

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare City School District

CDS Code: 54-72231-6054464

School Year: 2024-25

LEA contact information:

David Freitas

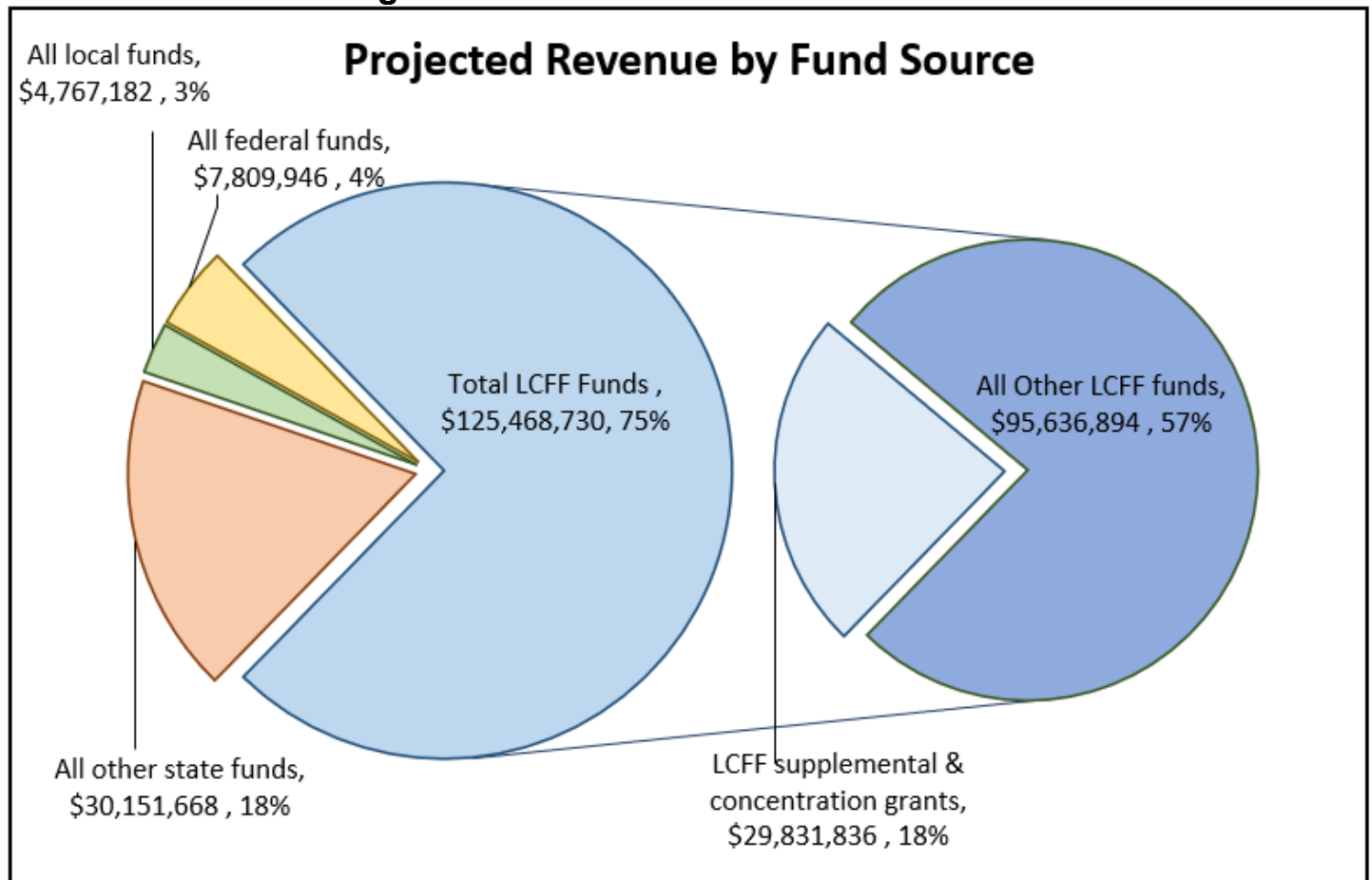
Assistant Superintendent of State and Federal Programs

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

Budget Overview for the 2024-25 School Year

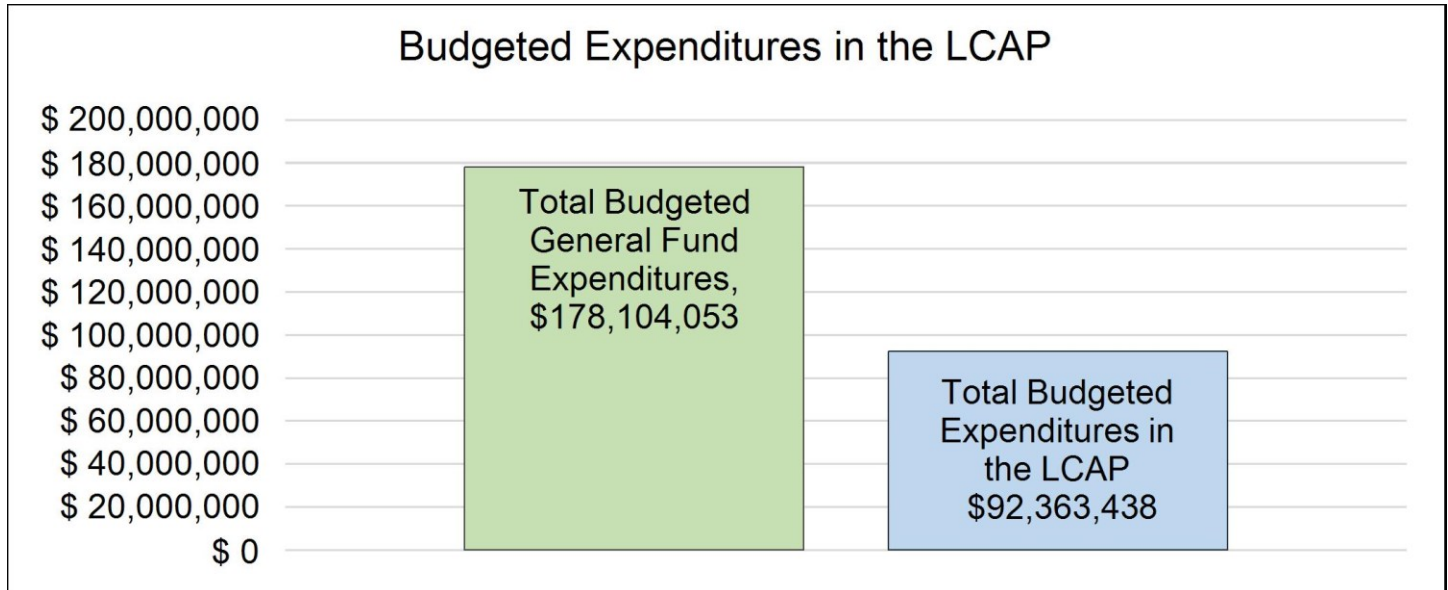


This chart shows the total general purpose revenue Tulare City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare City School District is \$168,197,526, of which \$125,468,730 is Local Control Funding Formula (LCFF), \$30,151,668 is other state funds, \$4,767,182 is local funds, and \$7,809,946 is federal funds. Of the \$125,468,730 in LCFF Funds, \$29,831,836 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 City School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tulare City School District plans to spend \$178,104,053 for the 2024-25 school year. Of that amount, \$92,363,438 is tied to actions/services in the LCAP and \$85,740,615 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

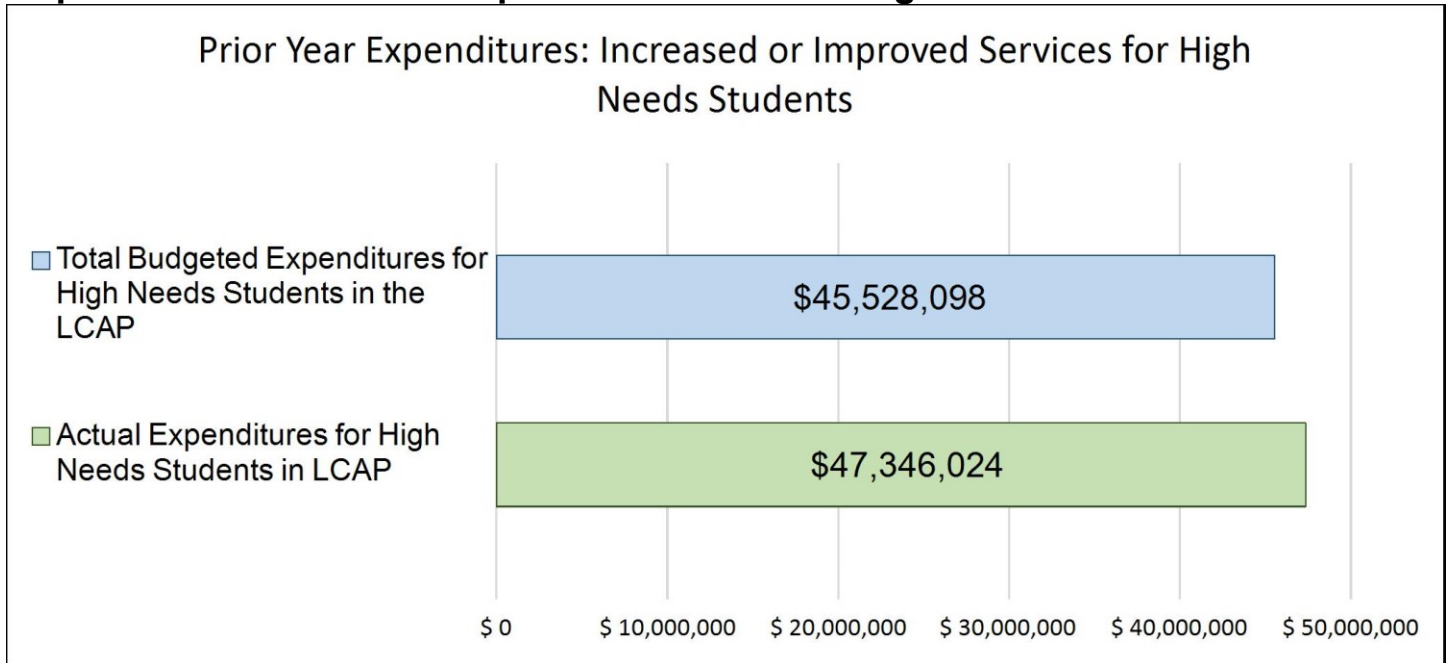
The fund balance will be utilized for general district operations, including maintenance, staff salaries and benefits, and other costs associated with delivering the instructional program.

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

In 2024-25, Tulare City School District is projecting it will receive \$29,831,836 based on the enrollment of foster youth, English learner, and low-income students. Tulare City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare City School District plans to spend \$36,561,038 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Tulare City School District's LCAP budgeted \$45,528,098 for planned actions to increase or improve services for high needs students. Tulare City School District actually spent \$47,346,024 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare City School District	David Freitas Assistant Superintendent of State and Federal Programs	dfreitas@tcsdk8.org 559-685-7200

Goals and Actions

Goal

Goal #	Description
1	All students will reach high standards and increase student achievement in English Language Arts, Mathematics, Science, Social Studies and Physical Education in order to be prepared for the demands of the 21st century.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP State Testing ELA Academic Indicator -Distance from Standard	19-20: N/A due to COVID 18-19: All: Yellow Low(-34.6) Increase(4.4) Foster: -68.5 SED: -45.1 EL: -50.7 SWD: -110.2 AA: -67.3	20-21 Local Data: All: -76.60 Foster: -83.14 SED: -69.67 EL: -98.63 AA: N/A	21-22 CAASPP Data: All: -47.5 Foster: -71.3 SED: -55.1 EL: -69.1 SWD: -114 AA: -73.7	22-23 CAASPP ELA Data: All: -50.4 Foster: -90.4 SED: -58.4 EL: -72.1 SWD: -117.9 AA: -75	23-24: All: Green Medium (-4.6) Foster: -16.1 SED: -8.3 EL: -9.9
CAASPP State Testing Math Academic Indicator-Distance from Standard	19-20: N/A due to COVID 18-19: All: Orange Low(-70.8) Maintained(-1) Foster: -95.0 SED: -82.2 EL: -85.2 SWD: -143.3 AA: -103.7	20-21 Local Data: All: -87.74 Foster: -109.58 SED: -96.94 EL: -119.33 AA:N/A	21-22 CAASPP Data: All: -85.1 Foster: -115.8 SED: -92.7 EL: -105.5 SWD: -150.2 AA: -110.7	22-23 CAASPP Math Data: All: -81.3 Foster: -125.6 SED: -88.4 EL: -103.2 SWD: -145.4 AA: -112.9	23-24: All: Green Medium (-23.6) Foster: -31.4 SED: -27.4 EL: -28.4
CAST Science State Testing Met or	19-20: N/A due to COVID 18-19: Baseline Scores	20-21 Local Data: All: 28.72% Foster:12.67%	21-22 CAST Data: All: 29.45% Foster:9.08%	22-23 CAST Science Data: All: 15.69%	23-24: All: 21.72% Foster: 10.25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exceeded Standards will increase by 1%	All: 18.72% Foster: 6.25% SED: 13.95% EL: 1.80% SWD: 8.10% AA: 13.60%	SED: 16.88% EL: 2.44% SWD: 7.81% AA: 14.29%	SED: 18.50% EL: 2.63% SWD: 8.36% AA: 13.71%	Foster: N/A SED: 13.50% EL: 1.39% SWD: 2.04% AA: 9.26%	SED: 17.95% EL: 5.80% SWD: 12.10% AA: 17.60%
A1. Rate of appropriately assigned and credentialed teachers will be 100%	19-20: Appropriately Assigned: 100% Credentialed Teachers: 100%	20-21 Data: Appropriately Assigned: 100% Credentialed Teachers: 100%	21-22 Data: Appropriately Assigned: 100% Credentialed Teachers: 100%	22-23 Data : Appropriately Assigned: 100% Credentialed Teachers: 100%	23-24: Appropriately Assigned: 100% Credentialed Teachers: 100%
A.2 Availability of standards-aligned instructional materials will be 100%	19-20: 100%	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24: 100%
B1. % of students with EOY iReady Math Green Composite Score (1-8) will increase by 1%	19-20: Baseline: 0 New Metric	20-21 Data: All:20.3% Foster:17.4% SED: 50.9% EL: 7.3% SWD: 2.6% AA: 9.7%	21-22 Data: All:28.85% Foster: 19.11% SED 26.11% EL: 8.3% SWD: 12.36% AA: 16.05%	22-23 Data: All:29.94% Foster: 32.35% SED 25.71% EL: 17.53% SWD: 26.19% AA: 23.81%	23-24: All:23% Foster:20% SED: 53% EL: 10.3% SWD: 5.6% AA: 12.7%
B2. % of students meeting standards EOY STAR Reading (4 – 8) will increase by 1%	19-20 EOY: N/A- COVID Winter 19-20: All: 52.1% Foster: 34.1% SED: 47% EL: 21% SWD:8% AA: 48.4%	20-21 Data: All: 44.4% Foster: 30% SED:48.6% EL: 17.4% SWD: 8.1% AA: 37%	21-22 Data: All: 28.9% Foster: 29.2% SED:36.3% EL: 8.3% SWD: 5.5% AA: 25.8%	22-23 Data: All: 28.54% Foster: 7.14% SED:24.82% EL:8.09% SWD:7.53% AA:29.01%	23-24: All: 56.1% Foster: 38.1% SED: 51% EL: 25% SWD: 12% AA: 52.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B3. % of students with EOY Acadience Green Composite Score (1 – 3) will increase by 1%	19-20: New Metric for 21-22	20-21 Data: New Metric for 21-22	21-22 Data: All: 45.1 Foster: 27% SED:36.3% EL: 8.3% SWD: 5.5% AA: 25.8%	22-23 Data: All: 48.87% Foster: 40% SED:45.19% EL: 36.65% SWD:20.90% AA: 45.56%	23-24: All: 47% Foster: 29% SED:38.3% EL: 10.3% SWD: 7.5% AA: 27.8%
B4. % of students at or above grade level on DRDP Language (K) will increase by 1%	19-20 EOY: N/A- COVID Winter: 82.2%	20-21 Data: All: 65.3% Foster: 75% SED:44% EL: 54% SWD: 46.7% AA: 90.5%	21-22 Data: All: 77.90% Foster: 71.40% SED:76.80% EL: 73.40% SWD: 42.20% AA: 83.30%	22-23 Data: All: 64.30% Foster: 90% SED:63.70% EL: 52.20% SWD:37.50% AA: 85.20%	23-24: All: 85.2% Foster: 78% SED:47% EL: 57% SWD: 49.7% AA: 93.5%
B5. % of students at or above grade level on DRDP Math (K) will increase by 1%	19-20 EOY: N/A- COVID Winter: 81.5%	20-21 Data: All: 62.6% Foster: 100% SED:44% EL: 54% SWD: 47% AA: 90.4%	21-22 Data: All: 76.8% Foster: N/A SED:78.40 EL: 71.40% SWD: 42.20% AA: 83.30%	22-23 Data: All: 64.50% Foster: 80% SED:64.6% EL: 54.6% SWD:47.4% AA: 76.2%	23-24: All: 84.5% Foster: 100% SED:47% EL: 57% SWD: 50% AA: 93.4%
B9. Rate of 5th and 7th Grade Students in the Healthy Fitness Zone will increase by 1%	19-20: N/A- COVID 18-19: 64.8%	20-21 Data: N/A- Healthy Fitness Zone Data not Collected	21-22 Data: N/A- Healthy Fitness Zone Data not Collected	Metric Removed	23-24 N/A- Healthy Fitness Zone Data not Collected

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
B10. % of 7th-8th grade students at or above grade level on Social Studies Benchmark will be 70%	19-20: New Metric for 21-22	20-21 Data: New Metric for 21-22	21-22 Data: All: 52.2% Foster: 15% SED:47.8% EL: 33.4% SWD: 30.2% AA: 43.8%	22-23 Data: All: 25.97% Foster: N/A SED:24.97% EL: 11.07% SWD: 9.15% AA: 17%	23-24: All: 70%
C13. % of students receiving supplemental educational services principally directed at UDP and students with exceptional needs will not decrease as evidenced by attendance logs	19-20: 7.0%	20-21 Data: 4.26%	21-22 Data: 7.0%	22-23 Data: 11.71%	23-24: Maintain 7.0%
C14. Technology Device: Student Ratio principally directed at UDP and students with exceptional needs to provide access to a broad course of study will remain the same	19-20: TK-1 1:2 2-8 1:1	20-21 Data: TK-8: 1:1	21-22 Data: TK-6: 2:1 7-8:1:1	22-23 Data: TK-6: 2:1 7-8:1:1	23-24: Maintain 1:1
C15. % of 4th-8th grade students participating in AVID principally directed at UDP and students	19-20: 100%	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24: Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with exceptional needs to provide access to a broad course of study will maintain					
C16. % of students participating in Summer School principally directed at UDP and students with exceptional needs to provide access to a broad course of study will not decrease	19-20: N/A- Summer School not held during to COVID 18-19: ALL: 4.5% Foster: 2.81% SED:74.7% EL:33.9% SWD: 8.4% AA:3.5%	20-21 Data: All: 16.11% Foster: 0.29% SED:12.86% EL: 4.95% SWD: 2.7% AA:0.78%	21-22 Data: All: 13.7% Foster: 21.11% SED:3.36% EL: 15.59% SWD: 2.71% AA:30.74%	22-23 Data: All: 17% Foster: 77% SED:16% EL: 16% SWD: 15% AA:45%	23-24: Maintain ALL: 4.5% Foster: 2.81% SED:74.7% EL:33.9% SWD: 8.4% AA:3.5%

Goal Analysis

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

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

1.1- There were no substantive differences. Sufficient staffing levels of certificated personnel and classified instructional aides to provide implementation and monitoring of evidence based programs, standards based professional learning and instructional support for all students was maintained. Support staff, both classified and certificated, have been integral in supporting continued growth for students in academic subject areas. District certificated support staff provided in class coaching, professional learning, assessment support and consultation to all sites. Additionally, classified staff assisted with instructional support, intervention activities, and educational partner communication. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

1.2- There were no substantive differences. Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of English Language Arts. District support in early literacy and reading intervention through the use of 95% group materials and intervention materials were implemented. 95% group materials needed for intervention groups were ordered. The materials are used to implement a K-3 walk to intervention model to supplement early literacy instruction. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

1.3 - There were no substantive differences. Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of Mathematics. Supplemental supplies and materials to provide intervention was purchased to support the new math adoption. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

1.4- There were no substantive differences. Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of Science. Hands on science materials needed for in person groups were ordered. Funds for hands on science materials were utilized at sites. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

1.5- There were no substantive differences. Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of Social Studies. Social Studies materials needed were ordered. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

1.6- There were no substantive differences. Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support the teaching of Physical Education. Family Life education was provided to the appropriate grade levels. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

1.7- There were no substantive differences. Appropriate state adopted and supplemental materials and supplies were ordered and maintained to support support the teaching of Cross-curricular instruction beyond the basic core program (English Language Arts, Mathematics, Science, Social Studies and Physical Education) Brain POP, Brain POP Jr and Google Docs continue to be utilized. Inventory systems to monitor fixed assets and other equipment and supplies that support student learning continue to be utilized. We continued to use typing software in all second and third grade classrooms. Flexible seating and interchangeable desk components to promote 21st century learning styles were purchased at various sites to assist in collaboration, being easily mobile and designed to reconfigure student work space based on the demands of the task and situation.

