Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

The city of Tracy's mission is to provide the community with the basic and extended services that offer opportunities for individuals, families and businesses to prosper as they live, work and play in Tracy. Tracy's strategic location is a theme that runs throughout our town's history, even as the country's emphasis has shifted from railroads to highways. Tracy is now centered in a triangle formed by the major interstates of 580, 205 and 5. We are a community where neighbors and local merchants greet you by name and highly value traditions, family, education, and the arts within the community. In alignment with the city's purpose and vision, the Tracy Unified School District (TUSD) acts as the hub of the city in which students of diverse backgrounds engage on a daily basis in their educational environment. Tracy Unified School District (TUSD) is a progressive school district that challenges our students to reach their fullest potential. Our staff strives to prepare students to become the leaders of tomorrow and develop a love of lifelong learning.

TUSD Vision
All students in TUSD will become lifelong learners, responsible citizens, and leaders in the 21st Century.

TUSD Mission
TUSD prepares our diverse student population to be college and career ready for the 21st Century by providing a quality-learning environment in safe, modern facilities equipped with the latest technological tools. Our world class, culturally proficient staff empowers students to reach their fullest potential and prepares students to solve real-world problems by utilizing best instructional practices and collaborating with the community, businesses and institutions of higher learning.

TUSD serves a diverse group of students in an effort to prepare all students to be well-rounded individuals with the knowledge and skills to pursue their college and/or career goals upon graduation from high school. The District serves students from Pre-K through 12th grade. TUSD is composed of 18 schools: seven K-5 schools, four K-8 schools, two Middle Schools, three Comprehensive High Schools, one Continuation High School, and one Community Day School. In addition to the schools mentioned above, TUSD is the authorizer for Tracy

Learning Center, which maintains three charter schools. In 2020, TUSD authorized a dependent charter school, Tracy Independent Study Charter School. During the 2019-2020 school year, TUSD served 14,548 students. 57.7% of students were socio-economically disadvantaged, 26% of students were English Learners, 0.6% of students were Foster Youth, and 3.1% of students were Homeless. TUSD enrolled students reflected the following demographics: Hispanic: 53%, American Indian/Alaskan Native: 0.4%, Asian: 12.1%, Black/African American: 5.5%, Native Hawaiian/Pacific Islander: 1.1%, White: 18.3%, and two or more races 4.2%.

As a result of data analysis, goals, actions, metrics, and outcomes have been identified through consultation with stakeholder groups throughout the 2020-2021 school year. To best serve our diverse student population the district will continue the implementation of adopted pillars: Rigor, Relevance, and Relationship as stated in Bill Daggett's book The Daggett System for Effective Instruction, "Creating a school or district culture is the starting point in establishing an aligned system of instructional effectiveness." A culture in which, Vision/Values/Beliefs are put into action, so that ALL students:

- Can and will learn to their fullest potential, given the right conditions
- Need foundational knowledge
- Need learning based on high expectations, as determined by individual needs/abilities
- Need to be energized and actively engaged in their own learning
- Need to develop personal skills of responsibility, respect, and more

These beliefs are the core of TUSD LCAP goals, actions, and services, and are used to guide specific behaviors and practices for student achievement.

Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 2: Provide a safe and equitable learning environment for all students and staff.

In alignment with these goals, the district is concentrating actions/services and resources on the following initiatives:

a. STEM for all students with support of the Education Innovation and Research (EIR) Grant.
b. Social Emotional Learning (SEL) Curriculum at K-5/K-8 schools and Mental Health services at all school site
c. Early literacy intervention for at risk students
d. Increase student achievement in grades 6-12 in the area of mathematics
e. Intervention and accelerated learning for at risk students.

The team continues to evaluate state and local data in order to focus all attention on academic and social emotional needs of students. TUSD will continue to support the two LCAP Goals and 5 initiatives with existing financial resources and grant funding to target areas of improvement with a clear and coherent focus on student learning.

Reflections: Successes

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

Due to the COVID-19 pandemic, State law has suspended the reporting of State and Local Indicators on the 2020 Dashboard. California Dashboard results from 2019 showed several areas of progress and success.

