counselors, psychologists and social workers. Other counseling and support services are also provided through our LVNs and Safe Student Intervention Program coaches. Based on our suspension data, specific counseling services focused on drugs and alcohol are also a need for our unduplicated students and are available on site. Through these actions, TJUHSD is meeting and exceeding the requirements to increase or improve services by the Minimum Proportionality Requirement (MPP).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$12,586,030.00				\$12,586,030.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,819,210.00	\$766,820.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	PLC/PD release time	\$112,800.00				\$112,800.00
1	2	English Learners Foster Youth Low Income	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards	\$305,820.00				\$305,820.00
1	3	English Learners Foster Youth Low Income	Data management system	\$67,000.00				\$67,000.00
1	4	English Learners Foster Youth Low Income	Courses for advancement through summer school, winter intercession and before and after school	\$230,870.00				\$230,870.00
1	5	English Learners Foster Youth Low Income	Expository Reading and Writing Course as the senior English class	\$731,700.00				\$731,700.00
1	6	English Learners Foster Youth Low Income	PLC core content leads	\$40,700.00				\$40,700.00
1	7	English Learners Foster Youth Low Income	Mathematics coaches	\$199,900.00				\$199,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	8	English Learners Foster Youth Low Income	Honors and Advanced Placement courses	\$2,864,857.00				\$2,864,857.00
1	9	English Learners Foster Youth Low Income	Linked Learning Pathways	\$376,600.00				\$376,600.00
1	10	English Learners Foster Youth Low Income	Career-technical education courses	\$4,457,405.00				\$4,457,405.00
2	1	English Learners	Staff development on embedding ELD standards and instructional strategies in core classes.	\$5,060.00				\$5,060.00
2	2	English Learners	ELD Coaches	\$214,500.00				\$214,500.00
3	1	English Learners Foster Youth Low Income	Parent Institute for Quality Education (PIQE)	\$63,150.00				\$63,150.00
3	2	English Learners Foster Youth Low Income	ParentSquare	\$18,000.00				\$18,000.00
3	3	English Learners Foster Youth Low Income	Increase participation in Site and District Parent Meetings	\$6,000.00				\$6,000.00
3	4	English Learners Foster Youth Low Income	Additional Counselor position	\$421,100.00				\$421,100.00
3	5	English Learners Foster Youth Low Income	PBIS Student Incentives	\$45,000.00				\$45,000.00
3	6	English Learners Foster Youth Low Income	Attendance Coordinator	\$122,710.00				\$122,710.00
3	7	English Learners Foster Youth Low Income	Mental Health Services for Countryside High School	\$95,000.00				\$95,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	English Learners Foster Youth Low Income	Additional full-time Psychologists	\$659,600.00				\$659,600.00
3	9	English Learners Foster Youth Low Income	Behavior Specialist/Counselor at Tech Prep High School	\$130,900.00				\$130,900.00
3	10	English Learners Foster Youth Low Income	Training to staff on how to improve connections between students and create a safe environment	\$15,200.00				\$15,200.00
3	11	English Learners Foster Youth Low Income	Full-time social workers	\$345,910.00				\$345,910.00
3	12	English Learners Foster Youth Low Income	Additional LVN	\$74,100.00				\$74,100.00
3	13	English Learners Foster Youth Low Income	Safe Schools Intervention Program (SSIP)- Gang Intervention Services	\$270,000.00				\$270,000.00
3	14	English Learners Foster Youth Low Income	Drug testing for athletes and Drug and alcohol counseling for students	\$165,825.00				\$165,825.00
3	15	English Learners Foster Youth Low Income	IRC	\$546,323.00				\$546,323.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$12,586,030.00	\$12,586,030.00
LEA-wide Total:	\$7,762,480.00	\$7,762,480.00
Limited Total:	\$219,560.00	\$219,560.00
Schoolwide Total:	\$4,603,990.00	\$4,603,990.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	PLC/PD release time	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,800.00	\$112,800.00
1	2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$305,820.00	\$305,820.00
1	3	Data management system	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,000.00	\$67,000.00
1	4	Courses for advancement through summer school, winter intercession and before and after school	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$230,870.00	\$230,870.00
1	5	Expository Reading and Writing Course as the senior English class	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$731,700.00	\$731,700.00
1	6	PLC core content leads	LEA-wide	English Learners Foster Youth	All Schools	\$40,700.00	\$40,700.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
1	7	Mathematics coaches	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western and Mission Oak	\$199,900.00	\$199,900.00
1	8	Honors and Advanced Placement courses	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western and Mission Oak	\$2,864,857.00	\$2,864,857.00
1	9	Linked Learning Pathways	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western and Mission Oak	\$376,600.00	\$376,600.00
1	10	Career-technical education courses	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,457,405.00	\$4,457,405.00
2	1	Staff development on embedding ELD standards and instructional strategies in core classes.	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,060.00	\$5,060.00
2	2	ELD Coaches	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Tulare Union, Tulare Western and Mission Oak	\$214,500.00	\$214,500.00
3	1	Parent Institute for Quality Education (PIQE)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,150.00	\$63,150.00
3	2	ParentSquare	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	\$18,000.00
3	3	Increase participation in Site and District Parent Meetings	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
3	4	Additional Counselor position	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$421,100.00	\$421,100.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	PBIS Student Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,000.00	\$45,000.00
3	6	Attendance Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,710.00	\$122,710.00
3	7	Mental Health Services for Countryside High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Countryside High School	\$95,000.00	\$95,000.00
3	8	Additional full-time Psychologists	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$659,600.00	\$659,600.00
3	9	Behavior Specialist/Counselor at Tech Prep High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tech Prep High School	\$130,900.00	\$130,900.00
3	10	Training to staff on how to improve connections between students and create a safe environment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,200.00	\$15,200.00
3	11	Full-time social workers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western and Mission Oak	\$345,910.00	\$345,910.00
3	12	Additional LVN	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$74,100.00	\$74,100.00
3	13	Safe Schools Intervention Program (SSIP)- Gang Intervention Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$270,000.00	\$270,000.00
3	14	Drug testing for athletes and Drug and alcohol counseling for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$165,825.00	\$165,825.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	15	IRC	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union and Tulare Western High School	\$546,323.00	\$546,323.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