1.8- There were no substantive differences. Appropriate evidence based formative and summative assessment materials were ordered and maintained to inform instruction and monitor student understanding and progress toward mastery of state standards. STAR reading (4th-8th) and iReady math (K-8th) assessments were used to screen and monitor student progress four times per year. Acadience, 95%PASI, and 95% PSI were utilized for Reading assessment in order to identify students' lowest deficit skills, and create Walk -to-Intervention groups in grades K-3rd district wide. Fluency math interviews were utilized in grades 1 & 2, to identify student strengths and areas in need of support related to math fluency K-2. DRDP-K 2015 was utilized in TK/K to monitor foundation growth and learning environment standards. ECERS was utilized in preschool to monitor foundation growth and learning environment standards. The Learning Genie online portfolio system was utilized in early childhood programs as an e-portfolio to aide in collaboration and calibration of evidence scoring to determine students growth toward mastery of ECE standards. Student PE participation was recorded for grades 5 and 7. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

1.9- There were no substantive differences. Technology use, and access to district software programs, in order to meet the demands of the 21st century to support all students in English Language Arts, Mathematics, Science, Social Studies and Physical Education in providing better access continues. Leases on additional devices continue in order for every TK - 8th grade student to have a device to use in class. WiFi projects and additional infrastructure is ongoing in order to increase connectivity and access for students and staff. Classroom hardware replacement continues as needed. Licenses, software, and subscriptions were purchased to support continued access to technology for learning. Communications and upgrades (Internet, Phones, Capitol ASE connections, Website) were maintained. IT department participated in professional learning to continuously improve service and support of learning. Technology upgrades and repairs were made throughout the year.

1.10- There were no substantive differences. Academic support through a Multi-Tiered System of Supports in English Language Arts, Mathematics, Science, Social Studies, Physical Education (Intervention, SPED, 504, Enrichment) was provided. Math and ELA intervention programs were utilized (HMH, Read Live, etc.). Funding for sites to meet needs of students as identified at site level continues. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated. After hours support utilizing time sheet hours were provided.

1.11- There were no substantive differences. Extended day opportunities were provided to students through the Extended Learning Opportunities Program (ELOP). Unduplicated students (Foster students, Homeless student, Low Income students, Special Education, Migrant and English Language Learners were given first priority to attend summer school and close the learning gap.

1.12- There were no substantive differences. The focus of our preschool is language development. There are multiple funding sources used to make preschool services available. There are over 500 students involved in our preschool program. Every elementary site has a preschool component. Preschool classes are available in a variety of models.

1.13- There were no substantive differences. Students identified for GATE were provided enrichment activities via the classroom teacher. The enrichment tasks were provided by the District Office Curriculum Department. The GATE program focuses on the use of technology through project based learning. Additionally, the district Science Curriculum Specialist offered a STEM (Science, Technology, Engineering and Mathematics) enrichment hour for all 4th, 5th and 6th graders at each elementary school on a rotating basis. Students enrolled in Honors ELA or Honors Math in grades 7- 8 are identified as GATE and provided with accelerated instruction.

1.14- There were no substantive differences. The AVID program is implemented district wide in 4th-8th grades. Select school sites have chosen to expand their programs to include the grades as follows: Wilson TK-3, Alpine Vista- 3rd grade and Maple-3rd grade. All Middle schools implement the program sitewide and have 2 AVID elective classes. Los Tules and Mulchay Middle Schools have added 2 AVID excel classes in addition to the elective classes, which accelerates students' academic language acquisition, increasing their access to college preparatory courses. Los Tules is on year 5 of implementation while Mulcahy is on year 2. Ongoing professional learning was provided throughout the year with a focus on Writing, Inquiry, Collaboration, Organization and Reading (WICOR) and connecting AVID strategies to the application of CA standards instruction in the classrooms.

1.15- There were no substantive differences. Funding was provided to support school libraries in order to lower the achievement gap for poor and minority students, and support at risk students by providing an additional opportunity to use technological equipment they may not

have access to outside of school. Library staff participated in monthly training and professional learning to enhance their skills. The focus for the collection district wide was to increase diversity and equity in our collections. Most teachers are using EPIC in classrooms, a free source for eBooks. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

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

The estimated actual expenditures for the 2023-24 Goal 1 budget were \$ 45,229,151.42 The adopted budget for Goal 1 was \$ 40,550,376.00 . Actual expenditures were over budget by \$ 4,678,775.42 with 112% of funds being utilized.

1.1- No substantial difference in budget.

1.2- 66.14% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.

1.3- No substantial difference in budget.

1.4- 87.63% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.

1.5- 18.50% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.

1.6- 62.24% of funds were spent. There was a surplus in funds due to sites not needing as many replacement materials as anticipated.

1.7- 160.83% of funds were spent. The curriculum center was relocated resulting in the need to upgrade outdated materials and supplies resulting in an overage.

1.8- No substantial difference in budget.

1.9- 121.92% of funds were spent. Funds were overspent due to the replacement of ViewSonic interactive boards and iPads being replaced in the classrooms.

1.10-No substantial difference in budget.

1.11- 122.83% of funds were spent. Additional staffing was needed than anticipated to support student behaviors and program custodial needs resulting in a funding overage.

1.12- 54.18% of funds were spent. There was a surplus in funds due to sites not needing as many replacement or supplemental materials as anticipated.

1.13- 12.96% of funds were spent. There was a surplus in funds due to the curriculum being offered in an alternative format.

1.14- 52.41% of funds were spent. For the 23-24 school year there was an excess of funds due to fewer materials and supplies needed for path training that didn't take place.

1.15- No substantial difference in budget.

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

1.1- Effective

Metric(s): 1.8 Acadience, 1.6 iReady

Supplemental Staff provided targeted support to staff and students to close the achievement gap and to mitigate learning loss. There was over a 3% increase in Acadience for students who scored at or above grade level from the previous year. While this was a new year in the math implementation, there was a 30% increase in students who scored at or above grade level.

1.2- Effective

Metric(s): 1.1 ELA Dashboard, 1.8 Acadience K-3, 1.7 STAR 4-6

Students in K-3 received instruction in supplemental programs including: Read Naturally, 95%, reading fluency, vocabulary and comprehension. Instruction in 4-8 will focus on reading fluency and comprehension. 7th and 8th grade students have daily access to Academic Review during 1st period to serve as an intervention time. There was over a 3% increase in Acadience for students who scored at or above grade level from the previous year. STAR reading scores and the ELA dashboard scores maintained.

1.3 - Effective

Metric(s): 1.2 Mathematics Dashboard, 1.6 HMH Math

Students received instruction in supplemental programs including: What's My Place, What's My Value, BBY materials and Number Talks. Manipulatives will provide hands on experiences to deepen students understanding of conceptual math concepts. 7th and 8th grade students have daily access to Academic Review during 1st period to serve as an intervention time. Math dashboard scores improved by 3.8 points. While this was a new year in the math implementation, there was a 30% increase in students who scored at or above grade level.

1.4- Not Effective

Metric(s): 1.3 CAST Scores

Students received access to hands on- minds on supplemental materials to provide access to science labs. Subscriptions to Gizmos and Explore Learning provide additional instructional opportunities to explore scientific concepts. CAST scores decreased by 1%.

1.5- Not Effective

Metric(s): 1.11 Social Studies Benchmark

Social Studies supplemental materials and supplies were provided. The action was not effective due to students not showing growth on the Social Studies benchmark. After reviewing data, students are not making progress. Only 26% of students scored proficient. Increased progress monitoring and coaching from the Social Studies curriculum specialist will take place in order to track growth and or identify training needs.

1.6- Effective

Metric(s): LCAP Goal 1 Survey

Students in all grades had access to supplemental physical education materials and supplies to provide exposure to various sports and healthy activities. Teachers reported that there are appropriate grade level supports and materials with a 75.25% positivity rating.

1.7- Effective

Metric(s): 1.1 ELA Dashboard

Services such as brain pop offered high interest visual breakdowns of lessons and concepts. Educational Technology Resources offer exposure to technology to promote real world skills that span beyond the classroom and support communication and collaboration. STEM resources offer enrichment opportunities for students. The ELA dashboard scores maintained. Resource usage reports demonstrate that teachers are using the tools during instruction.

1.8- Effective

Metric(s): 1.8 Acadience K-3, 1.7 STAR 4-6, 1.9 Social Studies Benchmarks

Assessment materials were used to identify lowest deficit skills and areas of growth to support unduplicated students with targeted instruction and intervention services. The Formative Assessment platform will allow teachers to customize assessments to gauge learning on learning concepts as they are taught. Effectiveness will be monitored through site level Continuous Improvement meetings and district level Data Talks held on a quarterly basis. Assessment completion reports indicate the assessments are being utilized. There was over a 3% increase in Acadience for students who scored at or above grade level from the previous year. STAR reading scores maintained.

1.9- Effective

Metric(s): 1.10 Technology Ratio

Students in 1st through 8th grade have access to 1:1 Chromebook. TK-K classes have access to iPads for greater accessibility. Classrooms were updated with new ViewSonic boards in 23-24. Routine maintenance is provided through the IT department. Allowing students in upper grades provides equitable access to technology for unduplicated students including English Learners.

1.10- Not Effective

Metric(s): 1.1 ELA Dashboard, 1.2 Mathematics Dashboards

Supplemental materials and supplies will be provided with Tier III instructional needs to focus on individual goals for academic success. This action was not effective as our Tier III students are not showing growth on state and local assessments. The Special education coordinator will provide targeted support in collaboration with the curriculum department at identified sites to meet student needs.

1.11- Effective

Metric(s): 1.14 Summer School Participation

Extended day and extended year opportunities were provided to students through the Extended Learning Opportunities Program (ELOP). Unduplicated students (Foster students, Homeless student, Low Income students, Special Education, Migrant and English Language Learners) were given first priority to attend summer school and after school programs to close the learning gap. Over 4,000 students participate in extended day and/or extended year programs.

1.12- Not Effective

Metric(s): 1.9 DRDP Language, 1.10- DRDP Math

Access to Preschool and Early Childhood programs including TK provided students with early academic, behavioral and social emotional support. The preschool program prioritizes unduplicated students in the enrollment process to ensure students with higher needs have access to additional support. There were significant (over 10%) decreases in DRDP scores in reading and math throughout the year.

1.13- Not Effective

Metric(s): 1.1 ELA Dashboard, 1.2 Mathematics Dashboards

Students identified for GATE were provided enrichment activities via the classroom teacher. The enrichment tasks were provided by the District Office Curriculum Department. The GATE program focuses on the use of technology through project based learning. Additionally, the district Science Curriculum Specialist offered a STEM (Science, Technology, Engineering and Mathematics) enrichment hour for all 4th, 5th and 6th graders at each elementary school on a rotating basis. Students enrolled in Honors ELA or Honors Math in grades 7- 8 are identified as GATE and provided with accelerated instruction. According to feedback from the Climate & Culture survey, many parents requested a return to in person GATE offerings to expand enrichment opportunities for students.

1.14- Not Effective

Metric(s): 1.11 AVID Participation

The AVID program was implemented district wide in 4th-8th grades at varying degrees. There was not significant data to prove the effectiveness of AVID in elementary classrooms. There was data to support AVID offerings in 7th and 8th grade. The program will be concentrated at the Middle School level for the 24-25 school year.

1.15- Effective

Metric(s): 1.1 ELA Dashboard, 1.7 STAR 4-8, 1.8 Acadience K-3

Students had access to library books at various instructional and interest levels. Students checkout books to read at home and in the classroom. There were 8,667 book purchased this year. There are 101 ebooks available on SORA for student checkout as well.

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.

Changes in Goal:

The goal will continue

Changes in Actions:

1.1- The action will continue. There will be a reduction in Instruction aide positions due to the expiration of ESSER funds. Through TK expansion and resignations, all staff were able to be retained. There will be a new Literacy coach at Roosevelt Elementary.

1.2- The current action will be modified to provide ELA intervention for Identified students to improve foundational skills in Language Arts.

1.3- The current action will be modified to provide Math intervention for Identified students to improve foundational skills in Language Arts.

1.4- The action will continue. Teachers will be able to request consumables from the curriculum dept. to enhance instruction. Targeted coaching will be aimed at Middle school by the Science Curriculum Specialist.

1.5- The action will continue. Social Studies progress monitoring will increase in grades 7 and 8 to track growth and adjust teaching.

Additional coaching by the Social Studies curriculum specialist will be targeted to Middle School.

- 1.6- The action will continue.
- 1.7- The action will continue.
- 1.8- The action will continue. There will be a new assessment platform where teachers can customize progress monitoring and checking for understanding.
- 1.9- The action will continue.
- 1.10- The action will continue. The Special education coordinator will provide targeted supported in collaboration with the curriculum department at identified sites to meet student needs.
- 1.11- The action will continue. There will be an Academic Curriculum Specialist for tutoring and enrichment for the 24-25 school year.
- 1.12- The action will continue. There will be an Preschool Special Education Teacher on Assignment for the 24-25 school year. TK offerings will be expanded at 5 sites. Revise metric to focus on SEL & Regulation skills.
- 1.13- The action will continue. GATE will be offered in an in person setting.
- 1.14- The action will continue. AVID will be principally directed in Middle School.
- 1.15- The action will continue.

Changes in Metrics:

- 1.6- The Metric will be modified to I reflect HMH, the newly adopted math curriculum a new baseline will be established in 23-24
- 1.7-1.8: Remove DRDP in both ELA and Math for Kindergarten Metric. New (1.12-1.13): DRDP TK Self Regulation and Social Emotional will be added
- 1.9 Remove Healthy Fitness Zone Metric. New: (1.14) Student Response on PE Metric
- 1.11& 1.14 Remove Supplemental Services Metric and Summer School Metric. New: (1.15) Students receiving ELOP services

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

Goals and Actions

Goal

Goal #	Description
2	All students will have opportunities to engage and participate in extracurricular activities, and Visual and Performing Arts in order to meet the demands of the 21st century.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A4. Local Indicator (Priority #7) Access to a Broad course of study will Maintain Standard Met	19-20: Standard Met	20-21: Standard Met- 98.29% of students have access to a Broad Course of Study	21-22: Standard Met: 98.27% of students have access to a Broad Course of Study	22-23 Data: Standard Met- 98.96% of students have access to a Broad Course of Study	23-24: Maintain

Goal Analysis

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

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

2.1- There were no substantive differences. VAPA supplemental staff were hired to provide VAPA offerings to TK-6th grade students as well as Middle School VAPA electives. PE teams provided instruction to 1st-5th graders on a 10 day rotation for sessions of 100 minutes. Each team was staffed with 2 PE teachers and 2 Aides. The PE teacher on assignment facilitated professional development, monitored PE programs, organized the district wide track meet, ensured facilities were prepared, and facilitated after school sports. Teachers also provided before and afterschool offerings at sites. The VAPA consultant continued to provide guidance and support across the district to strengthen our VAPA program.

2.2- There were no substantive differences. Opportunities for students to participate in enrichment activities in order to meet the demands of the 21st century were provided. Students participated in field trips, competitions, showcases, community service projects, art exhibits, assemblies, performances, United for Good Projects, athletic competitions and activities. Enrichment Activities including: County Poetry and Prose Festival, TCSD Poetry and Prose Festival, District track and field competition Math Super Bowl, mission field trips, college tour field

trips, zoo field trips, Ag Ventures, 5th grade day trips to SCICON, and the 6th grade Scion field trips were attended. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

2.3- There were no substantive differences. Evidence based, high quality professional learning for Visual and Performing Arts certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students was provided at the District level. Staff attended the California All-State Music Education Conference this year. Another scheduled conference was not attended due to scheduling conflicts.

2.4- There were no substantive differences. Students were provided with materials and resources in order to participate in activities that support relevant, purposeful learning that yields the deepest levels of learning for all students. This includes the Art Education and Quaver curriculum to support art and vocal music as part of the VAPA program offerings. New and replacement instruments were purchased for 6th-8th grade instrumental programs. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

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

The estimated actual expenditures for 2023-24 were \$ 8,449,347.08. The adopted budget for Goal 2 was \$8,548,962.00. Expenditures under budget were \$99,614.92 with 98.83% of funds being utilized.

2.1- No substantial difference in budget.

2.2- No substantial difference in budget.

2.3- 60.08% of funds were spent. A scheduled conference was not attended resulting in a surplus.

2.4- 133.13% of funds were spent. Extra instruments were needed at sites to accommodate the expanding instrumental music offering resulting in a funding deficit.

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

2.1- Effective

Metric(s): 2.1 Broad Course of Study

The Visual and Performing Arts team provided a variety of opportunities to students TK-8th including: art, choir, band, instrumental music, dance and drama. The physical education team provides enriched physical education to students in 1st-5th grade. Teams travel to elementary sites on a rotating basis. Educational partners indicated a positive rating at 95.95% indicating VAPA experiences are very valuable. The broad course of study local metric scored standard met.

2.2- Effective

Metric(s): 2.1 Broad Course of Study

Students took field trips and participated in competitions, showcases, art exhibits and performances. Coaches and technology leads provided on site support to both staff and students. Educational partners indicated a positive rating at 93.18% indicating field trips are very valuable. The broad course of study local metric scored standard met.

2.3- Effective

Metric(s): 2.1 Broad Course of Study

Staff attended the California All-State Music Education Conference this year. The broad course of study local metric scored standard met.

2.4- Effective

Metric(s): 2.1 Broad Course of Study

Supplemental materials were provided for art, vocal music, instrumental music, drama, elective classes and PE teams. Educational partners indicated a positive rating at 93.37% indicating that extra curricular opportunities are very valuable. The broad course of study local metric scored standard met.

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.

Changes in Goal:

The goal will continue

Changes in Actions:

2.1- The action will continue. Transfer PE TOA to PE Curriculum Specialist to increase facilitation in after school program offerings. Add 1 PE team teacher to meet the additional needs of Newcomer EL students as well as our SDC students so that they may be provided services in an alternative structure. The VAPA consultant will be replaced by a VAPA head teacher to provide in time support Changes are due to staff and parent feedback through our district Climate and Culture Surveys.

2.2- The action will continue

2.3- The action will continue

2.4- The action will continue

Changes in Metrics:

2.1- Metric will be replaced to include VAPA offerings in TK-6 to represent students served.

2.2- Metric will be added to include VAPA electives in 7-8 to represent the % of VAPA electives offered.

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

Goals and Actions

Goal

Goal #	Description
3	All English Learner students will increase proficiency in English, while working to reach all content standards and increase student achievement in English Language Arts in order to be prepared for the demands of the 21st century.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Targeted Annual Increase to reach "high" status: 1.7%	19-20: N/A due to COVID 18-19: ELPI: 45% Making Progress Moderately Developed Level 3: 37.77% Well Developed Level 4: 16.40%	20-21: ELPI remains frozen Moderately Developed Level 3: 59.7% Well Developed Level 4: 40.3%	21-22: ELPI: 48.3% Making Progress Moderately Developed Level 3: 35.23% Well Developed Level 4: 15.57%	22-23 ELPI: 52.2% Making Progress Moderately Developed Level 3: 33.77% Well Developed Level 4: 16.50%	23-24: ELPI 51.8% Making Progress
A7. % of Teachers with EL students Monitored: EI Students' Access to CCS and ELD Standards	New Reporting tool: Baseline 0% 18-19 Baseline: 30.5%	20-21: New Reporting tool for 21-22 Baseline 0%	21-22: 84%	22-23 Data: 87%	23-24: 100%
B6. % of students Redesignated FEP will increase by 0.5%	19-20:13.8%	20-21 Data: 27.8%	21-22: 24.20%	22-23 Data: 20.70%	23-24: 15.3%
B7. LTEL as Percent of EL for 6+ Years will decrease by 0.5%	19-20:6.40%	20-21 Data: 17%	21-22: 7.10%	22-23 Data: 10.40%	23-24: 4.9%
B8. "At-Risk" ELs as Percent of EL for 4 or	19-20:10.90%	20-21 Data: 18%	21-22: 13.30%	22-23 Data: 12.60%	23-24: 9.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 Years will decrease by 0.5%					

Goal Analysis

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

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

3.1 There were no substantive differences. Sufficient staffing levels of certificated personnel and classified instructional aides (19 Bilingual Aide, 2 Bilingual Secretaries, Co-Op, ELD Curriculum Specialist, Bilingual Coordinator, 2 Newcomer teachers) to provide implementation and monitoring of evidence based ELD programs, ELD evidence based professional learning and instructional support for all EL students including specific support in SEI instructional settings and with Long Term English Learners was maintained. Extra time for translations and assessment implementation was provided. Subs (to provide coverage) and retired teachers were utilized to assist in facilitating the ELPAC assessment.

3.2 There were no substantive differences. Supplemental materials to support the teaching of ELD and academic core standards for all teachers who have EL Students and the specific needs of long-term EL learners and newcomers were purchased . K-8 staff received materials to support EL instruction. Middle school ELD teachers of long-term English learners (LTEL) received additional ELD standards curriculum. SEI teachers received supplemental materials. Summit K-12 was purchased for the after school program and books were purchased for ELD classes to provide supplemental enriching language instruction. The Ellevations program was utilized to track student data and assist in the redesignation process (was funded in 22-23 on a 2 year contract).

3.3 Differences included not purchasing supplemental technology due to lack of need. Funding for technology to support EL students in SEI programs and those EL students identified as long term English learners (LTEL), in order to provide them better access to district software programs and meet the 21st century technology goals was not met through this goal but was instead funded through Goal 1, Action 9.

3.4 There were no substantive differences. Materials and instructional support were provided to parents enabling access to school information. TESL (Teaching English as a Second Language) Parent classes were offered in 3 sessions as an opportunity to support parents English language acquisition, assist in navigating school environments and events (such as conferences), increase school to home communication and provide skills to be successful in the community. Parent meetings and after- school events occurred; and interpreting services were provided.

3.5 Differences included the creation of an EL cohort. . Professional development was provided on site to teachers through the Bilingual Curriculum Specialist . The County ELD conference was attended. An EL Cohort was created with 8 teachers. The cohort participated in EL professional development both during and afterschool utilizing sub coverage and timesheets. The Newcomer teachers attended the CABA conference. Bilingual Aide training was offered through the district Aide Academy on the following topics: Lexia 101, 5 stages of Language Acquisition, and Supporting English Learners.

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

The actual expenditures to date are \$ 1,774,082.00 . The adopted S/C budget for Goal 3 was \$1,924,672.00 . Expenditures over budget were under \$143,342.06 with 92.18% of funds being utilized.