Chronic absenteeism declined 0.8% from 2018
Suspension rate declined 1.6% from 2018
Mathematics indicator increased 3.8 points from 2018
English Language Arts indicator increased 6.1 points from 2018
English Learner Progress indictor showed 54.1% of EL Students are making progress towards English Language Proficiency
Overall, as a whole the California Dashboard showed small but significant gains.

In order to maintain and build on these gains, TUSD will continue to focus on Rigor, Relevance and Relationships in partnership with ICLE to increase student achievement. Teachers will receive professional development in both content area and best instructional practices and routines. Additional tutoring opportunities for at-risk students will be provided during the summer and throughout the school year. TUSD will continue to focus on being proactive to student discipline and seek alternative measures in place of suspension when applicable. In addition, TUSD will hire a Truancy Coordinator to work with students and families who are chronically absent and a Community Works Coordinator to provide resources and supports to the TUSD community.

Reflections: Identified Need

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

Due to the COVID-19 pandemic, State law has suspended the reporting of State and Local Indicators on the 2020 Dashboard. California Dashboard results from 2019 showed several areas of opportunity for progress.

TUSD received an overall rating of orange on the College and Career Readiness Indicator.

TUSD had performance gaps among student groups in the following areas:

Chronic Absenteeism Indicator: African American students and students with two or more races
Suspension Rate: Students who are foster youth, homeless and American Indian

English Language Arts and Mathematics Academic Indicator: Foster youth

TUSD qualified for Differentiated Assistance for two student groups: Foster youth in the area of ELA and Math and students who are homeless for suspension rate and college and career readiness indicators.

In order to improve in these areas of need, TUSD:

Will continue with the AVID Program; will hire additional counselors at all high school and middle schools; and will partner with College Next and College Bound to increase the number of students going to college. In addition, TUSD is providing additional funding to promote and grow the various Career Technical Education (CTE) pathways offered to students. The Prevention Services Department will monitor foster youth and homeless students to make sure they are receiving information, access and support both academically and emotionally in order for them to be college and/or career ready upon graduation.

TUSD will hire a Truancy Coordinator and Community Works Coordinator to work with families to increase student attendance. These positions will frequently review data to target students who are chronically absent including students who are African American and two or more races. TUSD teachers, administrators and other personnel will work proactively with families to eliminate barriers that may be contributing to chronic absenteeism.

To improve the suspension rate for all students, including students who are foster youth, homeless and American Indian, TUSD will continue to review policies and procedures (handbook, site discipline) along with a focus on alternatives to suspensions. In addition to the review and revised policies and procedures the District will implement intervention for students as opposed to in-house suspension in grades 6-12. This along with school sites properly coding discipline, TUSD will continue to improve the accuracy of discipline data for continuous improvement. A major focus for the 2021/22 school year will be the continued training of how to enter discipline data into Aeries. These actions will further reduce the suspension rate for all student groups.

To address ELA and Mathematics achievement for students in grades 3-8 and grade 11, TUSD will continue with Rigor, Relevance, Relationships professional development for all teachers and administrators. TUSD will continue implementing STEM education into core subjects with a focus on increasing student achievement and equity amongst all student groups. TUSD is providing intervention paraprofessionals at each site to work with at-risk students in the area of literacy for Tier II support. TUSD has planned professional development opportunities in ELA/ELD, STEM and Math. In addition, through grant funding teachers in grades 6-9 will receive additional training in the new math framework. TUSD has allotted $500,000.00 of grant funding to provide additional tutoring, resource and parent education for students who are foster youth and or are experiencing homelessness. Students who are foster youth will be given priority for interventions, mental health services and other applicable services.

LCAP Highlights

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

Through analysis of both State and local data, along with input from all stakeholder groups including a variety of surveys and meetings, the District Educational Services team identified four key initiatives to be addressed during the 2021-2022 school year.

a. STEM for all students with support of the Education Innovation and Research (EIR) Grant.
b. Social Emotional Learning (SEL) Curriculum at K-5/K-8 schools and Mental Health services at all school site
c. Early Literacy intervention for at-risk students
d. Increase student achievement in grades 6-12 in the area of Mathematics
e. Intervention and accelerated learning for at-risk students.