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For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Tulare Joint Union High School District
CDS Code:	54-72249-0000000
LEA Contact Information:	Name: Lucy Van Scyoc Position: Superintendent Email: tony.rodriguez@tulare.k12.ca.us Phone: 559.688.2021
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$66,209,059
LCFF Supplemental & Concentration Grants	\$12,355,153
All Other State Funds	\$8,861,120
All Local Funds	\$3,056,420
All federal funds	\$5,024,737
Total Projected Revenue	\$83,151,336

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$86,303,870
Total Budgeted Expenditures in the LCAP	\$12,586,030
Total Budgeted Expenditures for High Needs Students in the LCAP	\$12,586,030
Expenditures not in the LCAP	\$73,717,840

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$1,697,310
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$1,980,190

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$230,877
2020-21 Difference in Budgeted and Actual Expenditures	\$282,880

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP are in the areas of maintenance and operations, transportation, centralized data processing, district and site administration and support staff. Costs in these areas include salaries, benefits, supplies, travel, utilities, repairs and equipment.

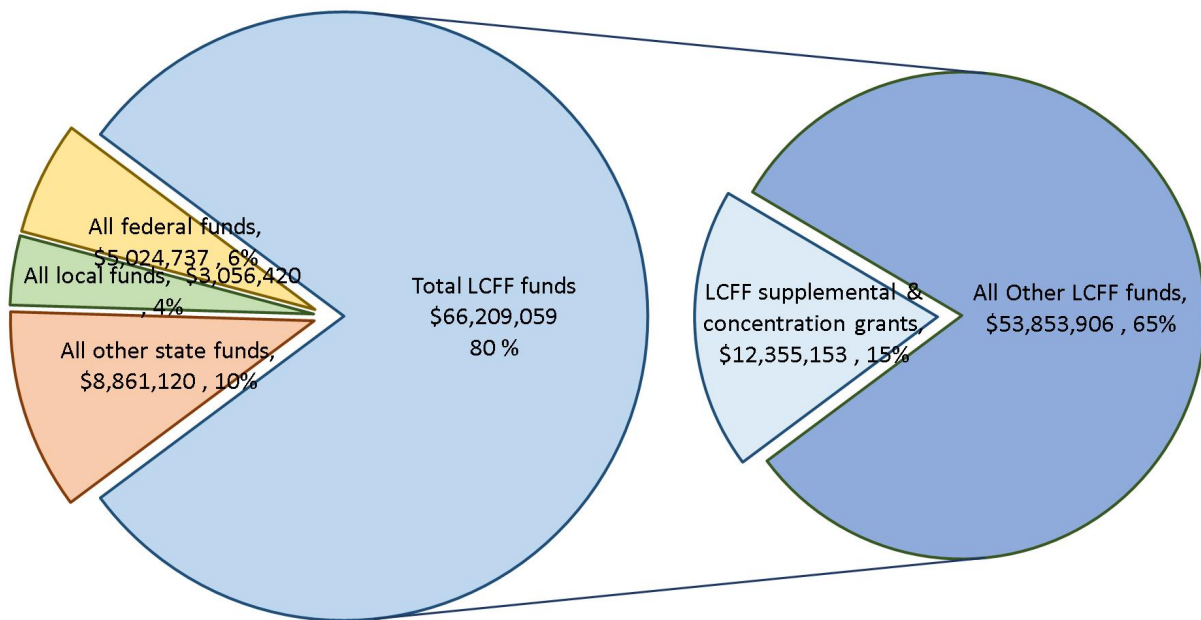
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare Joint Union High School District
 CDS Code: 54-72249-0000000
 School Year: 2021-22
 LEA contact information:
 Lucy Van Scyoc
 Superintendent
 tony.rodriguez@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 2021-22 School Year

Projected Revenue by Fund Source



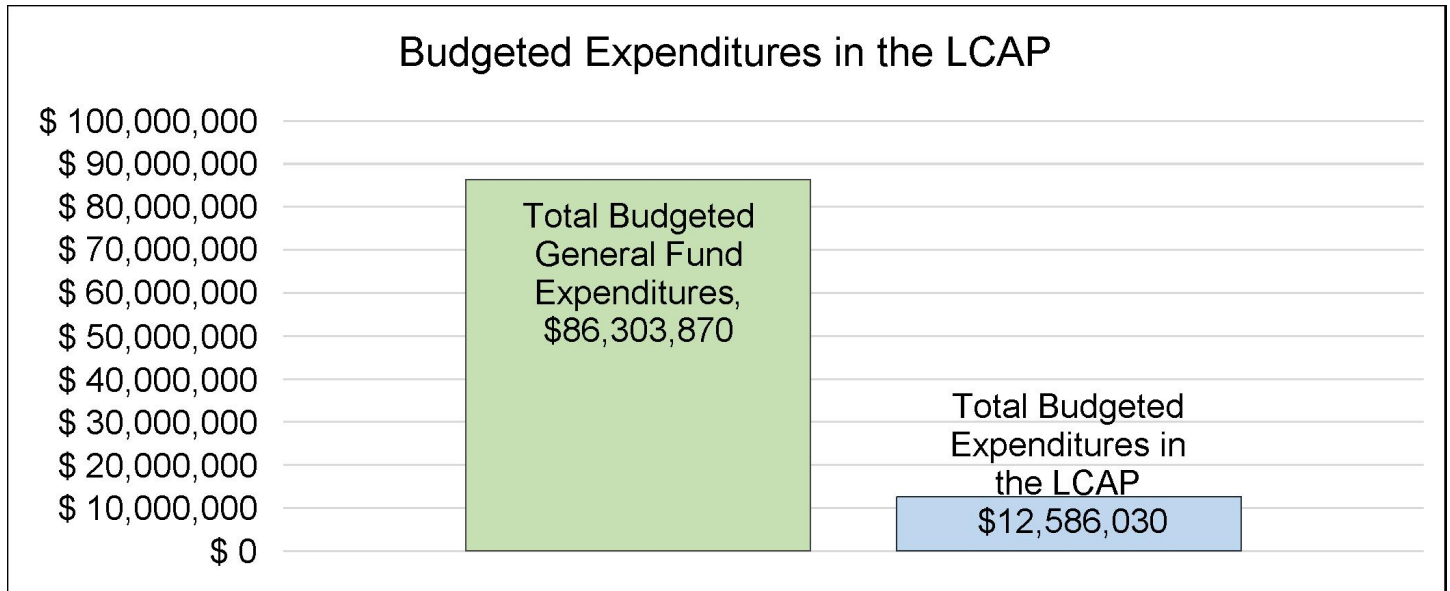
This chart shows the total general purpose revenue Tulare Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Tulare Joint Union High School District is \$83,151,336, of which \$66,209,059 is Local Control Funding Formula (LCFF), \$8,861,120 is other state funds, \$3,056,420 is local funds, and \$5,024,737 is federal funds. Of the \$66,209,059 in LCFF Funds, \$12,355,153 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tulare Joint Union High School District plans to spend \$86,303,870 for the 2021-22 school year. Of that amount, \$12,586,030 is tied to actions/services in the LCAP and \$73,717,840 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