3.1: No substantial difference in budget

3.2: 37.56% of funds were spent. Fewer materials and supplies were purchased than budgeted for resulting in a surplus of funds.

3.3: 0% of funds were spent. No supplemental technology was required.

3.4: No substantial difference in budget.

3.5: 28.91% of funds were spent. Fewer conferences were attended than planned due to the professional learning for the EL cohort being offered in an alternative format resulting in a surplus of funds.

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

3.1 - Effective

Metric(s): 3.1 ELPI

English Language learners received targeted designated and integrated instruction based on their needs as evidenced by the ELPAC and other local assessments. Dedicated Bilingual aides and supplemental staff provide additional support, tutoring, and testing services to support student needs. School sites with high numbers of English Language Learners have implemented a deployment model to use dedicated time to focus on strategies and supports for English Language Learners. Scores on the ELPI increased by 4.2%.

3.2- Effective

Metric(s): 3.1 ELPI, 3.3 Redesignation rate

Supplemental materials to support the teaching of ELD and academic core standards for all teachers who have EL Students and the specific needs of long-term EL learners and newcomers were purchased . K-8 staff received materials to support EL instruction. Middle school ELD teachers of long-term English learners (LTEL) received additional ELD standards curriculum. SEI teachers received supplemental materials.

Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated. Summit K-12 was purchased for the after school program and books were purchased for ELD classes to provide supplemental enriching language instruction. The Ellevations program was utilized to track student data and assist in the redesignation process (was funded in 22-23 on a 2 year contract). Data shows an increase on the ELPI as well as redesignation rates.

3.3- See Description Narrative

Metric(s): 3.1 ELPI

Funding for technology to support EL students in SEI programs and those EL students identified as long term English learners (LTEL), in order to provide them better access to district software programs and meet the 21st century technology goals was not met through this goal but was instead funded through Goal 1, Action 9. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated. Scores on the ELPI increased by 4.2%.

3.4- Effective

Metric(s): 3.6 Access to Translation Services

Materials and instructional support were provided to parents enabling access to school information. TESL (Teaching English as a Second Language) Parent classes were offered in 3 sessions as an opportunity to support parents English language acquisition, assist in navigating school environments and events (such as conferences), increase school to home communication and provide skills to be successful in the community. Parent meetings and after- school events occurred; and interpreting services were provided. 100% of parents had access to translation services.

3.5-Effective

Metric(s): 3.2 Teacher EL Strategy Monitoring

Professional development was provided on site to teachers through the Bilingual Curriculum Specialist . The County ELD conference was attended. An EL Cohort was created with 8 teachers. The cohort participated in EL professional development both during and afterschool utilizing sub coverage and timesheets. The Newcomer teachers attended the CAFE conference. Bilingual Aide training was offered through the district Aide Academy on the following topics: Lexia 101, 5 stages of Language Acquisition, and Supporting English Learners. 87% of teachers were monitored with the ELD Roadmap tool to measure integrated ELD instruction.

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.

Changes to Goal:

The Goal will Continue

Changes to Actions:

3.1 The action will continue. The Co-Op was not fully utilized this year in the bilingual department but will assist in the office with answering phone calls, welcoming parents and preparing materials as needed to assist secretaries in forming strong community relationships and a welcoming environment for families new to the district. The ELPAC testing schedule will be modified to utilize current staff to efficiently provide ELPAC testing. The Curriculum Specialist will provide ongoing structured professional development to Middle School ELD teachers to better support the needs of identified At-Risk students and Long Term English Learners (LTEL).

3.2 The action will continue.

3.3 This action will be replaced as the technological needs are being met through Goal 1 Action 9. The new action is "All students will have access to educational intervention programs".

3.4 The action will continue. TESL (Teaching English as a Second Language) Parent classes will be expanded to include 4 sessions.

3.6 A new action will be added to address the needs of LTELs and At-Risk students. 5 Additional Bilingual aids will be hired to support students through ELD support classes on the Middle School Campuses. It will be measured by the following metrics: 3.4 LTEL Rate

3.5 At-Risk Rate

Changes to Metrics:

3.3- Metric will be modified to be titled "English Learner Reclassification Rate" with a new baseline.

3.6- New metric to report access to translation services.

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

Goals and Actions

Goal

Goal #	Description
4	All administrators, educators and support staff will engage in consistent professional learning and training experiences that are purposeful and relevant, which will enable our students to be prepared for the demands of the 21st century.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A5. Number of events to facilitate the implementation of academic content and performance standards for all students (OMS Events Report) will maintain	19-20 Districtwide: 4,172 events 10,291 Participants	20-21 Districtwide: 1,554 events 4,608 Participants	21-22 Districtwide: 2,507 events 6,408 Participants	22-23 Districtwide Data: 2,072 events 5,080 Participants	23-24 Districtwide: Maintain 4,172 events 10,291 Participants
A6. Local Measure Reflection Tool Rubric Score 15: Implementation of Academic Content and Performance Standards for All Students will increase by 0.4	19-20: 3.8 Rubric Score on Local Survey	20-21 Data: 4.1 Rubric Score on Local Survey	21-22 Data: 4.2 Rubric Score on Local Survey	22-23 Data: 4.0 Rubric Score on Local Survey	23-24: 5.0 Rubric Score on Local Survey

Goal Analysis

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

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

4.1 There were no substantive differences. Evidence-based, high quality professional learning for certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities was provided. After hours training was offered on an optional basis. Districtwide professional learning centered around the new math adoption. Sessions were provided during teacher orientation as well as fall and spring site follow ups provided with substitute coverage. Additional professional learning was provided by request during dedicated TK-6th grade planning time or middle school prep periods. Continued data talks for leadership teams to analyze and interpret data were held four times a year with site administration. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

4.2 There were no substantive differences. Multiple aide academies were held throughout the year to provide for continuous training. Evidence-based, high quality professional learning to classified and support staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities was provided through three aide academy offerings as well as ongoing onsite training provided by MTSS teachers and District department leads.

4.3 There were no substantive differences. Evidence-based, high quality professional learning to administrative staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities was provided through a partnership with the Huron group. All management members were assigned leadership coaches.

4.4 Additional conferences were attended than previously planned for. Evidence-based, high quality professional learning to certificated and classified Special Education, Intervention and Alternative Education staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities was provided. Professional learning on IEP Handbook training for new teachers occurred and Seeing Stars for current elementary staff. Speech Language Pathologists, Special Friends, Social worker, Counselors, CDS teacher, TSS teacher, Behaviorist (BEST coaches), Psychologists, RSP teachers, Occupational Therapist and Special Day Class teachers and aides participated in professional learning. Risk Assessment training occurred for incident responders.

4.5 There were no substantive differences. High quality professional learning through the use of Teacher Opportunities for Peer Support was focused on providing structured opportunities for MTSS teachers (with support from Dr. Hannigan) to support their peers through PBIS Tier 1 and Tier 2/3 structures.

4.6 There were no substantive differences. Evidence-based, high quality professional learning through the continued use of NTSS for new certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities was provided. Support for teachers new to TCSD was provided to assist in their transition to our district.

4.7 Highlight videos served as a focus this year and were not previously planned. Partnerships with our community to enhance student learning and opportunities were promoted. A community binder was updated to include information for all educational partners regarding enrollment and participation in BEST Club, Boys & Girls Club, CHOICES, Grandma's House, Reaching Higher, and tutoring assistance programs through the Tulare Public Library. We continue relationships with Lighthouse Rescue Mission and Food link, and facilitate various donations from students and staff for needed items. Tulare Community Health Clinic continues to provide the Mobile Health Clinic to service students and their parents at various sites. First Five continues to partner with our preschools to offer financial support. Chaplains on campus provided motivational noontime events on Middle School campuses. TCSD consults with private schools throughout the year and provides services and funding for students in our boundaries.

4.8 There were no substantive differences. Evidence-based, high quality professional learning to all staff to ensure and promote safety, security, health, and welfare in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities was provided. CPR/First Aid, Super Support Squad training to staff of at-risk students, Nonviolent Crisis Intervention Training & materials (CPI), and Safety training were implemented.

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

The estimated actual expenditures for the 2023-24 Goal 4 budget were \$2,930,612.62 The adopted budget for Goal 4 was \$3,097,365.00 . Actual expenditures were under budget by \$166,752.38 with 94.62% of funds being utilized.

4.1- 65.50% of funds were spent. Timecards were not needed due to inconsistent attendance during after hours training.

4.2- 293.73% of funds were spent. Funds were overspent due to multiple aide academy offerings throughout the year were held.

4.3- 119.75% of funds were spent. TCSD has partnered with the Huron group to provide additional leadership support resulting in an overage.

4.4- 135.67% of funds were spent. Funds were overspent due to additional conferences were attended than previously planned for.

4.5- No substantial difference in budget.

4.6- No substantial difference in budget.

4.7- 138.62% of funds were spent. Funds were overspent due to the purchase of additional audio/visual equipment and training opportunities.

4.8- 41.92% of funds were spent. Funds were underspent due to a limited number of timesheets turned in to compensate for after hours safety training.

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

4.1- Not Effective

Metric(s): 4.1 Professional Learning Events, 4.3 Local indicator Academic Learning

Increased professional development in student engagement, knowledge of standards based content and materials and checking for understanding is needed to support unduplicated students in improving foundational skills through their identified lowest deficit skill determined by assessment data and provide students with opportunities to participate in class discussions and strengthen their understanding of content. Professional learning was delivered inconsistently. Optional after hours sessions had low attendance. Other training was delivered "on demand" but it wasn't clear to all staff that requests could be made. Goal 4 surveys indicated a continued need for professional learning.

4.2- Effective

Metric(s): 4.1 Professional Learning Events, 4.3 Local indicator Academic Learning

The district is partnering with the Huron group to provide leadership support and mentorship while the CASC program facilitates the clear credential process for new administrators. There were over 2,000 events with over 5,000 participants. The Local Indicator for academic learning scored 4.0 overall.

4.3- Effective

Metric(s): 4.1 Professional Learning Events, 4.3 Local indicator Academic Learning

Evidence-based, high quality professional learning to administrative staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities was provided through a partnership with the Huron group. All management members were assigned leadership coaches. There were over 2,000 events with over 5,000 participants. The Local Indicator for academic learning scored 4.0 overall.

4.4- Not Effective

Metric(s): 4.1 Professional Learning Events, 4.3 Local indicator Academic Learning

Tier III Professional Learning for Certificated staff, Classified staff, Management staff, Alternative Education staff and district CPI trainers were provided to ensure best practices are being utilized to support our students with additional needs. Tier III staff have increased professional learning needs due to increased student needs. There were over 2,000 events with over 5,000 participants. The Local Indicator for academic learning scored 4.0 overall.

4.5- Not Effective

Metric(s): 4.1 Professional Learning Events, 4.3 Local indicator Academic Learning

High quality professional learning through the use of Teacher Opportunities for Peer Support was focused on providing structured opportunities for MTSS teachers (with support from Dr. Hannigan) to support their peers through PBIS Tier 1 and Tier 2/3 structures. At this time the district is discontinuing the partnership with Dr. Hannigan. Continued professional learning will be delivered by the Director of Educational Options. Educational partner feedback and site observations demonstrated a need for restructuring Tier 1 and Tier 2 support structures in Middle School and the alignment of resources at the District office.

4.6- Effective

Metric(s):4.1 Professional Learning Events, 4.3 Local indicator Academic Learning

New teachers need additional professional development and dedicated mentors to provide positive educational experiences for unduplicated students. 100% of New Teachers are assigned a mentor through the ESS program. There were over 2,000 events with over 5,000 participants. The Local Indicator for academic learning scored 4.0 overall.

4.7- Effective

Metric(s):4.1 Professional Learning Events, 4.3 Local indicator Academic Learning

Professional Learning will be provided to stay informed on strategies to stay connected with the community. Community partnerships will continue. There were over 2,000 events with over 5,000 participants. The Local Indicator for academic learning scored 4.0 overall.

4.8- Effective

Metric(s):4.1 Professional Learning Events,4.3 Local indicator Academic Learning

Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. Staff members were given health and safety training to support a healthy, safe environment as evidenced by OMS registration. There were over 2,000 events with over 5,000 participants. The Local Indicator for academic learning scored 4.0 overall.

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.

Changes in Goal:

The Goal will Continue

Changes in Actions:

In the 2024-2025 school year, Early Release Wednesdays will be a dedicated time for staff professional learning. The last Wednesday of the month will be reserved for district hosted professional learning sessions where staff will self select topics from a menu of options. The remaining Wednesdays will be reserved for site focused data analysis sessions through Continuous Improvement to focus on developing site initiatives.

4.1- The action will be continued. The format will be modified as noted above to provide equitable professional learning.

4.2- The action will be continued.

4.3- The action will be continued.

4.4- The action will be continued. The format will be modified as noted above to provide equitable professional learning.

4.5- The action will be modified to "Continuous Improvement". This action will include conferences hosted by the Huron Group to provide targeted professional learning.

4.6- The action will be continued.

4.7- The action will be continued.

4.8- The action will be continued.

Changes in Metrics:

4.2: Will be modified to include a new Professional Learning Reflection Rubric. Baseline scores will be developed in the 24-25 school year.

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

Goals and Actions

Goal

Goal #	Description
5	All students will be educated in learning environments that promote parent and community involvement which are safe, drug free and conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate Report Targeted Decrease: 0.15%	18-19: Yellow Medium (2.2%) Maintained (0%)	Local Data 20-21: All: 0.19%	21-22 Data: All: 2.1%	22-23 Data: All: 2.4% (+0.3%) Orange	23-24: Yellow Medium (1.60%)
Chronic Absenteeism Targeted Decrease: 0.25%	18-19: Yellow Medium (5.6%) Maintained (0.3%)	Local Data 20-21: 12.3%	21-22 Data: All: 33.9%	22-23 Data: All: 19.2% (-14.7%) Yellow	23-24: Green Low (4.840%)
A3: % of facilities in good repair will be 100%	19-20: 100%	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24: 100%
C1: Middle school dropout rate will be less than 1	19-20: <0.1%	20-21 Data: <0.1%	21-22 Data: <0.1%	22-23 Data: <0.1%	23-24: <0.1%
C2: District-wide Attendance rate will be above 95%	19-20: 93.8%	20-21 Data: 87.70%	21-22 Data: 69.3%	22-23 Data: 83.20%	23-24: 95.1%
C3: Expulsion rate will be less than 1%	19-20: <0.1%	20-21 Data: <0.1%	21-22 Data: <0.1%	22-23 Data: 0.11%	23-24: <1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C4: Surveys on feeling Safe will not be below 70%	19-20: N/A - COVID Fall 18-19: Parents: 97% Students: 70% Staff: 89%	20-21 Data: Parents: 98% Students: N/A- Distance Learning Staff: 93%	21-22 Data: Parents: 93% Students: 78% Staff: 97.4%	22-23 Data: Parents: 94% Students: 90% Staff: 63%	23-24: 70%
C5: Surveys on School Connectedness will not be below 70%	19-20: N/A - COVID Fall 18-19: Parents: 98% Students: 78% Staff: 87%	20-21 Data: Parents: 96% Students: 73% Staff: 86%	21-22 Data: Parents: 93% Students: 71% Staff: 88%	22-23 Data: Parents: 93% Students: 89% Staff: 81%	23-24: 70%
C6: Parent Conference Participation Rate will be 90%	19-20: Fall- 93.8%	20-21 Data: Fall- 96% Spring- Optional	21-22 Data: 90.91%	22-23 Data: 93.59%	23-24: 90%
C7: Healthy Kids Survey (Grades 5 & 7) Participation Rate will exceed 70%	19-20: N/A - COVID 17-18: 87.5%	20-21 Data: 55%	21-22 Data: 55%	22-23 Data: 78.5%	23-24: 70.1%
C8. % of Schools Offering a Minimum of Four Parent Education Opportunities will be 100%	19-20: 100%	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24:100%
C9. % of school sites with access to interpretation and translation services to promote parental	19-20: 100%	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
participation will be 100%					
C10. Number of languages available for interpretation and translation services to promote parental participation will represent district needs will not decrease	19-20: 11	20-21 Data: 11	21-22 Data: 10	22-23 Data: 12	23-24: Maintain 11
C11. % of teachers that will receive parental participation training primarily aimed at individuals with exceptional needs will be 100%	19-20: N/A: New Metric Baseline: 0	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24: 100%
C12. % of 1st - 8th grade Foster Youth students with a school-based advocate to promote access to a broad course of study will be 100%	19-20: 100%	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24: 100%
C17. % of students with exceptional needs receiving services (Ex. IEP, 504, GATE) will be 100%	19-20: 100%	20-21 Data: 100%	21-22 Data: 100%	22-23 Data: 100%	23-24: 100%

Goal Analysis

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

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

5.1 There were no substantive differences. Sufficient staffing levels of certificated and classified personnel to provide implementation and monitoring of research based programs, standards based professional learning and instructional support and access for all students were maintained. Multiple district departments collaborated to offer supports that educate the whole child including: Special Education, Child Welfare & Attendance, Health Services and Educational Options (including Alternative Education). On the school sites Vice Principals, Crew Aides and counselors worked collaboratively to meet the diverse needs of students. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

5.2 There were no substantive differences. Parent and community partnerships continued in order to collaborate with partners/educational partners in educational decision making and communicating goals in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities were sustained. Parent education was provided through community resources such as CALFresh, National Council on Alcoholism and Drug Dependence (NCADD) and Tulare Adult School. The volunteer fingerprinting program was offered to parent volunteers. In addition to the many Community Educational/Informational presentations hosted, PTO Connection meetings were held twice time during the year. Parents that represent different student groups including: special education, English Learners (LEP,NEP,RFEP), Foster students, GATE students and students experiencing homelessness attend district advisory groups.

5.3 There were no substantive differences. Safe school environments above and beyond the Core program were provided. Safety plans were updated and continued to be implemented. Training was provided for staff. Student Resource Officers were assigned to Middle School campuses through a partnership with the Tulare Police Department to build positive relationships with students at an early age, provide conflict resolution strategies and discuss alternative actions through reteaching opportunities for students with Tier 2 and 3 behavior needs (in an alternative format due to staffing). Security guards were provided for special events to ensure the safety of the community. Crossing guards are provided in identified areas of high traffic. Cameras and HALO smart sensors were purchased and replaced to ensure consistent monitoring and prevention.

5.4 There were no substantive differences. Support structures to promote socially, emotionally, and physically healthy students in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities were maintained. TCSD expanded and continued to train, implement and evaluate Proactive Climate & Culture Systems: (YSB, Sprigeo, Common Sense Media, SARB, Super Support Squad, Paraprofessionals, Classroom Support providers, PBIS implementation, SEL Wellbeing Curriculum, Tier 2 SEL curriculum). We continued the Wheel of Well Being (WOW) Health education, health services, nutrition services, counseling, psychological, social services, school and emotional climate, family engagement, local and global community connections, physical education and activity, employee wellness and facilities. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated.

5.5 The Alt. ed program was relocated to a different location to better serve the needs of students which was not previously planned. There were no substantive differences in the program delivery. State adopted and supplemental materials, certificated and classified personnel to provide implementation and monitoring of research based programs, evidence-based professional learning and instructional support for identified students through Alternative Educational Settings were provided. The Independent Study Program continued online curriculum to provide opportunities for students, including unduplicated students, with diverse learning styles who may find success outside the traditional school setting and access rigorous curriculum, continuous growth, and development.

5.6 There were no substantive differences. There were no substantive differences. Transportation was provided to students who reside within TCSD and live outside the designated walking area to their home school site to facilitate access to academic, social, emotional, behavioral, physical and educational services.

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

The estimated actual expenditures for the 2023-24 Goal 5 budget were \$ 19,661,274.68 . The adopted budget for Goal 5 was \$ 18,390,811.00 . Actual expenditures were over budget by \$ 1,270,463.68 with 106.91% of funds being utilized.

5.1- No substantial difference in budget.

5.2- 41.88% of funds were spent. Twelve of the sixteen sites have dedicated full time community liaisons directed by the district Community schools Coordinator through the California Community Schools Partnership Program Grant. The Tulare Community School Advisory Committee met three times a year with community partners. School Sites held two community meetings this year. Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated. Many community resources were utilized free of charge for parent education resulting in a surplus of funds.

5.3- 13.08% of funds were spent. The amount of SRO's budgeted for was not able to be fulfilled due to staffing shortages at the Police department resulting in an overage of funds. The safety training was reimaged to be offered in a different format to make it more accessible for all staff in a timely manner resulting in an overage as planned funds were no longer needed. The planned mount of cameras on the replacement schedule were not needed due to cameras remaining in working order resulting in an overage.

5.4- No substantial difference in budget.

5.5- 80.66% of funds were spent. There were fewer health supplies needed than anticipated resulting in a surplus of funds.

5.6- 122.70% of funds were spent. Additional transportation costs were due to increased field trips and sports events.

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

5.1- Not Effective

Metric(s): 5.7 Safety Survey, 5.8 Connectedness survey

Sufficient staffing levels of certificated and classified personnel to provide implementation and monitoring of research based programs Each school site allocated funds based on their identified needs and documented how the site LCAP S/C dollars were allocated. Educational partners scored connectedness as follows: Parents: 93% Students: 89% Teachers: 81%. Educational partners indicated feeling safe on the survey as follows: Parents: 94%, Students:90%, Teachers: 63%.

5.2- Effective

Metric(s): 5.8 Connectedness Survey Results, 5.9 Parent Conference Rate

District wide, parent advisory groups were available as opportunities for the educational partners and district staff to gather data and participate in consultation. Educational partners scored connectedness as follows: Parents: 93% Students: 89% Teachers: 81%. The parent conference rate was 93.59%.

5.3- Effective

Metric(s): 5.7 Safety Survey

Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. Materials and supplies as well as additional staff support to provide safe campuses were provided including: K-9 units, surveillance equipment, and Crossing guards. Student Resource Officers were assigned to Middle School campuses through a partnership with the Tulare Police Department to build positive relationships with students at an early age, provide conflict resolution strategies and discuss alternative actions through reteaching opportunities for students with Tier 2 and 3 behavior needs. Educational partners indicated feeling safe on the survey as follows: Parents: 94%, Students:90%, Teachers: 63%.