To support the key components of the LCAP, TUSD will:

Continue implementation of the iRead online program to support all K-2 students reading at grade level by the end of third grade. Analyze and monitor student iRead data to provide responsive interventions to all K-2 students. TUSD will research and implement additional Literacy programs for grades 3-12, as well as provide two intervention paraprofessionals at each site to provide Literacy support.

TUSD aligned all instruction to the CA State Standards for ELA/ELD and Math to provide Rigor, Relevance, and strong Relationships. As a recipient of the Education Innovation and Research (EIR) Grant, TUSD will continue a system of support for year 4 implementation to assist teachers and sites implementing integrated STEM units for grades K-8. The TUSD STEM project components will include: Develop and deliver interdisciplinary curricula centered on engineering and computer science; engage partners to refine curricula; provide field-based learning experiences; and provide staff with professional learning to effectively implement the new curricula. Students will engage in hands-on inquiry-based science/5-E lessons, science talks, and science writing/sense making notebooks. Additional funds have been allocated for materials to support design challenges and hand-on activities.

To support the new teachers in TUSD, staff will be provided comprehensive support by participating in TTIP and/or Tracy Induction Program. TTIP is for teachers new to TUSD. Induction is for teachers who are new to the profession. The programs provide a peer coach/mentor to each new teacher for weekly support and extensive Professional Learning opportunities aligned to Rigor, Relevance, and Relationships. TTIP will provide training and support in the five main areas of focus for new teachers: STEM, Mental Health Resources, Literacy, Professional Development Opportunities and Intervention.

TUSD will implement professional development for teachers in Mathematics in grades 6-9, focused on the Math Framework to increase student achievement.

TUSD will continue to align AVID WICOR strategies to Rigor, Relevance, Relationships framework and provide professional learning opportunities to staff to increase student engagement/learning, and college and career readiness.

TUSD will continue with the 9th grade High School Bridge Program and support services to increase academic and SEL success for at-risk 9th grade students.

Social Emotional Learning Curriculum (SEL) will continue to be implemented. Second Step will be used in grades K-8, in which students and adults learn to understand and manage emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. In addition to continuing implementation of Second Step, TUSD will implement an online software tool, FastBridge mySAEBERS, to administer Social Emotional Learning (SEL) surveys to students, collect, analyze, and monitor student SEL data, and use data to provide appropriate prevention/intervention services. TUSD has increased mental health services to 5 days a week at each site.

Overall, the key actions in the LCAP which support these areas include: Professional Development and Coaching through the International Center for Leadership in Education (ICLE) on increasing Rigor and Relevance in the curriculum; focusing on strong core instruction Tier 1 for ELA/ELD and Math; and providing Tier 2 and Tier 3 services to support both academic and social emotional learning needs. Teachers and administrators will also continue to participate in Professional Learning Communities (PLC) training to support response to intervention to increase student achievement. AVID Professional Learning WICOR strategies will also be provided to teachers at all 3 Comprehensive High Schools, 2 Middle Schools, and 2 K-8 schools to directly increase College and Career Readiness.

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.