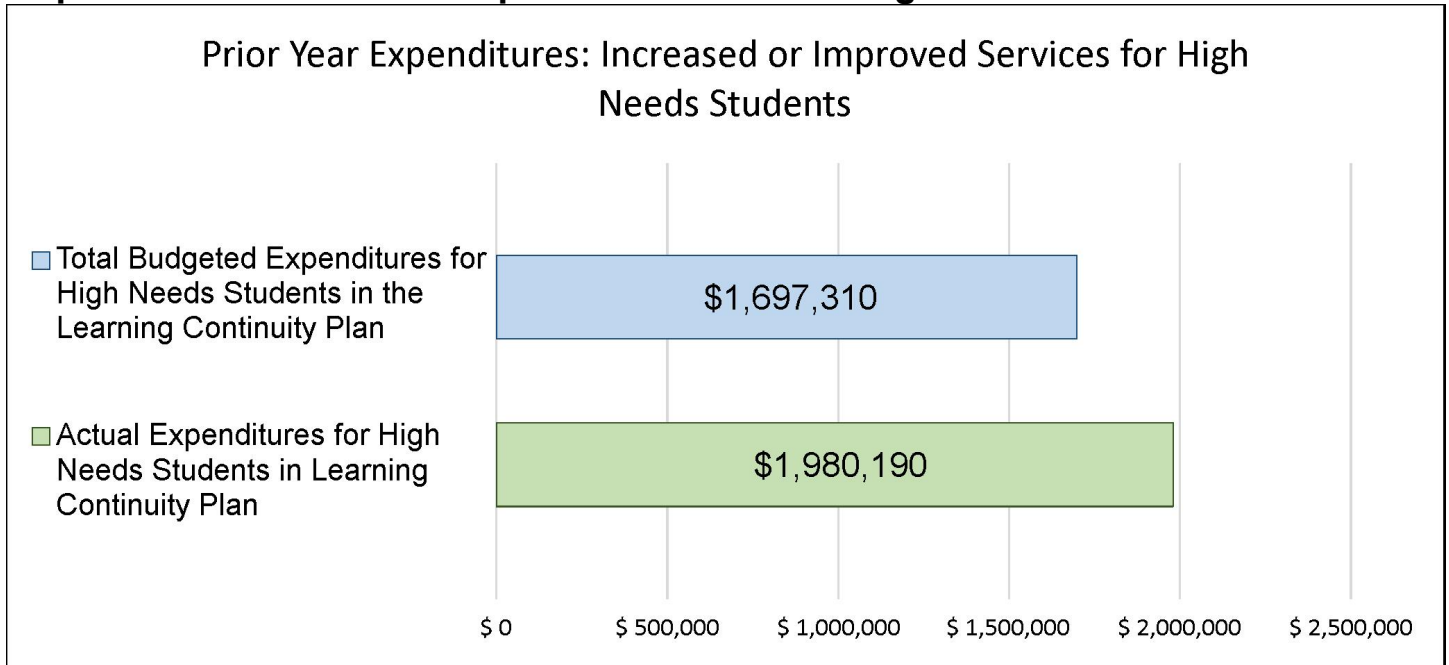
General fund expenditures not included in the LCAP are in the areas of maintenance and operations, transportation, centralized data processing, district and site administration and support staff. Costs in these areas include salaries, benefits, supplies, travel, utilities, repairs and equipment.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Tulare Joint Union High School District is projecting it will receive \$12,355,153 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 \$12,586,030 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 2020-21



This chart compares what Tulare Joint Union High School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Tulare Joint Union High School District's Learning Continuity Plan budgeted \$1,697,310 for planned actions to increase or improve services for high needs students. Tulare Joint Union High School District actually spent \$1,980,190 for actions to increase or improve services for high needs students in 2020-21.