5.4- Effective

Metric(s): 5.1 Suspension Dashboard, 5.2 Chronic Absenteeism Dashboard, 5.7 Safety Survey, 5.8 Connectedness survey

District support includes: the Wellness Committee, Health & Wellness Social Emotional Curriculum, Implementation, Training, and Evaluation of site/district Positive Behavior Intervention Systems (PBIS), Implementation, Training, and Evaluation Wheel of Wellness (WOW), and Comprehensive Behavior Response Plans for sites. Suspension rates were 2.4% of students suspended at least one day. Chronic absenteeism decreased by 14.7%. Educational partners scored connectedness as follows: Parents: 93% Students: 89% Teachers: 81%. Educational partners indicated feeling safe on the survey as follows: Parents: 94%, Students:90%, Teachers: 63%.

5.5- Effective

Metric(s): 5.1 Suspension Dashboard, 5.6 Expulsion Dashboard

Alternative Education settings were provided at the Bridge site which houses Tulare Support School and Community Day School. Specialized support will be provided to students to assist them in learning social emotional skills. Students will have access to Tier III behavior supports. Suspension rates were 2.4% of students suspended at least one day. Expulsion rates remained less than one percent.

5.6- Effective

Metric(s): Chronic Absenteeism rates

Unduplicated students benefit from having home to school transportation in order to access school. Tulare City School District transport an average 3100 students per year. Chronic absenteeism decreased by 14.7%.

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.

Changes to Goal:

The goal will continue

Changes to Actions:

5.1- The action will continue. Due to expiring ESSER funds, CREW aides will no longer be provided at school sites. Due to feedback gathered by educational partners, Middle School Tier 1 and Tier II behavior supports will be restructured to provide for consistent implementation in preventing behaviors. Behavior response plans will be rolled out to all sites to provide for a cohesive response to behavior needs. Five additional aides, 2 Social Workers, a Vice Principal and a dedicated Registered Behavior Technician will be hired to support Alternative Education classes. An additional SDC teacher will be hired to support expanding enrollment in Special Day Classes. Six aides will be hired to support Special Day classes. An additional Speech and Language Pathologist and Speech aide will be hired to support growing case loads in speech.

5.2- The action will continue.

5.3- The action will continue. School Guard software will be purchased to serve in student reunification in the event of an emergency.

5.4- The action will continue. Targeted Suspension support will be provided at identified schools. District and site resources will be aligned to provide preventative measures for African American and Foster students as part of the district Differentiated Assistance plan.

5.5- The action will continue.

5.6- The action will continue.

Changes to Metrics:

5.7 & 5.8- Survey data will be reported to reflect the mean on a 5 point scale to match the new survey platform being utilized through the Huron Group.

Remove Healthy Kids survey metric.

Move translations metric to goal 3

Remove number of languages for translation metric.

Remove IEP training metric.

Remove students with IEP services metric.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare City School District	David Freitas Assistant Superintendent of State and Federal Programs	dfreitas@tcsdk8.org 559-685-7200

Plan Summary [2024-25]

General Information

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

Tulare City School District (TCSD) is located between Fresno and Bakersfield in the heart of the agriculturally diverse San Joaquin Valley. The City of Tulare is home to approximately 65,000 people. We educate approximately 10,000 students ranging from preschool through eighth grade. Our district consists of eleven elementary schools, five middle schools and two community day schools. We employ over 1,000 individuals who work collaboratively to meet the common expectation to raise (up) caring, creative and confident children by ensuring the following Core Values are implemented (Core Value #1 Relationships- Fostering Positive, appropriate connections with others Core Value #2 Integrity- Demonstrating accountability and ethical behavior, both in words and actions, while prioritizing the well-being and respect for others. Core Value #3 Service- Providing equitable, positive and supportive experiences to our students, families, colleagues, and community). The district has identified the following organizational pillars: 1. Learning and work environments are safe, secure, and healthy ; 2. learning yields the deepest levels of understanding through the application of knowledge; 3. learning is enhanced by active and authentic partnerships.

Our students represent varied populations that consist of many ethnicities and races which include: Hispanic 80.5%, American Indian/Alaskan Native 0.3%, Asian 1.6%, Black/African American 2.6%, Hawaiian/Pacific Islander 0.10%, White 13.2%, and Multiple 1.4%. Our district is represented by the following significant student groups: English Learners 26.5%, Pupils with Disabilities 10.2%, Socioeconomically Disadvantaged 83.1%, Foster Youth 0.9%, Homeless students:1.9% and Migrant students 1.5%. The district provides free lunch to 100.00% of children.

TCSD is rooted in the belief that educating each child is a moral purpose intent on making a difference in the lives of all children. It requires all of us to move beyond our own personal and professional biases, and to work collectively.

The following sites have been identified as Equity Multiplier sites for the 2024-2025 school year: Lincoln Elementary, Tulare Support School, Community Day School, District Office due to their non-stability rate (>25%) and Socioeconomically Disadvantaged pupil rates (>70%).

Reflections: Annual Performance

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

The following student student group abbreviations are used in this section:

o English Learners: EL o Reclassified English Learners: RFEP o Students with Disabilities: SWD o Socioeconomically Disadvantaged: SED
o Hispanic: Hisp. o African American: AA

Successes

2023 California State Dashboard

- Mathematics: All Student Group Increased from Orange to Yellow (-81.3)

The following student groups demonstrated growth from the previous year: EL, SWD, SED, Hispanic, White, Asian in Mathematics

- English Learner Progress Indicator: Increased by 3.8%
- Chronic Absenteeism: Declined by 14.7%

All student groups declined

Local Assessments

- iReady Math: Growth Goal Met (All student group, RFEP, SWD, Foster, White, AA, Asian)
- Increase in students receiving supplemental services
- Increased summer school offerings through Expanded Learning Opportunities Program
- At Risk EL students decreased
- Positive responses in parent and student connectedness and safety
- High parent conference attendance rate

Vice Principals on each site have led to greater staff and student support. The newly adopted comprehensive math program was implemented and professional learning was provided to staff. The ELOP (Expanded Learning Opportunities Program) serves approximately 5,000 students providing student supervision beyond the school day. Classrooms were outfitted with new View Sonic touchscreen TV's to assist in delivering interactive curriculum. Students have increased access to VAPA (Visual and Performing Arts) through the district VAPA team which services each school on a rotating schedule for students in TK-6th grades. Roving PE teams served students in grades 1st-5th allowing for teacher planning time. English Language afterschool tutoring was offered. The district hosted 3 aide academies for professional development and partnered with the Huron Group to provide professional development for leadership. There was an increased focus on attendance. The district saw positive results through the implementation of improvement plans. Twelve of the sixteen schools have a community liaison to strengthen partnerships with community resources and increase parent involvement opportunities. A comprehensive behavior team provided supports for students.

Needs

2023 California State Dashboard

- English Language Arts: All Student Group Maintained Orange (-50.4)

All significant student groups demonstrated a decline from the previous year

- California Science Test: All Student Group Met or Exceeded declined from the previous year (15.69%)
- Suspension Rate: Increased by 0.3%

All significant student groups increased except the homeless student group

- Redesignated and Long Term English Learners increased

Local Assessments

- STAR Reading: Growth Goal Not Met (All students, EL, SWD, Foster, Homeless, Hispanic, Asian)
- DRDP Language Arts & Math: Growth Goals not met
- Social Studies: All students declined from previous year
- Decline in staff safety according to survey results

The alignment of support is imperative in order to focus our collaborative efforts in supporting all learners (students, staff and parents) in continuous improvement. To address academic needs, district and site instructional leaders will continue to provide support in utilizing formative assessment in order for teachers to gather information about their students' progress and learning needs and using this information to make instructional adjustments through PDSA (Plan Do Study Act) cycles. Additionally, curriculum leaders have worked to identify key academic standards and establish support using the district adopted curriculum. In 2024-2025, early release Wednesdays will be used to focus on implementing improvement cycles. During the last Wednesday of the month, professional development will be offered. Topics will be self selected to match educators needs. Targeted intervention will be utilized for identified student groups scoring red on state indicators. To assist Long-term English Learners (LTEL) and At-risk EL students demonstrate growth, an emphasis will be put on supporting students through the use of bilingual aides and the use of AVID emerge to supplement current ELD instruction. Administration will continue to monitor the implementation of integrated and designated ELD lessons and supports through use of the district ELD Roadmap monitoring Tool. Current behavior supports will be aligned through a comprehensive behavior plan at the district and site level.

According to the 2023 California State Dashboards:

The following schools received the lowest performance level on one or more state indicators:

Cherry Ave- Suspension, English Language Arts, Mathematics

Los Tules- Mathematics

Maple- Mathematics

Roosevelt- English Language Arts

Wilson- English Learner Progress Indicator, English Language Arts

The following student groups district wide received the lowest performance level on one or more state indicators:

Homeless- English Language Arts, Mathematics

English Learners- English Language Arts, Mathematics
African American- English Language Arts, Mathematics, Suspensions
Foster- English Language Arts, Mathematics, Suspensions
Students with Disabilities- English Language Arts

The following student groups within a school received the lowest performance level on one or more state indicators:

Cherry Ave

All Students- ELA, Mathematics, Suspension
English Learners- Chronic Absenteeism, Suspensions, English Language Arts, Mathematics
Hispanic- Suspensions, English Language Arts, Mathematics
Students with Disabilities- English Language Arts, Mathematics
Socioeconomically Disadvantaged- Suspensions, English Language Arts, Mathematics
White- Suspensions, Mathematics

Garden

English Learners- English Language Arts, Mathematics
Students with Disabilities- English Language Arts, Mathematics

Heritage

Students with Disabilities- Mathematics

Los Tules

All Students- Mathematics
Hispanic- Mathematics
Students with Disabilities- English Language Arts, Mathematics
Socioeconomically Disadvantaged- Mathematics

Maple

All Students- Mathematics
Socioeconomically Disadvantaged- Math
English Learners- English Language Arts, Mathematics
Hispanic- Mathematics

Mission Valley

Students with Disabilities- English Language Arts, Mathematics

Mulcahy

Students with Disabilities- English Language Arts, Mathematics
English Learners- English Language Arts

Roosevelt
All Students-ELA
English Learners- English Language Arts
Hispanic- English Language Arts
Socioeconomically Disadvantaged- English Language Arts

Wilson
All Students- ELA
English Learners- English Language Arts
Hispanic- English Language Arts
Socioeconomically Disadvantaged- English Language Arts
English Learner Progress Indicator

Additional services for the above mentioned student groups scoring red on the dashboard can be found:

Goal 1 Action 1.2: English Language Arts
Goal 1 Action 1.3: Mathematics
Goal 3 Action 3.3: English Learner Progress Indicator
Goal 5 Action 5.4: Suspension & Chronic Absenteeism

The following sites have been identified for Equity Multiplier Funds due to low non-stability rate and high socioeconomically disadvantaged rates:

Lincoln Elementary- Addressed in Goal 6
Community Day School- Addressed in Goal 7
Tulare Support School- Addressed in Goal 7
District Office- Addressed in Goal 8

Reflections: Technical Assistance

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

The Tulare City School District qualified for Differentiated Assistance in Pupil Achievement and School Climate. In English Language Arts, Mathematics and Suspensions African American and Foster Youth student groups were identified. The school district team joined the Continuous Improvement for Equity cohort through the Tulare County Office of Education. County office facilitators guided our work in completing a needs assessment through data analysis. The school district determine suspensions to be the focus of our work with an emphasis in prevention and aligning supports both in the district and at school sites. We believe this work will also positively impact academics by improving student connectedness while prioritizing instructional time. A communication plan and a primary drivers plan was established to organize the work. As a result , the district identified next steps. Monthly, administrative data checks will be conducted at Principal's meetings. Ongoing professional development in the area of prevention will be offered for Principals, Vice Principals, Counselors,

Climate and Culture MTSS teachers, classroom teachers and instructional aides. Social Emotional supports will be offered to students in identified student groups with previous documented behavior to provide support. Regular check-ins with the counselor or psychologist will be established. District level leads will collaborate to establish an aligned support system at all sites.

After Reviewing assessment data and Educational partner feedback, the following Resource Inequities have been identified as barriers to achievement:

- o Can not access the grade level curriculum (lack of differentiation/ accommodations/ modifications)
- o Social Emotional Learning needs
- o Lack of connection to staff or students
- o Disengaged in the classroom
- o Mental Health: Anxiety

These needs are being addressed in the LCAP in the following goals:

Goal 1 Academics- Addressed in Action 1.2 (ELA) & 1.3 (Math):

- o Hold site MTSS Academic meetings on a bimonthly basis to identify students who require Tier 2 and Tier 3 attendance support
- o Provide Tier 2 and Tier 3 Academic supports to identified students
- o Continue to provide Tier 1 support through the use of differentiated Instruction, Intervention and before/afterschool tutoring
- o Continue Foster Check-ins on a monthly basis at the site level

Goal 4 Professional Learning:

- o Support of Principals as Instructional Leaders with structured Monthly Progress Monitoring
- o District & Site Leadership Support facilitated by the Huron Group

Goal 5 Suspensions - Addressed in Action 5.4:

- o Hold site MTSS Behavior meetings on a bimonthly basis to identify students who require Tier 2 and Tier 3 behavior support
- o Provide Tier 2 and Tier 3 Behavior supports to identified students
- o Continue Foster Check-ins on a monthly basis at the site level
- o Prioritize behavior prevention and Tiered supports to Foster students and African American students to address high suspension rates
- o Provide Social Emotional Learning and Support to Continue to provide Tier 1 support through the use of the PBIS (Positive Behavior Interventions and Supports) framework

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.

Cherry Avenue Middle School

Support for Identified Schools

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

Educational Partner Feedback Opportunities & Resource Inequities:
The following opportunities for Feedback were held: Staff Experience Survey, Student Survey, Staff Survey, SSC/ELAC Meetings, FIA, Empathy Interviews. Together, educational partners reviewed various data sources including California State 2023 dashboards (Chronic Absenteeism, Suspension Rate, English Language Arts and Mathematics). As a result of the school's needs assessment and empathy interviews, in response to CSI identification in 23-24, it was found that there are inequities in student performance including academics and suspension rate. The following inequalities for all student groups were identified: Social Emotional Learning needs (Many students are still struggling with how to interact with others appropriately) , Can not access the grade level curriculum (Students who are low performing have difficulty accessing grade level content. Teachers indicated a need for further professional development in meeting the needs of low performing students that lack foundational academic skills, particularly in the area of checking for understanding and adjusting their teaching to meet the students' needs) , Students lack a connection to school (Through student interviews we found that students lack a connection to other students and staff and often feel like they are not a part of the school, resulting in poor attendance).

Evidence-based intervention selection:
The Tulare City School District partnered with the Tulare County Office of Education (TCOE) Leadership Support Services Office to create the CSI plan with educational partner engagement. The district MTSS/LCAP coordinator serves as the district representative and attended the meeting to take meeting minutes and record scores on the Fidelity Integrity Assessment (FIA). The district representative then lead the leadership team in choosing a focus based on the needs assessment results which included data analysis. The team chose to focus on checking for understanding and adjusting teaching through differentiation as their focus. All staff reconvened to establish next steps in the CSI work. The MTSS/LCAP coordinator then met with the Principal and school site MTSS teacher to outline a CSI plan which is documented in the site School Plan for Student Achievement (SPSA). Selected strategies include: Increasing access to effective teachers through Professional Learning to strengthen systems long term, Implementing interventions based on data, and Materials and Supplies. On going support will be provided as the school works through PDSA cycles which will measure success and determine adjustments as needed through a partnership with the Huron Group. Content coaching will be provided by Tulare County Office of Education in Math and Math teachers will attend a conference. Targeted academic review classes will be offered. These actions will increase student accessibility to curriculum, provide increased student engagement and collaboration opportunities while improving their connection to school.

Monitoring and Evaluating Effectiveness

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

Data Collection, Monitoring & Ongoing Decision Making:

Growth on local assessments throughout the year including STAR reading and HMH growth reports will be collected and discussed on a quarterly basis with the district through Data & Dollars meetings. Monthly suspension data will be tracked. The Director of Educational Options will meet with the site on a regular basis to discuss behavior prevention, current behavior data and absenteeism rates. Data will be shared with staff via monthly staff meetings. Progress will be shared with parents and community members through School Site Council and English Learner Advisory Committee Meetings. Progress Monitoring meetings will be held with District and Site Leadership with the Huron group to provide updates on progress. The information will then be presented at quarterly Board Meetings to ensure all educational partners are informed of progress.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	LCAP Surveys: LCAP Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Employee Experience Survey: November 13th-19th Executive Cabinet hosted Campus Rounds: Round 1- Sept. 20 to Oct.25 Round 2- Mar.3 to Apr. 4
Principals and Administrators	LCAP Surveys: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Employee Experience Survey: November 13th-19th DAC Meetings- Sept. 29, Jan. 26, May 17 DELAC Meeting- Sept. 22, Dec. 8, Mar.1, May 23 Data & Dollars Meetings- Round 1- Sept. 6 to Sept.15 Round 2- Nov. 8 to Nov.16 Round 3- Feb14 to Feb 23 Round 4- May 28 to May 31
Other School Personnel	LCAP Surveys: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Employee Experience Survey: November 13th-19th DAC Meetings- Sept. 29, Jan. 26, May 17 DELAC Meeting- Sept. 22, Dec. 8, Mar.1, May 23 Executive Cabinet hosted Campus Rounds: Round 1- Sept. 20 to Oct.25 Round 2- Mar.3 to Apr. 4
Local Bargaining Units	LCAP Surveys: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Goal 3 & 5 Collaboration Meeting: Sept. 22

Educational Partner(s)	Process for Engagement
	Goal 2 & 4 Collaboration Meeting: Dec 1 Goal 1 Collaboration Meeting: Feb. 2 Employee Experience Survey: November 13th-19th DAC Meetings- Sept. 29, Jan. 26, May 17 DELAC Meeting- Sept. 22, Dec. 8, Mar.1, May 23
Parents	LCAP Surveys: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Parent Experience Survey DAC Meetings- Sept. 29, Jan. 26, May 17 DELAC Meeting- Sept. 22, Dec. 8, Mar.1, May 23
Students	Student Experience Survey DAC Meetings- Sept. 29, Jan. 26, May 17
Board of Trustees	Board Meetings: Nov. 14, Jan 23, Feb. 27, Apr. 9, May 28, June 11, June 24 Public Review Period: May 20-24th Public Hearing: June 11 LCAP/ LCAP Addendum Adoption: June 24
Community Members	LCAP Surveys: Overview- Sept, Goal 3- Oct, Goal 5- Nov, Goal 2- Dec, Goal 4- Feb Tulare Community Schools Advisory Meeting- Oct. 26, Jan. 31, Apr. 11 Public Review Period: May 20-24th Public Hearing: June 11 LCAP/ LCAP Addendum Adoption: June 24
Equity Multiplier: Lincoln	SSC/ELAC Local Educational Program Effectiveness 3/20/24 Equity Multiplier Feedback Parent Meeting 4/18/24 Parent Teacher Organization Meetings (Monthly) Fall Staff, Student and Family Surveys Needs Assessment Survey Lincoln Educators (ELA & Math)

Educational Partner(s)	Process for Engagement
Equity Multiplier: Tulare Support School	Parent Phone Calls/ Meetings through ongoing SST and IEP meetings Parent Conferences March 11th-15th Staff, Student and Family Surveys
Equity Multiplier: Community Day School	Parent Phone Calls/ Meetings through ongoing SST meetings Parent Conferences March 11th-15th Staff, Student and Family Surveys
Equity Multiplier: District Office	Parent Meeting Feedback through ongoing IEP parent meetings Needs Assessment conducted by Special Education Department staff
Special Education Local Plan Area (SELPA)	Aug. 28, Oct.2, Nov. 6, Dec. 4, Feb. 5, Mar. 4, Apr. 8, Jun. 3
Continuous Improvement for Equity (CIE) Cohort	Jan. 26, Feb. 27, Mar. 12, Apr. 2, Apr. 23

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

LCAP Goal 1 input from School Site Admin, Teachers, Staff, Families and Students

Educational Partners were asked to determine if the grade level supports available in the Core Curriculum were Appropriate. Respondents “strongly agree” or “agree” that the school library (79.90%), ELA Curriculum & Support (85.86%), Social Studies Curriculum & Support (81.06%), Reading Intervention (73.74%), ELA Assessments (81.31%), Science Curriculum & Support (75.80%), Music Curriculum & Support (74.98%) and Math Assessments (81.69%) are appropriate. Respondents “strongly agree” or “agree” that math Curriculum & Support (85.94%), PE (75.25%), Math intervention (69.32%), Health Curriculum & Support (73.20%) and Art Curriculum & Support (75.49%) were deemed appropriate. Specific feedback indicate a need for better progress monitoring through a variety of intervention materials.

LCAP Goal 2 input from School Site Admin, Teachers, Staff, Families and Students

Educational Partners were asked to determine if the following opportunities were valuable for students: Extra Curricular Activities, Field Trips, Visual & Performing Arts, Athletic Programs, and Middle School Electives. The above experiences (Extra Curricular Activities, Field Trips, Visual & Performing Arts, Athletic Programs) were scored as “very valuable” or “valuable” with over a 90% satisfaction rating. 87.2% of respondents indicated there were a variety of electives offered. Specific Feedback was given on additional elective classes that community Educational Partners would like to be offered including additional art, drama, music, dance, technology, and life skill classes that focus on budgeting, finance and mechanics. It was noted that a variety of real world electives be considered including: shop/ag, basic finance and cooking, technology classes and foreign language/Spanish). PE being expanded to kindergarten and 6th grade was also requested.