TUSD does not have any schools that have been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Throughout the 2020-2021 school year and the Covid-19 Pandemic, Tracy Unified increased its efforts to solicit feedback from parents, students and staff. Biweekly informational meetings were held by the Associate Superintendent of Educational Services. During these sessions, information was given regarding resources available to staff, students and community. Students, staff and community submitted questions before the meetings and staff addressed the questions during the informational sessions. Informational session topics ranged from school reopening plans to mental health resources to technology distribution and upcoming training opportunities. Each question and feedback were read and responded to. Several surveys were administered regarding distance learning and the needs of the community. School personnel such as principals, counselors and teachers were in constant communication with students and families regarding student needs. In addition to these informal stakeholder feedback opportunities, there were several meetings and a survey given specifically regarding the LCAP. Surveys were administered to all parents, students and staff in grades 4 through 12 in February of 2021. The participation rate was the best TUSD has ever had. TUSD had 5,776 student responses, 3,790 parent responses and 976 staff responses for the LCAP Surveys. There were three evening LCAP Community Stakeholder Meetings held using Zoom, on March 18th, April 15th and April 29th, 2021. During these meetings, data from the surveys and the California Dashboard was shared, along with previous actions and services from the prior LCAP. Community members gave input on what actions they felt were most important as well as actions that were not previously in the LCAP. The LCAP actions and services were also shared with the Title I Parent Advisory Committee (T1 PAC) on April 21 and May 12, 2021, and also shared with the District English Language Advisory Committee (DELAC) on May 19, 2021. Notes were taken at each meeting with stakeholder comments or suggestions. On March 19 and May 14, 2021 consultations with each bargaining unit, the Tracy Educators Association (TEA) and the California School Employee Association (CSEA) were held. Survey data was shared with the TEA and CSEA at these meetings, and both units gave input for actions they felt were needed to meet the District goals. The LCAP was also shared with District Management on February 12 and May 13, 2021. TUSD Management Team reviewed data, goals and actions and provided input for action items. On May 5th, a draft of the LCAP was shared with the Special Education Local Plan Area (SELPA) to ensure alignment with the Special Education Local Plan. On June 8th a Public Hearing was held for the LCAP. The LCAP was posted on the TUSD website from June 9th through June 22nd for additional public comment.

A summary of the feedback provided by specific stakeholder groups.

The bulk of the stakeholder feedback came from the LCAP surveys, which were administered in February of 2021, while TUSD schools were still in distance learning. The overwhelming responses from the survey from both parents and students were those requesting schools to reopen to in-person instruction. Parents and students both commented on the need for in-person learning as they felt students were struggling both mentally and academically. The survey also indicated parents felt that STEM needed to be more of a focus. Parents felt the District could improve on offering courses in a wide variety of STEM-related careers. The survey also showed many parents are not aware of the interventions being provided to students before, during or after the school day. When asked if their child had participated in an intervention, 74% of parents stated they did not know. The survey also showed that 49.6% of parents were not aware that Career and Technical Education (CTE) courses are available to students. Overall, 78.1% of parents feel that TUSD has a positive school climate and 76.1% of parents feel the schools in TUSD are safe.

Student feedback centered around the need for in-person learning. Students also expressed a need for less homework during distance learning. Many students commented on the schedule not allowing enough time in each period to complete the needed work in addition to the homework being assigned. The survey showed that 50% of students feel their school is not teaching them about computers, computer programs or how to code. When asked what subject you would like to receive additional help in, 65.62% chose Math. When asked if they were aware that Career and Technical Education (CTE) courses were available at school, 48.12% said they were not aware. Overall, 76.03% of students feel safe at school and 71.12% feel there is a positive climate.

The TUSD LCAP Staff Survey indicated a 86.15% positive work environment climate, and 90.11% felt that their work environment is safe.

During the various community meetings, parents requested more education on cultural awareness and unconscious bias for both students and staff. They also requested more interpreters. Parents also wanted more resources for mental health services for students. Almost all parent groups expressed the need for after school tutoring or clubs for students to connect socially and academically. This includes afterschool interventions, specifically for students who are English Learners.

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

There are several action items that address the feedback provided from stakeholders:
Goal 1:
STEM Actions 9, 10, 13, 14, 15, 16
Intervention Actions 25-36, 40
Professional Development Actions 8-22
EL Services Actions 5-8
CTE & College and Career Actions 42-46

Goal 2:
Unconscious Bias Training for Staff Action 8
Mental Health Services Actions 14-18

Goals and Actions

Goal

Goal #	Description
1	Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

An explanation of why the LEA has developed this goal.