LCAP Goal 3 input from School Site Admin, Teachers, Staff, Families and Students

The survey is shared with all educational partners including staff, students and parents and discussed at DAC and DELAC meetings. Educational Partners were asked to rate their knowledge of existing EL supports. It was determined that 75.74% of respondents felt their

knowledge was adequate. 78.17% of parents indicated the understood the reclassification requirements and 81.80% know how students are identified. The additional tools needed to support students indicated that 12.20% of the Educational Partners who responded would like to see parent classes offered. 10.76% would like to see additional tutoring opportunities offered, 14.97% requested additional training or more information. Specific feedback on additional training or information indicated that there is a need for further language support for newcomers in K-2. Parents indicated a need for more communication about ELD programs and the community. ELPAC support is needed to prepare students for the rigor of the assessment.

LCAP Goal 4 input from School Site Admin, Teachers and Staff

School site staff were asked to identify topics that would fit their needs for Professional Learning. Topics receiving the highest interest: Writing instruction (35.29%), Behavior Strategies (30.48%), Small Group Reading Instruction (25.94%), Use of Technology to enhance instruction (24.33%) and Small group Math instruction (23.26%).

LCAP Goal 5 input from School Site Admin, Teachers, Staff, Families and Students

Educational Partners participated in the District-wide Climate & Culture Experience Surveys. Scores below 70% or 3.5 are listed as areas of improvement in the areas of academic, connectedness, discipline & rules and safety. There were no scores below the threshold on the parent survey. On the staff survey, employees indicated a need for timely district communication (ranked 3.45/5). Students ranked their school as a good place to learn at 1.58. In the area of connectedness, they identified a need for students to be more respectful to each other, I like going to school was rated at 3.20 and I belong at school at 3.40. My School is clean was ranked at 3.02.

LCAP Public Review Period:

The draft LCAP was available for public review May 20,2024- May 24, 2024. The district Superintendent responded in writing to comments shared by members of DAC, DELAC and during the public review period on June 3,2024.

CSEA Collaboration Summary of Feedback (California School Employees Association):

Increased full time positions & preferred placement for employees displaced due to expiring LLM funds.

TCTA Collaboration Summary of Feedback (Tulare City Teachers Association):

Protected planning time has been appreciated due to the VAPA and PE teams. There has been good feedback about the new math adoption, Student Behavior Assistance continues to be a concern.

Equity Multiplier Input:

Lincoln- During SSC/ELAC Local Educational Program Effectiveness 3/20/24, parents shared needs for aides in classrooms and more library books being available in the classroom to increase access to reading. Equity Multiplier Feedback Parent Meeting 4/18/24, Parent Teacher Organization Meetings (Monthly) Fall Staff, Student and Family Surveys, Needs Assessment Survey Lincoln Educators (ELA & Math) revealed a need for continuing professional learning in PLCs, AVID and Writing.

Tulare Support School- Needs assessment data indicates that students are on behavior plans but more support to implement individual plans would assist in the effectiveness and fidelity to promote student achievement. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.

Community Day School- Needs assessment data indicates that students present safety concerns and their mental health/need for regular support has not been addressed effectively on a regular basis to promote growth. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.

District Office- Currently there are 23 non-enrolled preschool students who do not come in for speech services as listed on their Individualized Education Plans. This is 61% of non-enrolled preschool students. Currently there are 15 students who attend in-person speech services who are not enrolled in preschool. Their average speech session attendance rate is 76%. 40% of non-enrolled preschool students who attended services attained their IEP goals. Needs assessment data indicates a need for alternative service models to meet the needs of the preschool non-enrolled students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will reach high standards and increase student achievement in English Language Arts, Mathematics, Science, Social Studies and Physical Education in order to be prepared for the demands of the 21st century.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

All students will have access to quality core curriculum, supplemental programs, and supplemental staff as needed to ensure equitable instruction is provided. State and Local Assessments show a need for improvement in both Language Arts and Math. The district overall is orange in ELA and Yellow in Math. While there is some growth in these areas, further growth is needed to close the achievement gap. Educational partner feedback indicated that there are appropriate Curriculum & Supports in ELA and Math and identified a need for further reading comprehension and math based interventions. This goal meets State Priorities: 1, 4, 7, 8 and organizational pillar: 2. learning yields the deepest levels of understanding through the application of knowledge. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP State Testing ELA Academic Indicator Data Source: California State Dashboard	22-23 District: All: -50.4 Asian: -29.4 Hispanic: -54) Two or More Races: - 14.5 SED: -58.4 White: -30.5			26-27 District (Increase by 3pts. Annually): All: -41.4 Asian: -20.4 Hispanic: -45 Two or More Races: -5.5 SED: -49.4 White: -21.5	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 Differentiated Assistance Districtwide: AA: -75 Foster: -90.4 22-23 Red Indicators Districtwide: EL: -72.1 Homeless: -89.8 SWD: -117.9 22-23 Red Indicators on Dashboard by Site: Cherry Avenue All: -74.5 EL: -103.6 Hispanic: -79.1 SED: -81.3 SWD: -165.8 Garden EL: -95.9 SWD: -113.8 Los Tules SWD: -149.5 Maple EL: -83.1 Mission Valley SWD: -112.9 Mulcahy EL: -86.9 SWD: -144.5			26-27 Differentiated Assistance Districtwide from 22-23: AA: -66 Foster: -81.4 26-27 Red Indicators Districtwide from 22-23: EL: -63.1 Homeless: -80.8 SWD: -108.9 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry Avenue All: -65.5 EL: -94.6 Hispanic: -70.1 SED: -72.3 SWD: -156.8 Garden EL: -86.9 SWD: -104.8 Los Tules SWD: -140.5 Maple EL: -74.1	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Roosevelt All: -78.9 EL: -85.1 Hispanic: -77.3 SED: -81.9 Wilson All: -83.7 EL: -82.8 Hispanic: -83.8 SED: -88.3			Mission Valley SWD: -103.9 Mulcahy EL: -77.9 SWD: -135.5 Roosevelt All: -69.9 EL: -76.1 Hispanic: -68.3 SED: -72.9 Wilson All: -74.7 EL: -73.8 Hispanic: -74.8 SED: -79.3	
1.2	CAASPP State Testing Math Academic Indicator Data Source: California State Dashboard	22-23 District: All: - 81.3 SWD: -145.4 Asian: -52.2 Hispanic: -85.8 Two or More Races: -49.2 SED: -88.4 White: -55.2 22-23 Differentiated Assistance Districtwide: AA: -112.9 Foster: -125.6 22-23 Red Indicators Districtwide:			26-27 District (Increase by 3pts. Annually): All: - 72.3 SWD: -136.4 Asian: -43.2 Hispanic: -76.8 Two or More Races: -40.2 SED: -79.4 White: -46.2 26-27 Differentiated Assistance Districtwide from 22-23:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: -103.2 Homeless: -128.4 22-23 Red Indicators on Dashboard by Site: Cherry Avenue All: -127.2 EL: -163.4 Hispanic: -131.4 SED: -132.5 SWD: -211 White: -114.6 Garden EL: -107.5 SWD: -127.1 Heritage SWD: -135.5 Los Tules All: -95.1 Hispanic: -96.6 SED: -99.3 SWD: -185.5 Maple All: -98.3 EL: -105.3 Hispanic: -98.6 SED: 99.7 Mission Valley SWD: 107.8 Mulcahy SWD: -199.9			AA: -103.9 Foster: -116.6 26-27 Red Indicators Districtwide from 22-23: EL: -94.2 Homeless: -119.4 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry Avenue All: -127.2 EL: -163.4 Hispanic: -131.4 SED: -132.5 SWD: -211 White: -114.6 Garden EL: -107.5 SWD: -127.1 Heritage SWD: -135.5 Los Tules All: -95.1 Hispanic: -96.6 SED: -99.3 SWD: -185.5 Maple	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					All: -98.3 EL: -105.3 Hispanic: -98.6 SED: 99.7 Mission Valley SWD: 107.8 Mulcahy SWD: -199.9	
1.3	CAST Science State Testing Met or Exceeded Standards Source: https://caaspp-elpac.ets.org/caaspp/	22-23: All: 15.69% EL: 1.39% SWD: 2.04% SED: 13.05% Foster: 8.77% Homeless: 8.33% Hispanic: 14.21% White: 25.17% AA: 9.26% Asian 11.11%			26-27 (Increase by 1% Annually): All: 18.69% EL: 4.39% SWD: 5.04% SED: 16.05% Foster: 11.77% Homeless: 11.33% Hispanic: 20.21% White: 28.17% AA: 12.26% Asian 14.11%	
1.4	A1. Rate of appropriately assigned teachers Source: CALSASS	22-23: Appropriately Assigned: 100%			26-27: Appropriately Assigned: 100%	
1.5	A1. Rate of credentialed teachers Source: CTC Report	22-23: Credentialed Teachers: 100%			26-27: Credentialed Teachers: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	A.2 Availability of standards-aligned instructional materials Source: Destiny Curriculum Checkouts	22-23: 100%			26-27: 100%	
1.7	B1. Percent of K-8 students with EOY HMH Math At/Above level Composite Scores Source: Aeries Analytics- Mathematics	22-23: Baseline- New Metric All: 0% EL: 0% SWD: 0% SED: 0% Foster: 0% Homeless: 0% Hispanic: 0% White: 0% AA: 0% Asian: 0%			26-27 (Increase by 1% Annually): Increase by 2% based on 23-24 Baseline scores	
1.8	B2. Percent of 4-8 students with EOY STAR Reading At/Above level Composite Scores Source: Aeries Analytics- ELA	22-23: All: 28.54% EL: 7.66% SWD: 7.53% SED: 24.82% Foster: 7.14% Homeless: 19% Hispanic: 26.53% White: 40.45% AA: 29.01% Asian 37.38%			26-27 (Increase by 1% Annually): All: 31.54% EL: 10.66% SWD: 10.53% SED: 27.82% Foster: 10.14% Homeless: 22% Hispanic: 29.53% White: 43.45% AA: 32.01% Asian 40.38%	
1.9	B3.Percent of K-3 students with Acadience Reading At/Above level Composite Scores	22-23: All: 51% EL: 65% SWD: 52%			26-27 (Increase by 1% Annually): All: 54% EL: 68%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Aeries Analytics- ELA	SED: 47% Foster: 60% Homeless: 70% Hispanic: 74% White: 74% AA: 74% Asian 81%			SWD: 77% SED: 50% Foster: 63% Homeless: 73% Hispanic: 77% White: 77% AA: 77% Asian 84%	
1.10	B10. Percent of 7th-8th grade students with Social Studies Benchmark At/Above level Composite Scores Source: Aeries Analytics- ELA	22-23 All: 25.97% EL: 11.07% SWD: 9.15% SED: 24.97% Hispanic: 24.92% White: 30.58% AA: 17% Asian 31.66%			26-27 (Increase by 1% Annually): All: 28.97% EL: 14.07% SWD: 12.15% SED: 27.97% Hispanic: 27.92% White: 33.58% AA: 20% Asian 34.66%	
1.11	C14. Technology Device: Student Ratio principally directed at UDP and students with exceptional needs to provide access to a broad course of study Source: Incident IQ	22-23: 1st-8th 1:1			26-27 (Maintain): 1st-8th 1:1	
1.12	C15. Percent of 7th-8th grade students participating an AVID offering principally directed at UDP and students with exceptional needs to	22-23: 14.36%			26-27 (Maintain): 14.36%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	provide access to a broad course of study Source: Aeries Scheduling (AVID 7, AVID 8, AVID Excel-LT/MU)					
1.13	B4. Percent of students at or above grade level on DRDP Self-Regulation (TK) Source: Aeries Analytics- DRDP	Baseline will be established by the results of the 24-25 data.			26-27 (Increase by 1% Annually): Increase 2% from 24-25 Baseline	
1.14	B5. Percent of students at or above grade level on DRDP Social and Emotional (TK) Source: Aeries Analytics- DRDP	Baseline will be established by the results of the 24-25 data.			26-27 (Increase by 1% Annually): Increase 2% from 24-25 Baseline	
1.15	B9. Student Survey response on PE Source: Student Experience Survey	Baseline will be established by the results of the 24-25 data.			26-27: Maintain 24-25 Baseline	
1.16	C13. Number of students receiving ELOP services principally directed at UDP and students with exceptional needs	Baseline will be established by the results of the 24-25 data.			26-27: Maintain 24-24 Baseline	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Active Works Report					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Support Supplemental Staff	Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated personnel and classified instructional aides to provide implementation and monitoring of evidence based programs, standards-based professional learning, and instructional support to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	\$12,414,899.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Continue: Maintain supplemental staff sufficient to meet the needs of identified students Continue: Meet Individual Sites' Needs (Funds allocated are detailed in site SPSA) New: 1 Literacy Coach 		
1.2	Language Arts Supplemental Materials	<p>Order and maintain approved supplemental materials and supplies that support the teaching of English Language Arts beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> Continue: Instructional Materials (TK-8) Continue: Early Literacy and Reading Intervention Continue: Meet Individual site needs New: LEA and Site Lexia usage for identified student groups scoring red on the 22-23 ELA Dashboard Differentiated Assistance Districtwide: African American, Foster Red Indicators Districtwide: EL, Homeless, SWD, African American, Foster Red Indicators on Dashboard by Site: Cherry Avenue: All student group, EL, Hispanic, SED, SWD Garden: EL, SWD Los Tules: SWD Maple: EL Mission Valley: SWD Mulcahy: EL, SWD Roosevelt: All student group, EL, Hispanic, SED Wilson: All, EL, Hispanic, SED 	\$155,984.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Mathematics Supplemental Materials	<p>Order and maintain approved supplemental materials and supplies that support the teaching of Mathematics beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Instructional Materials (TK-8) • Continue: Math Intervention • Continue: Meet Individual site needs • New: LEA and Site math fact usage for identified student groups scoring red on the 22-23 Mathematics Dashboard • Differentiated Assistance Districtwide: African American, Foster • Red Indicators Districtwide: EL, Homeless, African American, Foster • Red Indicators on Dashboard by Site: • Cherry Avenue: All student group, EL, Hispanic, SED, SWD, White • Garden: EL, SWD • Heritage: SWD • Los Tules: All, Hispanic, SED, SWD • Maple: All, EL, Hispanic, SED • Mission Valley: SWD • Mulcahy: SWD 	\$63,500.00	Yes
1.4	Science Supplemental Materials	<p>Order and maintain approved supplemental materials and supplies that support the teaching of Science beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Consumables for hands-on Science • Continue: Instructional Materials (TK-8) • Continue: Subscriptions (Gizmo, Explore Learning) • Continue: Meet Individual site needs 	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Social Studies Supplemental Materials	<p>Order and maintain approved supplemental materials and supplies that support the teaching of Social Studies beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Instructional Materials (TK-8) • Continue: Meet Individual site needs • New: Increased Progress Monitoring to track student growth 	\$1,000.00	No
1.6	Physical Education Supplemental Materials	<p>Order and maintain approved supplemental materials and supplies that support the teaching of Physical Education beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Instructional Materials (TK-8) • Continue: Family Life Education • Continue: Meet Individual site needs 	\$36,434.00	Yes
1.7	Cross-curricular instruction Supplemental Materials	<p>Order and maintain approved supplemental materials and supplies that support the teaching of Cross-curricular instruction beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention. (English Language Arts, Mathematics, Science, Social Studies, and Physical Education).</p> <ul style="list-style-type: none"> • Continue: Brain Pop & Brain Pop Jr • Continue: Educational Technology Resources (Google, SeeSaw, Typing Agent, Google Read/Write, Screencastify, etc) • Continue: STEM Resources (consumables, Breakout EDU, Maker Bot, Class VR, Codesters, Cospaces, Printers) • Continue: Asset Inventory (Destiny, Incident IQ) • Continue: Superintendent Innovative Projects Grant • Continue: Furniture to promote 21st century Learning Environments 	\$427,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Assessment Materials	<p>Order and maintain appropriate research based formative and summative assessment materials in order to inform instruction and monitor student understanding and progress towards mastery of state standards beyond the basic core program in order to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Summative and Formative Assessments (CAASP, ESGI) • Continue: Reading Inventories (Acadience) • Continue: Early Childhood Measures (DRDP, Learning Genie) • Continue: Meet Individual site needs • New: Formative Assessment Platform 	\$401,073.00	Yes
1.9	Technology	<p>Increase technology use and access to support all students in English Language Arts, Mathematics, Science, Social Studies and Physical Education beyond the basic core program and to provide them better access to district software programs in order to meet the demands of the 21st century and to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Expand: Hardware • Continue: Services • Continue: Licenses, subscriptions • Continue: Communications • Continue: Professional Learning • Continue: Upgrade, Repair 	\$2,231,079.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Multi-Tiered System of Supports	<p>Provide academic support through a Multi-Tiered System of Supports in English Language Arts (ELA), Mathematics, Science, Social Studies, and Physical Education beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Expand: At risk additional services • Continue: Intervention Services for Tier 3 students (Boom Cards, Handwriting without Tears, etc.) • Continue: Meet Individual site needs • New: Special Education Coordinator will will provide targeted supported in collaboration with the curriculum department at identified sites to meet student needs. 	\$3,754,479.00	Yes
1.11	Extended Learning Opportunities	<p>Provide approved supplemental materials, certificated personnel and classified instructional aides to provide implementation and monitoring of research based programs, standards based professional learning and instructional support for all students beyond the basic core program, in Extended Learning Opportunities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Expand: ELO Facilities & Staff • Continue: Extended school day and extended school year offerings • Continue: Maintain supplemental staff sufficient to meet the needs of identified students • Continue: Meet Individual site needs • New: 1 Curriculum Specialist: Tutoring & Enrichment <p>*This action is funded through other funding sources- ELOP Grant</p>	\$17,389,297.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Preschool/Early Childhood program	<p>Provide approved supplemental materials, certificated personnel, and classified instructional aides to provide implementation and monitoring of research based programs, standards based professional learning, and instructional support for all students beyond the basic core program, to provide a developmentally appropriate foundation for our youngest learners to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Expand: materials, staff • Expand: Universal Transitional Kindergarten • Continue: Transitional Kindergarten comprehensive Frog Street Curriculum • Continue: Maintain supplemental staff sufficient to meet the needs of identified students • Continue: Meet Individual site needs • New (Pre-K Grant): 21 TK Aides • New: Preschool Special Education Teacher on Assignment 	\$5,279,440.00	Yes
1.13	Gifted and Talented Education (GATE)	<p>Provide approved supplemental materials, certificated personnel to provide implementation and monitoring of research based programs, and instructional support for all students beyond the basic core program, principally directed at unduplicated pupils and students with exceptional needs, through a Gifted and Talented Education (GATE) instructional program.</p> <ul style="list-style-type: none"> • Continue: materials and field trips • New: In person GATE Program 	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Advancement Via Individual Determination (AVID)	<p>Increase funding for the research based program Advancement Via Individual Determination (AVID) in order to provide supplemental materials, certificated personnel, and classified instructional aides to promote implementation and monitoring of AVID program, standards based professional learning, and instructional support for identified AVID students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Staff to support implementation of AVID • Continue: Implementation of EXCEL at Los Tules & Mulcahy Middle School • Continue: Meet Individual site needs • New: The program will be concentrated at the Middle School level for the 24-25 school year. 	\$248,868.00	Yes
1.15	School Libraries	<p>Increase funding and support for school libraries which serve an important role in lowering achievement gaps for students, and supporting at risk students by providing an environment where students can use technological equipment they may not have outside of school to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Extended hours/summer • Expand: Collections: online & print materials • Continue: Librarian Consultant • Continue: Meet Individual site needs 	\$168,560.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will have opportunities to engage and participate in extracurricular activities, and Visual and Performing Arts in order to meet the demands of the 21st century.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Educating the whole child including offering a broad course of study encourages student engagement and strengthens school culture. Educational Partner feedback indicated that VAPA opportunities are valuable including Extra Curricular Activities, Field Trips, Visual & Performing Arts, Athletic Programs (volleyball, soccer, football, basketball, track & field) and Middle School Electives. Continued offerings and expansion of Extra curricular opportunities are a district priority in order to educate the whole child. This goal meets State Priorities: 1, 7 and the following organizational pillar: 2. learning yields the deepest levels of understanding through the application of knowledge. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	A4. Percent of TK-6th grade students with access to VAPA offerings Source: VAPA Schedules	22-23: 33.97%			26-27 (Maintain): 33.97%	
2.2	A8. Percent of 7th-8th grade VAPA elective offerings Source: Aeries Courses & Scheduling	22-23: 55.74%			26-27 (Maintain) 55.74%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Local Indicator (Priority #7) Access to a Broad course of study Source: Aeries Scheduling	22-23: Standard Met			26-27 (Maintain) Standard Met	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	VAPA Supplemental Staff	<p>Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated personnel and classified instructional aides to provide implementation and monitoring of research based programs, standards based professional learning, and instructional support for all students in extracurricular activities, Visual and Performing Arts (VAPA) to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Maintain supplemental staff sufficient to meet the needs of identified students • Continue: PE Team Materials and Supplies • Expand: Before and After School Offerings at sites • New: PE Curriculum Specialist • New: Additional PE Team Teacher • New: VAPA Head Teacher 	\$7,344,671.00	Yes
2.2	Student Enrichment Activities	<p>Provide opportunities for students to participate in enrichment activities in order to meet the demands of the 21st century and to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Project Coach Stipends, Tech Leads • Continue: Field/Study Trips • Continue: Competitions/Showcases • Continue: Host Art Exhibits • Continue: VAPA Performances • Continue: Meet Individual Sites' Needs 	\$1,103,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	VAPA PD	<p>Provide research based high quality professional learning to Visual and Performing Arts certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> Continue: Professional learning 	\$10,000.00	Yes
2.4	VAPA Supplemental Materials	<p>Provide students with materials and resources to participate in activities that support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> Continue: Art materials and supplies Continue: Vocal music materials Continue: Instrumental Music Materials Continue: Drama Materials Continue: Elective Classes Materials Continue: PE team Materials Continue: Meet Individual Sites' Needs 	\$339,400.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All English Learner students will increase proficiency in English, while working to reach all content standards and increase student achievement in English Language Arts in order to be prepared for the demands of the 21st century.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Providing English Learners with targeted, differentiated instruction and building capacity through professional learning allows for equitable education experiences. State Assessments in conjunction with our English Learners needs assessment shows a strong need for continued professional learning and monitoring progress to establish continued improvement. This goal meets State Priorities: 2, 4 and includes the following organizational pillars: 2. learning yields the deepest levels of understanding through the application of knowledge. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	English Learner Progress Indicator Source: California State Dashboard	22-23 District: 52.2% 22-23 Red Indicators on Dashboard by Site: Wilson: 43.5%			26-27 District (Increase by 2% annually): 58.2% 26-27 Red Indicators on Dashboard by Site from 22-23: Wilson: 49.5%	
3.2	A7. Percent of Teachers with EL students Monitored: EI Students'	22-23: 87%			26-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Access to CCS and ELD Standards Source: ELD Roadmap Monitoring Form					
3.3	B6. Percent English Learner Reclassification Rate Source: CalPads Report 2.16	22-23: 8.52%			26-27 (increase by 0.5% annually):: 10.02%	
3.4	B7. LTEL as Percent of EL for 7+ Years Source: Data Quest- At Risk & LTEL Report	22-23: 10.40%			26-27 (decrease by 0.5% annually): 8.9%	
3.5	B8. "At-Risk" ELs as Percent of EL for 5 Years Source: Data Quest- At Risk & LTEL Report	22-23: 12.60%			26-27 (decrease by 0.5% annually): 11.1%	
3.6	Percent of school sites with access to interpretation and translation services Source: Translator Support Sheet	22-23: 100%			26-27: 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ELD Support Staff	<div>Maintain sufficient staffing levels of certificated personnel and classified instructional aides to provide support and monitoring of research based supplemental English Language Development (ELD) programs, ELD standards based professional learning, and instructional support and assessments for all EL students including specific support in Structured English Immersion (SEI) classrooms and with Long Term English Learners.</div> <div><ul style="list-style-type: none">Continue: Maintain supplemental staff sufficient to meet the needs of identified studentsContinue: Classified Support (timesheet)Continue: Tutoring (certificated timesheet)Continue: Assessment & Progress monitoring (Staff, materials, supplies)Continue: Meet Sites' needs</div>	\$1,426,819.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	ELD Supplemental Materials	<p>Provide funding to purchase supplemental materials that support the teaching of English Language Development (ELD) and academic core standards for all teachers who have EL Students and the specific needs of Newcomer and long term EL learners.</p> <ul style="list-style-type: none"> • Continue: Materials for ELD, LTEL, SEI & Translation • Continue: Ellevation Education Software • Continue: Lexia English Language Development for Newcomer Classes • Continue: Vista Newcomer Curriculum • Continue: Meet Sites' needs • Expand: EL tutoring offerings 	\$56,412.00	Yes
3.3	ELD Intervention	<p>Site support for identified student groups scoring red on the 22-23 ELPI Dashboard</p> <ul style="list-style-type: none"> • Wilson • New: Targeted professional development delivered by the Bilingual Curriculum Specialist • New: Materials & Supplies 	\$200.00	Yes
3.4	ELD Parent Involvement	<p>Provide material and instructional support to parents enabling them to access school information, the means to become involved in school activities and leadership, and support their child's learning.</p> <ul style="list-style-type: none"> • Continue: Interpreting • Expand & Continue: English classes for parents (TESL) • Continue: Meet Sites' needs 	\$40,868.00	Yes
3.5	ELD Professional Learning	<p>Provide long term professional learning on English Language Development (ELD) strategies and new ELD standards to certificated and classified instructional personnel.</p> <ul style="list-style-type: none"> • Continue: Professional learning • Continue: Meet Sites' needs 	\$9,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	LTEL and At-Risk Support	Provide supplemental staff to support At-Risk and Long Term English Learner (LTEL) students at Middle School campuses. <ul style="list-style-type: none"> • New: 5 Bilingual aides 	\$94,815.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	All administrators, educators and support staff will engage in consistent professional learning and training experiences that are purposeful and relevant, which will enable our students to be prepared for the demands of the 21st century.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Professional learning opportunities directly create better instruction with a deeper understanding of standards and teaching practices. Our local needs assessment identified a continued need for targeted Professional Learning across all content areas (primarily writing, small group reading, small group math and classroom behavior strategies). This goal meets State Priorities: 1, 2 and includes the following organizational pillars: 2. learning yields the deepest levels of understanding through the application of knowledge. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	A5. Local Measure Implementation of Academic content and Performance Standards for All Students Source: Local Indicator	23-24: Reflection Tool Rubric Score 1-5: 4.0			26-27: Reflection Tool Rubric Score 1-5: 4.1	
4.2	A6. TCSD Professional Learning Reflection Rubric score	Baseline will be established in 24-25			26-27: Maintain 23-24 Baseline Score	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: TCSD Professional Learning Reflection Rubric					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Professional Learning	Provide research based, high quality professional learning to certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.	\$322,394.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Continue: Content Area PD for Professional Developers • Continue: Early Literacy Skills Training and Support • Continue: Cooperative Learning Strategies • Continue: Mathematics • Continue: Science Literacy Support • Continue: Social Studies Literacy Support • Continue: ELA Literacy Support • Continue: PE/ Health Support • Continue: Professional learning Resources • Continue: Educational Technology Support • Continue: Data Interpretation Support • Continue: Classified Support • Continue: Early Childhood Foundation Building Support (TK-1) • Continue: Developing Well Rounded Scholars (Keynotes and District Focus) Support • Continue: AVID Support • Continue: School Libraries Support • Continue: Dedicated Teacher planning time TK-6th • Continue: Meet Individual Site Needs • New: Continuous Improvement • New: Early Release Wednesdays • New: Self Selected District Professional Learning based on a menu of options 		
4.2	Classified Professional Learning	<p>Provide research based, high quality professional learning to classified and support staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue & Expand: Training to promote efficiency and effectiveness • Continue: Meet Individual Site Needs 	\$40,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Administrative Staff Professional Learning	<p>Provide research based, high quality professional learning to administrative staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Training to promote efficiency and effectiveness • Continue: CASC (Clear Administrative Services Credential) Program • Continue: Meet Individual Site Needs • Continue: Leadership Development via The Huron Group • Continue: Materials & Supplies 	\$985,977.00	Yes
4.4	Tier III Professional Learning	<p>Provide research based, high quality professional learning to Intervention and Alternative Education certificated and classified staff who work with at risk students in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Tier III Professional Learning for Certificated Staff • Continue: Tier III Professional Learning for Classified Staff • Continue: Tier III Professional Learning for Management Staff • Continue: Tulare Support School Professional Learning • Continue: Community Day School Professional Learning • Continue: Community Day School Professional Learning • Continue: Professional Learning for CPI trainers • New: Early Release Wednesday Tier III cohorts to provide Professional Learning 	\$112,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Continuous Improvement	<p>Provide research based, high quality professional learning to staff in partnership with the Huron group which focuses on continuous improvement in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Conferences • Continue: Consultants 	\$118,800.00	No
4.6	Educator Support Systems	<p>Provide research based, high quality professional learning through the continued use of Educator Support Systems (ESS) for new certificated staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities.</p> <ul style="list-style-type: none"> • Continue: Staffing • Continue: Personnel Mentors • Continue: Teacher Recruitment Professional Learning • Continue: Substitute Professional Learning 	\$452,417.00	Yes
4.7	Community Partnerships	<p>Investigate and promote partnerships with our community to enhance student learning and opportunities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Community Information Professional Learning on District website • Continue: Materials & Supplies • Continue & Expand: Community Partnerships through the Community Schools Grant in 12 of the 16 schools. 	\$517,239.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Safety, Security & Health Professional Learning	<p>Provide research based, high quality professional learning to all staff to ensure and promote safety, security, health, and welfare in order to support relevant, purposeful learning that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: CPR Professional Learning • Continue: Crisis Prevention Institute (CPI) Professional Learning • Continue: Alert, Lockdown, Inform, Counter, Evacuate (A.L.I.C.E.) Professional Learning • Continue: Compliance Training 	\$162,904.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	All students will be educated in learning environments that promote parent and community involvement which are safe, drug free and conducive to learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Parent input in decision making and participation in programs (focusing on families of unduplicated students) and ensuring student safety deepens connections to the community and ensures equitable opportunities are offered. Our needs assessment indicated a continued need to focus on positive behavior intervention, attendance and family supports. There is an additional need for targeted Tier I and II prevention at middle school and a cohesive district wide response to behaviors. This goal meets State Priorities: 1, 3, 5, 6, 7 and includes the following organizational pillars: 1. Learning and work environments are safe, secure, and healthy and 3. learning is enhanced by active and authentic partnership. The rationale stated here for development of this Goal continues as the main driver for development of the Actions within this Goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate Report Source: California State Dashboards	22-23 District: All: 2.4% EL: 1.70% Homeless: 3.60% SWD: 3.10% Asian: 0.70% Hispanic: 2.30% Two or More Races: 1.9%			26-27 District (decrease by 0.3% annually): All: 1.5% EL: 0.80% Homeless: 2.7% SWD: 2.2% Asian: 0.5% Hispanic: 1.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 2.60% White: 2.60% 22-23 Differentiated Assistance Districtwide: AA: 6.3% Foster: 8.40% 22-23 Red Indicators on Dashboard by Site: Cherry All: 10.1% EL: 14.8% Hispanic: 9.8% SED: 10.3% White: 12.1%			Two or More Races: 1.0% SED: 1.7% White: 1.7% 26-27 Differentiated Assistance Districtwide from 22-23: AA: 5.4% Foster: 7.5% 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry All: 9.2% EL: 13.9% Hispanic: 8.9% SED: 9.4% White: 11.2%	
5.2	Chronic Absenteeism Source: California State Dashboards	22-23 District: All: 19.2% (Yellow) AA: 21.8% (Yellow) EL: 16.7% (Yellow) Foster: 28.4% (Orange) Homeless: 41.1% (Yellow) SWD: 27.7% (Yellow) Asian: 15.7% (Yellow) Hispanic: 19.3% (Yellow) Two or More Races: 22.3% (Orange)			26-27 District (decrease by 0.5% annually): All: 17.7% AA: 20.3% EL: 15.2% Foster: 26.9% Homeless: 39.6% SWD: 26.2% Asian: 14.2% Hispanic: 17.8% Two or More Races: 20.8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 20.7% (Yellow) White: 18.6% (Yellow) 22-23 Red Indicators on Dashboard by Site: Cherry EL: 20.2%			SED: 19.2% White: 17.1% 26-27 Red Indicators on Dashboard by Site from 22-23: Cherry EL: 18.7%	
5.3	A3: William's Case Facility Monitoring Reports . Source: William's Case Facility Monitoring Reports	22-23: 0 Findings			26-27: 0 Findings	
5.4	C1: Middle school dropout rate Source: CALPADS 1.2.4 Report	22-23: 0%			26-27: < 1%	
5.5	C2: District-wide Attendance rate Source: Aeries Analytics Non-Chronic Report	22-23: All: 83.20% AA: 81.90% EL: 87.40% Foster: 28.40% Homeless: 41.10% SWD: 76.80% Asian: 85.70% Hispanic: 83.10% SED: 81.9% White: 84.20%			26-27: All: 90% AA: 90% EL: 90% Foster: 90% Homeless: 90% SWD: 90% Asian: 90% Hispanic: 90% SED: 90% White: 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	C3: Expulsion rate Source: Director of Educational Options	22-23: <1%			26-27: <1%	
5.7	C4: Survey responses on feeling Safe Source: Experience Surveys Parents:7,8,10 Students: 4,6,8,9,21 Staff: 21-23	22-23: Parents:4.15 Students: 3.52 Staff: 3.95			26-27: Parents: 4.30 Students: 3.67 Staff: 4.10	
5.8	C5: Survey responses on School Connectedness Source: Experience Surveys Parents:4.15 4,9,11-15 Students: 3,7,14-18,20 Staff: 1-20 Omit: 8,10,14	22-23: Parents: 4.09 Students: 3.73 Staff: 3.79			26-27: Parents: 4.24 Students: 3.88 Staff: 3.94	
5.9	C6: Parent Conference Participation Rate Source: Parent Conference Summary	22-23: 93.59%			26-27: >90%	
5.10	C8. Percent of Schools Offering a Minimum of Four Parent Education Opportunities	22-23: 100%			26-27: 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Parent Engagement Form					
5.11	C12. Percent of 1st - 8th grade Foster Youth students with a school-based advocate to promote access to a broad course of study Source: Foster Monitoring Sheets	22-23: 100%			26-27: 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Support Staff for Students with Exceptional Needs	<p>Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated and classified personnel to provide implementation and monitoring of research based programs, standards based professional learning and instructional support and access for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> Continue: Maintain supplemental staff sufficient to meet the needs of identified students Continue: Meet Individual site needs New: Middle School Tier 1 and Tier II behavior supports will be restructured to provide for consistent implementation in preventing behaviors. New: Behavior response plans will be rolled out to all sites to provide for a cohesive response to behavior needs. New: 5 additional aides, 2 Social Workers, a Vice Principal and a dedicated Registered Behavior Technician will be hired to support Alternative Education classes. An additional SDC teacher will be hired to support expanding enrollment in Special Day Classes, 6 aides will be hired to support Special Day classes. 1 additional Speech and Language Pathologist and 1 Speech aide will be hired to support growing case loads in speech. 	\$16,024,632.00	Yes
5.2	Parent & Community Partnerships	<p>Increase and promote parent and community partnerships in order to collaborate in educational decision making to support relevant, purposeful teaching aligned to state adopted standards, 21st century skills, and State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> Continue: Promote Communication with Parents Continue: SSC/ ELAC Meetings Continue: DAC Meetings Continue: DELAC Meetings Continue: Preschool PAC Meetings 	\$247,773.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Continue: Migrant PAC Meetings • Continue: School Sites Promote Parent and Community Events • Continue: TK/Kindergarten Registration at Central Location • Continue: Preschool Registration at Central Location • Continue: District Promote Student, Parent, Staff, and Community Events • Continue: Promote Volunteer Involvement • Continue: Community Education and Presentations • Continue: Meet Individual site needs 		
5.3	Safe Schools	<p>Promote and maintain attractive, clean, functional, and safe school facilities, grounds, and equipment above and beyond the Core program in order to maintain a positive and productive work and learning environment for all educational partners to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Maintain supplemental safety staff sufficient to meet the needs of identified students • Continue: Implementation, Training, and Evaluation of site/district crisis plan • Expand and Continue: Assess and repair facilities, equipment, grounds for safety purposes • Expand and Continue: Evaluate and Improve Safety Measures (District) • Continue: Partner with Tulare Police Department for Safety Resource Officers • Continue: Crossing Guards at identified locations • Continue: Evaluate and Improve Safety Measures (Site) • Continue: Meet Individual site needs 	\$13,654,284.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.4	Social Emotional Learning	<p>Promote and support socially, emotionally, and physically healthy students in order to facilitate relevant, purposeful teaching that yields the deepest levels of learning for all students related to state adopted standards, 21st century skills, State and District priorities to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Wellness Committee • Continue: Health & Wellness Social Emotional Curriculum • Continue: Implementation, Training, and Evaluation of site/district Positive Behavior Intervention Systems (PBIS) • Continue: Implementation, Training, and Evaluation Wheel of Wellness (WOW) • Continue: Meet Individual site needs • New: District & Site Support for identified student groups scoring red on the dashboard via Director of Educational Options • New: Comprehensive Behavior Response Plans for sites 	\$344,360.00	Yes
5.5	Alternative Education Support	<p>Provide state approved supplemental materials, research based programs, standards based professional learning, and instructional support for identified students through Alternative Educational Settings to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Continue: Character Education and Social Skills Resources • Continue: Assess and Monitor Foster Family Needs • Continue: Student Attendance Incentives • Continue: Meet students needs social, emotional, behavioral, physical and educational beyond the general education setting • Continue: Independent Study School 	\$340,691.00	Yes
5.6	Transportation	<p>Provide transportation to students who reside within TCSD and live outside the designated walking area for their homeschool site to facilitate access to academic, social, emotional, behavioral, physical and educational supports.</p> <ul style="list-style-type: none"> • Expand and Continue: Access to transportation 	\$5,546,435.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Within 3 years all students, particularly low income, EL, and Hispanic students at Lincoln Elementary will demonstrate growth towards meeting or exceeding standards in ELA and Math as measured by CAASPP results and local benchmark assessments.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Lincoln Elementary was identified for Equity Multiplier funds based on a high non-stability rate (28%) and a high socioeconomically disadvantaged rate (93%). ELA: CAASPP All scholars: 64.2 points below standard English Learner Scholars: 64.2 points below standard Hispanic Scholars: 63 points below standard Socioeconomically Disadvantaged Scholars: 67.2 points below standard ELA Acadience MOY All Scholars: 53% Far Below and Below Benchmark English Learner Scholars: 62.5% Far Below and Below Benchmark Hispanic Scholars: 53% Far Below and Below Benchmark Socioeconomically Disadvantaged Scholars: 54% Far Below and Below Benchmark Math: CAASPP All Scholars: 83.4 points below standard English Learner Scholars: 84.6 points below standard Hispanic Scholars: 80.9 points below standard Socioeconomically Disadvantaged Scholars: 86 points below standard Math: HMH MOY All Scholars: Far Below, Below and Approaching Benchmark 62.6%

English Learner Scholars: Far Below, Below and Approaching Benchmark 63%
Hispanic Scholars: Far Below, Below and Approaching Benchmark 59%
Socioeconomically Disadvantaged Scholars: Far Below, Below and Approaching Benchmark 59%

Educational Partner Feedback:
During SSC/ELAC Local Educational Program Effectiveness 3/20/24, parents shared needs for aides in classrooms and more library books being available in the classroom to increase access to reading. Equity Multiplier Feedback Parent Meeting 4/18/24, Parent Teacher Organization Meetings (Monthly) Fall Staff, Student and Family Surveys, Needs Assessment Survey Lincoln Educators (ELA & Math) revealed a need for continuing professional learning in PLCs, AVID and Writing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	ELA Academic Indicator Source: ELA Dashboard	22-23: Points below standard All: -64.2 EL: -64.2 Hispanic: -63 SED: -67.2			26-27: All: -55.2 EL: -55.2 Hispanic: -54 SED: -58.2	
6.2	Mathematics Academic Indicator Source: Mathematics Dashboard	22-23: Points below standard All: -83.4 EL: -84.6 Hispanic: -80.9 SED: -86			26-27: All: -55.2 EL: -55.2 Hispanic: -54 SED: -58.2	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Instructional Support Supplemental Staff	<p>Hire and maintain supplemental staff, above and beyond the basic core program offered, including certificated personnel and classified instructional aides to provide implementation and monitoring of evidence based programs, standards-based professional learning, and instructional support to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Support Reading Intervention • Support Math Intervention 	\$173,500.00	No
6.2	Supplemental Materials & Supplies	<p>Order and maintain approved supplemental materials and supplies that support teaching beyond the basic core program to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Supplemental classroom library books • Step Up to Writing Materials • Secret Stories Phonics Materials • AVID Materials 	\$28,707.00	No

Action #	Title	Description	Total Funds	Contributing
6.3	Professional Learning	<p>Provide research based high quality professional learning to staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none"> • Step Up to Writing Professional Learning • AVID Professional Learning • Certificated Timesheets 	\$103,050.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	Within 3 years all students at TSS (Tulare Support School) and CDS Community Day School) will demonstrate growth towards improved school climate and culture as measured by local behavior metrics.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Tulare Support School was identified for Equity Multiplier funds based on a high non-stability rate (70%) and a high socioeconomically disadvantaged rate (96%) and Community Day School was identified for Equity Multiplier funds based on a high non-stability rate (88%) and a high socioeconomically disadvantaged rate (96%). Metrics are targeted to all students in the Alternative Education programs as the programs do not have significant student groups due to current enrollment. Gathering consistent data is difficult due to the non-stability rate.

Community Day:
100% of students have recorded behaviors that resulted in expulsions and/or change of placements due to safety concerns. (behavioral intervention programs 0.62)
Educational Partner feedback: Needs assessment data indicates that students present safety concerns and their mental health/need for regular support has not been addressed effectively on a regular basis to promote growth. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.

Tulare Support School:
All students in the program require individualized behavior plans.(behavioral intervention programs 0.62)
Educational Partner feedback: Needs assessment data indicates that students are on behavior plans but more support to implement individual plans would assist in the effectiveness and fidelity to promote student achievement. Needs assessment data shows that students are lacking the daily Tier 2 mental health support (social skills) on a regular basis.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Suspension Rate for Community School Source: Suspension Dashboard	22-23: All: 20% Hispanic: 20% SED: 20.8%			26-27: All: 19.1% Hispanic: 19.1% SED: 19.9%	
7.2	Suspension Rate for Tulare Support School Source: Suspension Dashboard	22-23: All: 21.7%			26-27: All: 20.8%	
7.3	100% students will receive regular social skills instruction in small groups based on individualized and/or differentiated needs weekly. Source: Lesson Plans	New Metric Baseline data will be established with 24-25 information			26-27: 100%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Instructional Support Supplemental Staff	<p>Hire and maintain supplemental staff, above and beyond the basic core program offered, including classified personnel to provide implementation and monitoring of research based programs, standards based professional learning and instructional support and access for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) intervention.</p> <ul style="list-style-type: none">• Provide positive behavioral strategies to assist in behavior prevention• Implement de-escalation techniques• Support social emotional skill building• Support behavior plans	\$72,000.00	No
7.2	Professional Learning	<p>Provide research based high quality professional learning to staff in order to support relevant, purposeful learning that yields the deepest levels of learning for all students to decrease the numbers of unduplicated pupils and pupils with exceptional needs identified needing targeted (Tier 2) and intensive (Tier 3) academic intervention.</p> <ul style="list-style-type: none">• De-escalation techniques• Social emotional skills• Behavioral strategies	\$28,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	Within 3 years all non-enrolled students, who qualify for Special Education speech services will have access to parental support services.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

The District Office was identified for Equity Multiplier funds based on a high non-stability rate (80%) and a high socioeconomically disadvantaged rate (80%).

Currently there are 23 non-enrolled preschool students who do not come in for speech services as listed on their Individualized Education Plans. This is 61% of non-enrolled preschool students. Currently there are 15 students who attend in-person speech services who are not enrolled in preschool. Their average speech session attendance rate is 76%. 40% of non-enrolled preschool students who attended services attained their IEP goals. Needs assessment data indicates a need for alternative service models to meet the needs of the preschool non-enrolled students by providing parent support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Increase parents attending services Source: SEIS service tracker	New Metric for 24-25 Baseline data will be established with 24-25 information.			26-27: Increase 2% from 24-25 Baseline	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Interventions	Virtual Speech Tele-therapist will work alongside caregivers to provide therapy to students following a family coaching model where they will actively engage in specialized techniques with their child to improve their speech and language skills.	\$50,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$29,831,836	\$3,440,454

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.365%	0.000%	\$0.00	31.365%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Instructional Support Supplemental Staff</p> <p>Need: State & Local Assessments show that Unduplicated students preform significantly lower than their peers in both English Language arts and Mathematics, with Foster and English Learners demonstrating the widest gaps in achievement.</p>	<p>In order to meet the academic needs of unduplicated students and close the achievement gaps, additional personnel are needed to monitor, assess, provide additional instruction to students and provide professional learning to educators in effective instruction and pedagogy.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79%</p>	1.1 ELA Dashboard 1.2 Mathematics Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA Dashboard All: -50.04 EL: -72.1 Foster: -90.4% SED: -58.4</p> <p>Math Dashboard: All: -81.3 EL: -103.2 Foster: -125.6 SED: -88.4</p> <p>Students need increased instructional support from classified staff to reinforce foundational skills in reading and mathematics and close the achievement gap.</p> <p>Scope: LEA-wide</p>	unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.2	<p>Action: Language Arts Supplemental Materials</p> <p>Need: According to Acadience and STAR reading scores, unduplicated students require additional reading intervention because they perform lower than their peers.</p> <p>Acadience K-3 All: 48.87% EL: 36.65% Foster: 40% SED: 45.19%</p> <p>STAR Reading All: 28.54% EL: 7.66% Foster: 7.14% SED: 24.82%</p> <p>Students need targeted reading intervention in their lowest deficit skills to close the achievement gap and mitigate learning loss.</p>	<p>Students in K-3 will receive instruction in supplemental programs including: Read Naturally, 95%, reading fluency, vocabulary and comprehension. Instruction in 4-8 will focus on reading fluency and comprehension. 7th and 8th grade students have daily access to Academic Review during 1st period to serve as an intervention time.</p> <p>We will continue and expand district support in early literacy and reading intervention (95% group materials and video licenses) to serve our unduplicated pupils by identifying their lowest deficit skills in the area of reading, and providing reading intervention to help close the achievement gap.</p> <p>Students who scored red on the California State dashboard will receive additional instruction through the online Lexia program. As a preventative measure, students scoring red on</p>	1.8 Acadience K-3 1.7 STAR 4-6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	<p>local assessments will also have access to the program. Lexia is adaptive and focuses on individual instruction for each student. Students in grades K-5 will use Lexia Core 5 while students in 6-8 will use Power Up.</p> <p>African American and Foster students will also have access to the Lexia program and will be monitored by site MTSS teachers as part of the district Differentiated Assistance designation.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	
1.3	Action: Mathematics Supplemental Materials Need: According to 23-24 Spring HMH math scores, unduplicated students require additional math intervention because they demonstrate achievement gaps in composition to their peers. HMH: Into Math All: 63% EL:49% Foster: 39% SED: 58%	<p>Students will receive instruction in supplemental programs including: What's My Place, What's My Value, BBY materials and Number Talks. Manipulatives will provide hands on experiences to deepen students understanding of conceptual math concepts. 7th and 8th grade students have daily access to Academic Review during 1st period to serve as an intervention time.</p> <p>We will continue and expand district support in basic math skills and problem solving abilities to serve our unduplicated pupils by identifying their lowest deficit skills in the area of mathematics to help close the achievement gap.</p>	1.6 HMH Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students need supplemental materials to deepen their understanding of mathematical concepts including manipulatives, BBY, Number Talks and math fact resources.</p> <p>Scope: LEA-wide</p>	<p>Students who scored red on the California State dashboard will receive additional instruction through the online math facts program called Imagine Learning. As a preventative measure, students scoring red on local assessments will also have access to the program.</p> <p>African American and Foster students will also have access to the Imagine Learning math facts program and will be monitored by site MTSS teachers as part of the district Differentiated Assistance designation.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	
1.4	<p>Action: Science Supplemental Materials</p> <p>Need: According to 22-23 State science scores, unduplicated students require additional science concept development. Data shows that they preformed lower than their peers.</p> <p>CAST Scores All: 15.69% EL: 1.39%% Foster: 8.77% SED: 13.50%</p>	<p>Students will receive access to hands on- minds on supplemental materials to provide access to science labs. Subscriptions to Gizmos and Explore Learning provide additional instructional opportunities to explore scientific concepts.</p> <p>We will continue and expand district support in science concept development abilities to serve our unduplicated pupils by providing hands-on multimodality learning opportunities to support concept development.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will</p>	1.3 CAST Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CAST scores identify a need for an improved understanding of science concepts.</p> <p>Scope: LEA-wide</p>	also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.6	<p>Action: Physical Education Supplemental Materials</p> <p>Need: Physical Fitness and athletics are high interest and motivate unduplicated students to attend school regularly and keep their bodies active. Unduplicated students have lower attendance than their peers.</p> <p>Chronic Absenteeism All: 19.20% EL: 16.70% Foster: 28.40% SED: 20.70%</p> <p>Students need access to equipment to participate in a well rounded physical education program.</p> <p>Scope: LEA-wide</p>	<p>Students in all grade will have access to supplemental physical education materials and supplies to provide exposure to various sports and healthy activities.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	1.15 Student Response on PE Survey
1.7	<p>Action: Cross-curricular instruction Supplemental Materials</p>	Services such as brain pop offer high interest visual breakdowns of lessons and concepts. Educational Technology Resources offer exposure	1.1 ELA Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Unduplicated students benefit from curriculum that is delivered in a variety of modalities. Online supplemental resources provide audio, visual, and hands on experiences to further connections made through instruction.</p> <p>Students need access to programs and supplemental materials and supplies to support cross-curricular learning through integration.</p> <p>Scope: LEA-wide</p>	<p>to technology to promote real world skills that span beyond the classroom and support communication and collaboration. STEM resources offer enrichment opportunities for students.</p> <p>Cross curricular materials and supplies are used to offer Multi-Tiered Supports for unduplicated students who have additional needs by providing access to hands on, minds on activities.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	
1.8	<p>Action: Assessment Materials</p> <p>Need: According to State & Local assessments, unduplicated students perform below the all student group. Accurate and consistent progress monitoring through assessment materials allows teachers to adjust plans to address instructional learning gaps.</p> <p>Teachers need access to assessment materials to provide for accurate progress monitoring of students conceptual understanding.</p>	<p>Assessment materials will be used to identify lowest deficit skills and areas of growth to support unduplicated students with targeted instruction and intervention services. The Formative Assessment platform will allow teachers to customize assessments to gauge learning on learning concepts as they are taught. Effectiveness will be monitored through site level Continuous Improvement meetings and district level Data Talks held on a quarterly basis.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American</p>	<p>1.1 ELA Dashboard 1.2 Math Dashboard 1.3 CAST Scores 1.9 Social Studies Benchmarks</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	(96% unduplicated), and Asian (85.50% unduplicated) student groups.	
1.9	<p>Action: Technology</p> <p>Need: According to parent surveys, unduplicated students lack technological resources and skills needed in order to access education .Chromebooks and programs will be provided to provide equitable access.</p> <p>Students need access to technology to improve their knowledge of 21century skills in the classroom including: communication, collaboration, critical thinking and creativity.</p> <p>Scope: LEA-wide</p>	<p>Students in 1st through 8th grade have access to 1:1 chromebooks. TK-K classes have access to ipads for greater accessibility. Classrooms were updated with new ViewSonic boards in 23-24. Routine maintenance is provided through the IT department.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	1.10 Technology Ratio
1.10	<p>Action: Multi-Tiered System of Supports</p> <p>Need: According to parent surveys, DAC & DELAC meeting feedback and home visits by our bilingual and child welfare departments, resources to support wellbeing (academic, health, social, emotional behavioral) are difficult to access for our unduplicated students and are provided at the school to support learning and overall wellbeing. 79% of students with Tier III needs are unduplicated.</p>	<p>Supplemental materials and supplies will be provided with Tier III instructional needs to focus on individual goals for academic success.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	1.7 STAR 4-8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students with Tier III needs require access to additional supports to support their academic and behavior plans.</p> <p>Scope: LEA-wide</p>		
1.12	<p>Action: Preschool/Early Childhood program</p> <p>Need: Access to Preschool and Early Childhood programs including TK provides students with early academic, behavioral and social emotional support. The preschool program prioritizes unduplicated students in the enrollment process to ensure students with higher needs have access to additional support.</p> <p>Students need access to early childhood programs to promote early access to the school environment.</p> <p>Scope: LEA-wide</p>	<p>Students will have access to half day preschool programs to provide early access to foundation skills in education. Transitional Kindergarten will be expanded.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>1.13 DRDP Self Regulation</p> <p>1.14 DRDP SEL</p>
1.13	<p>Action: Gifted and Talented Education (GATE)</p> <p>Need:</p>	<p>Students will have access to in-person GATE classes that focuses on enrichment through access to STEM resources and activities.</p>	<p>1.1 ELA Dashboard</p> <p>1.2 Mathematics Dashboards</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>According to parent surveys, parents requested access to in-person GATE classes and enrichment opportunities. Teachers also indicated a need for dedicated enrichment programs through the LCAP Goal 1 survey. Unduplicated students require equitable access to these programs.</p> <p>Students need access to enrichment opportunities.</p> <p>Scope: LEA-wide</p>	<p>Funds are used to offer real world experiences through field trips and hands on learning experiences that assist unduplicated students in making connections to standards based learning opportunities. Effectiveness will be monitored through LCAP surveys provided to all staff and families.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	
1.14	<p>Action: Advancement Via Individual Determination (AVID)</p> <p>Need: The BERC Study Results indicated that students' course-taking patterns and achievement improved, and subsequent high school graduation and college enrollment rates increased when participating in AVID programs. 22-23 students with access to AVID performed better in ELA (76.02 vs 59.01) than students without access.</p> <p>Students need study skills in order to be college and career ready.</p> <p>Scope:</p>	<p>AVIID electives in Middle School will teach students organizational and research skills.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	1.11 AVID Participation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.15	<p>Action: School Libraries</p> <p>Need: Students need access to books in order to apply reading skills.</p> <p>Scope: LEA-wide</p>	<p>Students will have access to library books at various instructional and interest levels. Students checkout books to read at home and in the classroom.</p> <p>Increased library access to provide technology and current collections otherwise unavailable to EL, foster and poverty youth according to School Library Impact Studies: A Review of Findings and Guide to Sources (revised August 12, 2013). (Collection totals: 173,273 Percent: 46.83 dated 2010 or newer).</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>1.1 ELA Dashboard</p> <p>1.7 STAR 4-8</p> <p>1.8 Acadience K-3</p>
2.1	<p>Action: VAPA Supplemental Staff</p> <p>Need: VAPA participation is correlated to academic success according to the California Arts Standards for Public Schools. Opportunities for unduplicated students to participate in the the arts through school to educate the whole child will be provided as measured by Local Indicator survey of VAPA student opportunities.</p>	<p>The Visual and Performing Arts team provide a variety of opportunities to students TK-8th including: art, choir, band, instrumental music, dance and drama. The physical education team provides enriched physical education to students in 1st-5th grade. Teams travel to elementary sites on a rotating basis.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38%</p>	<p>2.1 VAPA Offerings TK-6</p> <p>2.2 VAPA electives 7-8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Students need opportunities to participate in VAPA and PE.</p> <p>Scope: LEA-wide</p>	unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
2.2	<p>Action: Student Enrichment Activities</p> <p>Need: Unduplicated students lack background knowledge as evidenced by teacher observation, enrichment activities are provided to promote access and educate the whole child.</p> <p>Students need access to enrichment opportunities to build background knowledge and interact with real world experience.</p> <p>Scope: LEA-wide</p>	<p>Students take field trips and participate in competitions, showcases, art exhibits and performances. Coaches and technology leads provide on site support to both staff and students.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>2.1 VAPA Offerings TK-6</p> <p>2.2 VAPA electives 7-8</p>
2.3	<p>Action: VAPA PD</p> <p>Need: VAPA participation is correlated to academic success according to the California Arts Standards for Public Schools. Opportunities for unduplicated students to participate in the the arts through school to educate the whole child will be provided as measured by Local</p>	<p>VAPA Professional Learning will be provided to educated staff on best practices.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American</p>	<p>2.1 VAPA Offerings TK-6</p> <p>2.2 VAPA electives 7-8</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Indicator survey of VAPA student opportunities.</p> <p>VAPA and enrichment staff need professional learning to provide quality instruction.</p> <p>Scope: LEA-wide</p>	(96% unduplicated), and Asian (85.50% unduplicated) student groups.	
2.4	<p>Action: VAPA Supplemental Materials</p> <p>Need: VAPA participation is correlated to academic success according to the California Arts Standards for Public Schools. Materials for unduplicated students to participate in the the arts through school to educate the whole child will be provided as measured by Local Indicator survey of VAPA student opportunities.</p> <p>Students need access to supplemental materials to support VAPA and physical education instruction.</p> <p>Scope: LEA-wide</p>	<p>Supplemental materials are provided for art, vocal music, instrumental music, drama, elective classes and PE teams.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>2.1 VAPA Offerings TK-6</p> <p>2.2 VAPA electives 7-8</p>
4.1	<p>Action: Certificated Professional Learning</p> <p>Need:</p>	Professional learning will be delivered during early release Wednesdays with a focus on continuous improvement.	<p>4.1 Professional Learning Events</p> <p>4.2 Professional Learning Rubric</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Increased professional development in student engagement, knowledge of standards based content and materials and checking for understanding is needed to support unduplicated students in improving foundational skills through their identified lowest deficit skill determined by assessment data and provide students with opportunities to participate in class discussions and strengthen their understanding of content.</p> <p>Teachers need continued professional learning to provide high quality instruction.</p> <p>Scope: LEA-wide</p>	<p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	
4.3	<p>Action: Administrative Staff Professional Learning</p> <p>Need: Strong Leadership is needed to support unduplicated students and offer positive educational experiences to reduce suspensions and support attendance. Administrators receive ongoing targeted professional development.</p> <p>Administrators and members of the management group need continued professional learning to enhance leadership skills.</p>	<p>The district is partnering with the Huron group to provide leadership support and mentorship while the CASC program facilitates the clear credential process for new administrators.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	4.1 Professional Learning Events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
4.4	<p>Action: Tier III Professional Learning</p> <p>Need: Increased professional development in student engagement, knowledge of standards based content and materials and checking for understanding is needed to support unduplicated students in improving foundational skills through their identified lowest deficit skill determined by assessment data and provide students with opportunities to participate in class discussions and strengthen their understanding of content.</p> <p>Teachers who teach out students with additional needs require specialized professional learning.</p> <p>Scope: LEA-wide</p>	<p>Tier III Professional Learning for Certificated staff, Classified staff, Management staff, Alternative Education staff and district CPI trainers will be provided to ensure best practices are being utilized to support our students with additional needs.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>4.1 Professional Learning Events</p> <p>4.2 Professional Learning Rubric</p>
4.6	<p>Action: Educator Support Systems</p> <p>Need: Increased professional development in student engagement, knowledge of standards based content and materials and checking for understanding is needed to support unduplicated students in improving</p>	<p>New teachers need additional professional development and dedicated mentors to provide positive educational experiences for unduplicated students. 100% of New Teachers are assigned a mentor through the ESS program.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38%</p>	<p>4.1 Professional Learning Events</p> <p>4.2 Professional Learning Rubric</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>foundational skills through their identified lowest deficit skill determined by assessment data and provide students with opportunities to participate in class discussions and strengthen their understanding of content.</p> <p>New teachers need additional support in the first two years.</p> <p>Scope: LEA-wide</p>	unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.	
4.7	<p>Action: Community Partnerships</p> <p>Need: Connections to the community are needed for unduplicated students so that they have full access to community resources.</p> <p>The district needs community partnerships and active 2 way communication to keep the community informed.</p> <p>Scope: LEA-wide</p>	<p>Professional Learning will be provided to stay informed on strategies to stay connected with the community.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	4.1 Professional Learning Events
4.8	<p>Action: Safety, Security & Health Professional Learning</p> <p>Need:</p>	Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. Staff members are given health and safety training to support a healthy, safe environment as evidenced by OMS registration.	4.1 Professional Learning Events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Increased professional learning in student safety based content is needed to create a strong connection to school, thus increasing academic performance and social emotional wellbeing.</p> <p>According to feedback from educational partners, safety is a top priority. Staff needs to stay current on health and safety trainings.</p> <p>Scope: LEA-wide</p>	<p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	
5.1	<p>Action: Support Staff for Students with Exceptional Needs</p> <p>Need: Data from Child Welfare and Attendance, Bilingual services and Student Services Department indicate Unduplicated students request greater access to supplemental staff to support their varying needs including academic (see action 1.1,1.2 and 1.3), SEL and behavioral supports resulting in an increased suspension rate (All student group: 2.40% Unduplicated students: 4.23%).</p> <p>Students with exceptional needs need increased instructional support from staff to reinforce foundational skills in reading, mathematics, language, social emotional skills and behavior supports. The majority of students with exceptional needs enrolled in Tulare City school district are also</p>	<p>Special needs Support staff, which target the needs of Unduplicated students who also have Exceptional needs due to conditions and circumstances, provide evidence based research based programs to serve students with identified Tier 2 and Tier 3 needs. Effectiveness with be monitored through the Climate & Culture survey as well as site behavior Tier 2 and Tier 3 meeting documentation.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>5.8 Connectedness survey 5.7 Safety Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>unduplicated, and actions contributing to increased or improved services for this student group are principally directed based on their identified needs as part of the unduplicated student group.</p> <p>Scope: LEA-wide</p>		
5.2	<p>Action: Parent & Community Partnerships</p> <p>Need: Parent & Community partnerships are valued district wide. Parents are integral in providing feedback and assisting in district needs assessments. Parents of unduplicated students need additional support according to collaborative work between the Child, Welfare and Attendance office and the Bilingual department.</p> <p>Scope: LEA-wide</p>	<p>District wide, parent advisory groups are available as opportunities for the educational partners and district staff to gather data and participate in consultation. Parents of unduplicated students are encouraged to participate in these advisory meetings, volunteer at school sites and attend school site events to learn how to better support their students at home.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>5.8 Connectedness Survey Results</p> <p>5.9 Parent Conference Rate</p>
5.3	<p>Action: Safe Schools</p> <p>Need: It is important to provide a clean, safe, modern school environment with adults who care to enable our unduplicated students to move past</p>	<p>Materials and supplies as well as additional staff support to provide safe campuses are provided including: surveillance equipment, and Crossing guards. Student Resource Officers were assigned to Middle School campuses through a partnership with the Tulare Police Department to build positive relationships with students at an early age, provide</p>	<p>5.7 Safety Survey Results</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>fulfilling their basic needs, as outlined in Maslow's hierarchy of needs, to working on fulfilling their psychological and self-fulfillment needs. Unduplicated students have higher suspension rate than the all student group (All student group: 2.40% Unduplicated students: 4.23%). Feeling safe on campus results in higher academic achievement and increased attendance for unduplicated students. According to feedback from educational partners, safety is a top priority. Unduplicated students rate safety high (3.8/5.0) due to current actions.</p> <p>Scope: LEA-wide</p>	<p>conflict resolution strategies and discuss alternative actions through reteaching opportunities for students with Tier 2 and 3 behavior needs.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups. Parents continuously express the need for safe campuses and express gratitude for current actions.</p>	
5.4	<p>Action: Social Emotional Learning</p> <p>Need: Data from Child Welfare and Attendance, Bilingual services and Student Services Department indicate Unduplicated students require greater access to supplemental programs to support their varying needs including academic, SEL, health, and behavioral supports.</p> <p>Scope: LEA-wide</p>	<p>District support includes: the Wellness Committee, Health & Wellness Social Emotional Curriculum, Implementation, Training, and Evaluation of site/district Positive Behavior Intervention Systems (PBIS), Implementation, Training, and Evaluation Wheel of Wellness (WOW), and Comprehensive Behavior Response Plans for sites.</p> <p>School sites who scored red on the California State Suspension dashboard will receive additional support from the Director of Educational Options through regular site visits. The site will collaborate with the Director of Educational Options during MTSS behavior meetings to discuss preventative measures and build site climate and culture.</p> <p>The Director of Educational Options will also facilitate professional learning and the monitoring</p>	<p>5.1 Suspension Dashboard</p> <p>5.2 Chronic Absenteeism Dashboard</p> <p>5.8 Connectedness survey</p> <p>5.7 Safety Survey</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>of suspensions for African American and Foster students as part of the district Differentiated Assistance designation. Prevention and aligning site supports will be paired with regular data checks with administration.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	
5.5	<p>Action: Alternative Education Support</p> <p>Need: As evidenced by program referrals, alternative educational settings are made available to unduplicated students that require nontraditional settings in order to thrive.</p> <p>Scope: LEA-wide</p>	<p>Alternative Education settings will be provided at the Bridge site which houses Tulare Support School and Community Day School. Specialized support will be provided to students to assist them in learning social emotional skills. Students will have access to Tier III behavior supports.</p> <p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	<p>5.1 Suspension Dashboard</p> <p>5.6 Expulsion Dashboard</p>
5.6	<p>Action: Transportation</p> <p>Need:</p>	<p>Tulare City School District transport an average 3100 students per year.</p>	<p>5.7 Safety Surveys</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Unduplicated students benefit from having home to school transportation in order to access school. Parent surveys and Educational Partner feedback identify lack of transportation as a barrier to accessing educational opportunities</p> <p>Students need safe transportation to and from school and extracurricular events.</p> <p>Scope: LEA-wide</p>	<p>The action is provided LEA wide. The action is principally aimed at unduplicated students, but will also benefit the all student group (81.38% unduplicated), Students with Disabilities (79% unduplicated), Homeless (72% unduplicated), Hispanic (85% unduplicated), African American (96% unduplicated), and Asian (85.50% unduplicated) student groups.</p>	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	<p>Action: ELD Support Staff</p> <p>Need: Currently 52.2% of English learners are making progress and 8.52% of EL students are reclassified. English Language learners require supplemental instructional support to close the achievement gap and improve language acquisition through small group settings.</p>	<p>English Language learners receive targeted designated and integrated instruction based on their needs as evidenced by the ELPAC and other local assessments. Dedicated Bilingual aides and supplemental staff provide additional support, tutoring, and testing services to support student needs. School sites with high numbers of English Language Learners have implemented a deployment model to use dedicated time to focus on strategies and supports for English Language Learners.</p>	<p>3.1 ELPI 3.3 Redesignation rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
3.2	Action: ELD Supplemental Materials Need: Currently 52.2% of English learners are making progress and 8.52% of EL students are reclassified. English Learners need supplemental curriculum, including materials and supplies that offer access to multi-modality teaching . Scope: Limited to Unduplicated Student Group(s)	Supplemental materials and supplies are provided to our English learners to assist in providing extra support including additional targeted support for our newcomer students through the Lexia ELD program as well as the Vista program for our Newcomer students. The Ellevations software provides real time monitoring for all English Learners as well as previously reclassified students. Supplemental transition materials are used to aid students and parents in accessing the curriculum as well as school based services.	3.1 ELPI 3.3 Redesignation rate
3.3	Action: ELD Intervention Need: Currently 52.2% of English learners are making progress and 8.52% of EL students are reclassified. English Learners need targeted intervention to close the achievement gap and build foundational language skills. Scope: Limited to Unduplicated Student Group(s)	English Language learners who score red on the English Learner Progress Indicator receive intervention with the support of the Bilingual Curriculum Specialist. The curriculum specialist works with teachers, bilingual aides and students to provide quality, Targeted intervention to help students succeed.	3.1 ELPI
3.4	Action: ELD Parent Involvement Need:	Parent classes are offered in 4 sessions as an opportunity to support parents English language acquisition, assist in navigating school environments and events (such as conferences), increase school to home communication and	3.6 Access to Translation Services

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Parents have indicated a need through the LCAP Goal 3 survey and DELAC meetings to receive English Language support. Interpretation is needed to provide accessible communication between the schools and the community.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>provide skills to be successful in the community. Current staff provide interpretation services during extended hours at 100% of sites and are available in 12 languages district wide to serve as an increased/improved service.</p>	
3.5	<p>Action: ELD Professional Learning</p> <p>Need: Teachers indicate a need on the LCAP Goal 3 survey for ongoing Professional Learning in order to meet the needs of their English Learner students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Ongoing professional development for staff on programs and materials that are aimed at increasing EL success are provided as evidenced through OMS registrations. Professional learning is focused on improving designated and integrated ELD instruction. An ELD cohort of teachers was established in 23-24 and will continue into the 24-25 school year.</p>	3.2 Teacher EL Strategy Monitoring
3.6	<p>Action: LTEL and At-Risk Support</p> <p>Need: Long Term English Learners and At-Risk English Learners need additional targeted support to improve language acquisition and to access grade level curriculum.</p> <p>Scope:</p>	<p>Bilingual aids will offer additional support to LTEL and At-risk students in Middle School ELD classes and through push in services.</p>	3.4 LTEL Rate 3.5 At-Risk Rate

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

N/A

Additional Concentration Grant Funding

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

All TCSD schools meet the requirement of 55% of Unduplicated students with the exception of Alpine Vista Elementary (46.90%) and Alpine Middle School (50%).

Additional concentration grant funding will be used to increase the number of staff providing direct services to students at schools with a high concentration (over 55%) of unduplicated students by:

Goal 1 Action 1: Increasing instructional aides to provide supplemental instruction in math and language arts instruction. Funds will also be used to timesheet current employees to deliver services as needed due to the shortage of applicants.

Goal 2 Action 1: Providing staff to offer Visual and Performing Arts opportunities to students to offer a broad course of study.

Goal 3 Action 1: Providing English learners with Bilingual aides and assessment aides to determine needs and provide ELD support.

Goal 5 Action 1: Ensuring that schools have access to Climate & Culture MTSS teachers or counselors to provide Social Emotional Learning.

Additional employees will also be added to our alternative education schools in provide additional services to our students with greater needs.

Goal 5 Action 6: Providing wellness staff to promote socially, emotionally, physically healthy students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary Average 26:1 Middle School Average: 27:1	Elementary Average: 11:1 Middle School Average: 22:1
Staff-to-student ratio of certificated staff providing direct services to students	Elementary Average 18:1 Middle School Average: 23:1	Elementary Average: 14:1 Middle School Average: 17:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$95,113,345	\$29,831,836	31.365%	0.000%	31.365%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$36,704,038.00	\$49,587,138.00	\$661,714.00	\$5,410,548.00	\$92,363,438.00	\$42,380,594.00	\$49,982,844.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Support Supplemental Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$12,414,899.00	\$0.00	\$5,417,744.00	\$3,753,763.00	\$0.00	\$3,243,392.00	\$12,414,899.00	0
1	1.2	Language Arts Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$155,984.00	\$55,818.00	\$0.00	\$0.00	\$100,166.00	\$155,984.00	0
1	1.3	Mathematics Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$63,500.00	\$51,000.00	\$0.00	\$0.00	\$12,500.00	\$63,500.00	0
1	1.4	Science Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$30,000.00	\$25,000.00	\$0.00	\$0.00	\$5,000.00	\$30,000.00	0
1	1.5	Social Studies Supplemental Materials	All	No			All Schools	2024-2025	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0
1	1.6	Physical Education Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$36,434.00	\$7,292.00	\$29,142.00	\$0.00	\$0.00	\$36,434.00	0
1	1.7	Cross-curricular instruction Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$427,000.00	\$427,000.00	\$0.00	\$0.00	\$0.00	\$427,000.00	0
1	1.8	Assessment Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$401,073.00	\$366,200.00	\$0.00	\$0.00	\$34,873.00	\$401,073.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$2,231,079.00	\$2,158,500.00	\$0.00	\$0.00	\$72,579.00	\$2,231,079.00	0
1	1.10	Multi-Tiered System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$3,754,479.00	\$2,909,454.00	\$811,005.00	\$0.00	\$34,020.00	\$3,754,479.00	0
1	1.11	Extended Learning Opportunities	All * Funding: ELO Grant	No			All Schools Based on identified needs at each school site	2024-2025	\$3,973,579.00	\$13,415,718.00	\$0.00	\$17,385,297.00	\$0.00	\$4,000.00	\$17,389,297.00	0
1	1.12	Preschool/Early Childhood program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: elementary school sites preschool (3 and 4 year old)	2024-2025	\$0.00	\$5,279,440.00	\$1,632,586.00	\$2,886,852.00	\$0.00	\$760,002.00	\$5,279,440.00	0
1	1.13	Gifted and Talented Education (GATE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alpine Vista Middle School, Cherry Ave. Middle School, Live Oak Middle School, Los Tules Middle School, Mulcahy Middle School	2024-2025	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0
1	1.14	Advancement Via Individual Determination (AVID)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$248,868.00	\$33,000.00	\$181,210.00	\$0.00	\$34,658.00	\$248,868.00	0
1	1.15	School Libraries	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2025	\$0.00	\$168,560.00	\$147,300.00	\$5,000.00	\$0.00	\$16,260.00	\$168,560.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.1	VAPA Supplemental Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd -8th	2024-2025	\$7,344,671.00	\$0.00	\$3,859,178.00	\$3,485,493.00	\$0.00	\$0.00	\$7,344,671.00	0
2	2.2	Student Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$1,103,577.00	\$208,000.00	\$852,577.00	\$0.00	\$43,000.00	\$1,103,577.00	0
2	2.3	VAPA PD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0
2	2.4	VAPA Supplemental Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd - 8th	2024-2025	\$0.00	\$339,400.00	\$169,400.00	\$165,000.00	\$0.00	\$5,000.00	\$339,400.00	0
3	3.1	ELD Support Staff	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$1,426,819.00	\$0.00	\$1,098,357.00	\$25,000.00	\$0.00	\$303,462.00	\$1,426,819.00	0
3	3.2	ELD Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$0.00	\$56,412.00	\$10,000.00	\$0.00	\$0.00	\$46,412.00	\$56,412.00	0
3	3.3	ELD Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2025	\$0.00	\$200.00	\$100.00	\$0.00	\$0.00	\$100.00	\$200.00	0
3	3.4	ELD Parent Involvement		Yes	Limited to Unduplicated Student Group(s)		All Schools	2024-2025	\$40,868.00	\$0.00	\$20,000.00	\$0.00	\$0.00	\$20,868.00	\$40,868.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	ELD Professional Learning	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-2025	\$0.00	\$9,000.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00	0
3	3.6	LTEL and At-Risk Support	English Learners	No			All Schools Specific Schools: Alpine Vista Middle School, Cherry Ave. Middle School, Live Oak, Los Tules, Mulcahy	2024-2025	\$94,815.00	\$0.00	\$0.00	\$0.00	\$0.00	\$94,815.00	\$94,815.00	0
4	4.1	Certificated Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$322,394.00	\$0.00	\$208,176.00	\$20,000.00	\$0.00	\$94,218.00	\$322,394.00	0
4	4.2	Classified Professional Learning	All Funding: Classified Grant	No			All Schools	2024-2025	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00	\$0.00	\$40,000.00	0
4	4.3	Administrative Staff Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$985,977.00	\$84,000.00	\$901,977.00	\$0.00	\$0.00	\$985,977.00	0
4	4.4	Tier III Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$112,900.00	\$112,900.00	\$0.00	\$0.00	\$0.00	\$112,900.00	0
4	4.5	Continuous Improvement	All Students with Disabilities	No				2024-2025	\$0.00	\$118,800.00	\$102,000.00	\$0.00	\$0.00	\$16,800.00	\$118,800.00	0
4	4.6	Educator Support Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$452,417.00	\$0.00	\$97,536.00	\$306,917.00	\$0.00	\$47,964.00	\$452,417.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.7	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$517,239.00	\$18,000.00	\$495,208.00	\$0.00	\$4,031.00	\$517,239.00	0
4	4.8	Safety, Security & Health Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$162,904.00	\$162,904.00	\$0.00	\$0.00	\$0.00	\$162,904.00	0
5	5.1	Support Staff for Students with Exceptional Needs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$16,024,632.00	\$0.00	\$10,210,352.00	\$4,886,156.00	\$661,714.00	\$266,410.00	\$16,024,632.00	0
5	5.2	Parent & Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$247,773.00	\$182,520.00	\$0.00	\$0.00	\$65,253.00	\$247,773.00	0
5	5.3	Safe Schools	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$13,654,284.00	\$700,000.00	\$12,941,284.00	\$0.00	\$13,000.00	\$13,654,284.00	0
5	5.4	Social Emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$344,360.00	\$282,595.00	\$0.00	\$0.00	\$61,765.00	\$344,360.00	0
5	5.5	Alternative Education Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$340,691.00	\$330,691.00	\$0.00	\$0.00	\$10,000.00	\$340,691.00	0
5	5.6	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$5,546,435.00	\$5,546,435.00	\$0.00	\$0.00	\$0.00	\$5,546,435.00	0
6	6.1	Instructional Support Supplemental Staff	All	No			Specific Schools: Lincoln	2024-2026	\$173,500.00	\$0.00		\$173,500.00			\$173,500.00	
6	6.2	Supplemental Materials & Supplies	All	No			Specific Schools: Lincoln	2024-2025	\$0.00	\$28,707.00		\$28,707.00			\$28,707.00	
6	6.3	Professional Learning	All	No			Specific Schools: Lincoln	2024-2025	\$0.00	\$103,050.00		\$103,050.00			\$103,050.00	
7	7.1	Instructional Support Supplemental Staff	All	No			Specific Schools: Tulare		\$72,000.00	\$0.00	\$0.00	\$72,000.00	\$0.00	\$0.00	\$72,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Support School Communi ty Day School									
7	7.2	Professional Learning	All	No			Specific Schools: Tulare Support School Communi ty Day School		\$0.00	\$28,000.00		\$28,000.00			\$28,000.00	
8	8.1	Interventions	Students with Disabilities	No			Specific Schools: District Office		\$0.00	\$50,000.00		\$50,000.00			\$50,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$95,113,345	\$29,831,836	31.365%	0.000%	31.365%	\$36,561,038.00	0.000%	38.439 %	Total:	\$36,561,038.00
								LEA-wide Total:	\$35,423,581.00
								Limited Total:	\$1,137,457.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Support Supplemental Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,417,744.00	0
1	1.2	Language Arts Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,818.00	0
1	1.3	Mathematics Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$51,000.00	0
1	1.4	Science Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,000.00	0
1	1.6	Physical Education Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,292.00	0
1	1.7	Cross-curricular instruction Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$427,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Assessment Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$366,200.00	0
1	1.9	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,158,500.00	0
1	1.10	Multi-Tiered System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,909,454.00	0
1	1.12	Preschool/Early Childhood program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: elementary school sites preschool (3 and 4 year old)	\$1,632,586.00	0
1	1.13	Gifted and Talented Education (GATE)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Alpine Vista Middle School, Cherry Ave. Middle School, Live Oak Middle School, Los Tules Middle School, Mulcahy Middle School	\$10,000.00	0
1	1.14	Advancement Via Individual Determination (AVID)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$33,000.00	0
1	1.15	School Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$147,300.00	0
2	2.1	VAPA Supplemental Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd -8th	\$3,859,178.00	0
2	2.2	Student Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,000.00	0
2	2.3	VAPA PD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	VAPA Supplemental Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 2nd - 8th	\$169,400.00	0
3	3.1	ELD Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,098,357.00	0
3	3.2	ELD Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,000.00	0
3	3.3	ELD Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$100.00	0
3	3.4	ELD Parent Involvement	Yes	Limited to Unduplicated Student Group(s)		All Schools	\$20,000.00	0
3	3.5	ELD Professional Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$9,000.00	0
4	4.1	Certificated Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$208,176.00	0
4	4.3	Administrative Staff Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,000.00	0
4	4.4	Tier III Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$112,900.00	0
4	4.6	Educator Support Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$97,536.00	0
4	4.7	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$18,000.00	0
4	4.8	Safety, Security & Health Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,904.00	0
5	5.1	Support Staff for Students with Exceptional Needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,210,352.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	5.2	Parent & Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$182,520.00	0
5	5.3	Safe Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$700,000.00	0
5	5.4	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,595.00	0
5	5.5	Alternative Education Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$330,691.00	0
5	5.6	Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,546,435.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$87,448,332.00	\$78,044,467.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Support Supplemental Staff	Yes	\$15,425,184.00	\$15,194,368
1	1.2	Language Arts Supplemental Materials	Yes	\$427,720.00	\$282,901
1	1.3	Mathematics Supplemental Materials	Yes	\$68,885.00	\$66,437
1	1.4	Science Supplemental Materials	Yes	\$61,301.00	\$53,717
1	1.5	Social Studies Supplemental Materials	No	\$13,438.00	\$2,486
1	1.6	Physical Education Supplemental Materials	Yes	\$78,131.00	\$50,975
1	1.7	Cross-curricular instruction Supplemental Materials	Yes	\$348,000.00	\$559,683
1	1.8	Assessment Materials	Yes	\$285,700.00	\$272,307
1	1.9	Technology	Yes	\$4,843,500.00	\$5,905,231
1	1.10	Multi-Tiered System of Supports	Yes	\$3,727,271.00	\$1,056,084
1	1.11	Extended Learning Opportunities	No	\$15,904,171.00	\$19,534,601

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Preschool/Early Childhood program	Yes	\$3,372,353.00	\$1,827,341
1	1.13	Gifted and Talented Education (GATE)	Yes	\$10,000.00	\$1,296
1	1.14	Advancement Via Individual Determination (AVID)	Yes	\$395,312.00	\$207,190
1	1.15	School Libraries	Yes	\$225,684.00	\$214,534
2	2.1	VAPA Supplemental Staff	Yes	\$7,185,992.00	\$7,064,596
2	2.2	Student Enrichment Activities	Yes	\$1,006,470.00	\$916,640
2	2.3	VAPA PD	Yes	\$10,000.00	\$6,808
2	2.4	VAPA Supplemental Materials	Yes	\$346,500.00	\$461,304
3	3.1	ELD Support Staff	Yes	\$1,711,367.00	\$1,677,049
3	3.2	ELD Supplemental Materials	Yes	\$104,782.00	\$39,355
3	3.3	Supplemental ELD Technology	Yes	\$450.00	\$0
3	3.4	ELD Parent Involvement	Yes	\$33,915.00	\$36,239.73
3	3.5	ELD Professional Learning	Yes	\$74,158.00	\$21,438.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	Certificated Professional Learning	Yes	\$619,234.00	\$398,892
4	4.2	Classified Professional Learning	No	\$23,880.00	\$70,157
4	4.3	Administrative Staff Professional Learning	Yes	\$979,999.00	\$1,177,125
4	4.4	Intervention Professional Learning	Yes	\$78,400.00	\$106,363
4	4.5	Teacher Opportunities for Peer Support	No	\$107,697.00	\$118,595
4	4.6	New Teacher Support Systems	Yes	\$440,372.00	\$601,564
4	4.7	Community Partnerships	Yes	\$150,145.00	\$208,125
4	4.8	Safety, Security & Health Professional Learning	Yes	\$595,904.00	\$249,792
5	5.1	Support Staff for Students with Exceptional Needs	Yes	\$12,196,822.00	\$13,182,281
5	5.2	Parent & Community Partnerships	Yes	\$328,143.00	\$137,415
5	5.3	Safe Schools	Yes	\$11,896,813.00	\$1,556,948
5	5.4	Social Emotional Learning	Yes	\$833,868.00	\$891,349.57
5	5.5	Alternative Education Support	Yes	\$1,061,772.00	\$856,453
5	5.6	Transportation	Yes	\$2,474,999.00	\$3,036,827

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$30,128,693	\$45,528,098.00	\$47,346,023.82	(\$1,817,925.82)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Support Supplemental Staff	Yes	\$7,064,454.00	7,008,733.64	0%	
1	1.2	Language Arts Supplemental Materials	Yes	\$101,020.00	36,037.39	0%	
1	1.3	Mathematics Supplemental Materials	Yes	\$37,000.00	25,808.19	0%	
1	1.4	Science Supplemental Materials	Yes	\$18,964.00	18,786.27	0%	
1	1.6	Physical Education Supplemental Materials	Yes	\$29,240.00	21,079.32	0%	
1	1.7	Cross-curricular instruction Supplemental Materials	Yes	\$146,000.00	67,657.06	0%	
1	1.8	Assessment Materials	Yes	\$192,500.00	176,724.88	0%	
1	1.9	Technology	Yes	\$4,843,500.00	5,905,245.42	0%	
1	1.10	Multi-Tiered System of Supports	Yes	\$2,998,161.00	2,848,252.95	0%	
1	1.12	Preschool/Early Childhood program	Yes	\$1,087,233.00	1,435,147.56	0%	
1	1.13	Gifted and Talented Education (GATE)	Yes	\$10,000.00	1,295.60	0%	
1	1.14	Advancement Via Individual Determination (AVID)	Yes	\$24,500.00	15,098.09	0%	
1	1.15	School Libraries	Yes	\$143,610.00	128,992.34	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	VAPA Supplemental Staff	Yes	\$3,747,269.00	3,582,502.37	0%	
2	2.2	Student Enrichment Activities	Yes	\$232,100.00	286,196.27	0%	
2	2.3	VAPA PD	Yes	\$10,000.00	6,637.94	0%	
2	2.4	VAPA Supplemental Materials	Yes	\$196,500.00	339,398.03	0%	
3	3.1	ELD Support Staff	Yes	\$1,053,286.00	1,080,118.34	0%	
3	3.2	ELD Supplemental Materials	Yes	\$33,100.00	18,692.97	0%	
3	3.3	Supplemental ELD Technology	Yes	\$100.00	0.00	0%	
3	3.4	ELD Parent Involvement	Yes	\$15,096.00	20,003.22	0%	
3	3.5	ELD Professional Learning	Yes	\$6,649.00	6,192.38	0%	
4	4.1	Certificated Professional Learning	Yes	\$242,477.00	162,574.59	0%	
4	4.3	Administrative Staff Professional Learning	Yes	\$973,399.00	1,118,857.71	0%	
4	4.4	Intervention Professional Learning	Yes	\$68,400.00	95,852.86	0%	
4	4.6	New Teacher Support Systems	Yes	\$117,500.00	195,542.42	0%	
4	4.7	Community Partnerships	Yes	\$18,000.00	21,628.19	0%	
4	4.8	Safety, Security & Health Professional Learning	Yes	\$448,100.00	215,745.91	0%	
5	5.1	Support Staff for Students with Exceptional Needs	Yes	\$8,078,468.00	7,923,063.18	0%	
5	5.2	Parent & Community Partnerships	Yes	\$193,651.00	93,482.44	0%	
5	5.3	Safe Schools	Yes	\$10,766,813.00	11,270,489.65	0%	
5	5.4	Social Emotional Learning	Yes	\$62,263.00	36,865.19	0%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.5	Alternative Education Support	Yes	\$93,746.00	146,494.02	0%	
5	5.6	Transportation	Yes	\$2,474,999.00	3,036,827.43	0%	

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$95,354,971	\$30,128,693	0.00%	31.596%	\$47,346,023.82	0.000%	49.652%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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