TUSD chose this goal because our state (California Dashboard ELA/Math and College and Career Indicators) and local data (FastBridge) shows the need for continued academic growth especially between student groups. TUSD would like to improve in the area of College and Career readiness and ensure all student are ready for the workforce and or higher education. Due to the COVID pandemic TUSD recognizes there will be a need to accelerate learning and tiered supports to help students who may have experienced learning loss.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.a- Teachers Appropriately Assigned and Fully Credentialed in Subject Areas for which they teach	95% 2020-21 SARC Report				100%
1.b.- Sufficient Access to Standards Aligned Instructional Materials for TUSD students	100% 2020-21 Williams Act Adopted Resolution #20-07				100%
1.c- School Facilities maintained in good repair	100% 2020-21 FIT Report				100%
2.a- Implementation of SBE Adopted	Subject Q1: ELA 4				Subject Q1: ELA 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic and Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards. Local Indicator-Priority 2 Self Reflection Tool rating on questions 1 & 2. Q1: progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks. Q2: progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks. Rating Scale 1-5 (lowest to highest):	ELA/ELD 4 Math 4 NGSS 3 History 3 Subject Q2: ELA 4 ELD 4 Math 4 NGSS 3 History 3 2020-21 Local Indicator/LCAP Staff Survey Results				ELA/ELD 5 Math 5 NGSS 5 History 5 Subject: Q2: ELA 5 ELA/ELD 5 Math 5 NGSS 5 History 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability					
4.a- Statewide Assessment (SBAC & CAST) Participation Rate and percentage of students meeting or exceeding standard ELA Grades 3-8 & 11 Math Grades 3-8, & 11 Science (CAST) Grades 5,8,11, & 12	Participation Rate: 98% - English 98% - Math 96% - Science Met or Exceeded: 43.80% - English 31.04% - Math 25.32% - Science 2018-19 CAASPP Report				Participation Rate: 99% - English 99% - Math 99% - Science Met or Exceeded: 59% - English 46% - Math 40% - Science
4.b- Percent of students successfully completing A-G requirements	44% 2019-20 Aeries				45%
4.c- Percent of students successfully completed CTE Pathways	7.2% 2019-20 Aeries				17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.d- Percent of students successfully completed both A-G requirements and CTE Pathways	1.8% 2019-20 CALPADS #1.9				17%
4.e- English Learner progress toward English Proficiency as measured by ELPAC	54.1% 2019 California Dashboard: All Student EL Progress				70%
4.f- English Learner Reclassification	10.3% 2019-20 CDE Report				25%
4.g- Percent of students passing Advanced Placement (AP) Exams with 3 or higher	72% 2019 AP 5-Year Score Summary Report				87%
4.h.- Percent of students demonstrating college preparedness Early Assessment Program exam (EAP) in Math and English Language Arts in 11th Grade	61.88% - ELA 31.08% - Math 2018-19 CAASPP				76% ELA 46% Math
5.a- School attendance Rate	96.6% 2019-20 Aeries Analytics				98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.b- Chronic Absenteeism Rate	3.4% 2019-20 Aeries Analytics				2%
5.c.- Middle School Drop Out Rate	0.1% 2019-20 CALPADS #1.9				0%
5.d- High School Drop Out Rate	5.5% 2019-20 DataQuest				2%
5.e- High School Graduation Rate	91.2% 2020 CA Dashboard: District Graduation Rate Report				98%
7.a- Pupils have access to and are enrolled in a Broad Course of Study described under EC section 51210 and 51220 (a)-(i) as applicable, including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and	100% As Verified by 2020-21 Master Schedules and CALPADS				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02 as implemented by Section 42238.03.					
8.a- Local Assessment Data FastBridge: aMath aReading College Path (CP) and Low Risk (LR) are the percentages of students meeting the standard on the assessment	35% - aMath/College Path 31% - aMath/Low Risk 37% - aReading/College Path 29% - aReading/Low Risk				45% aMath/College Path 41% aMath/Low Risk 47% aReading/College Path 39% aReading/Low Risk
8.b- Number of students earning the Golden State Seal Merit Diploma and State Seal of Biliteracy	Golden State Seal Merit Diploma: 305 Students State Seal of Biliteracy: 191 Students 2020-21 Aeries				Golden State Seal Merit Diploma: 350 Students State Seal of Biliteracy: 220 Students

Actions

Action #	Title	Description	Total Funds	Contributing
1	Basic Services	Provide all basic services defined in TUSD resolution 10-04; clarifying the primary and secondary purposes of the Tracy Unified School District. (LCFF)	$118,202,486.00	No
2	Supplemental Services	Students will be provided additional instructional minutes beyond state minimum requirement to close the achievement gap. (LCFF)	$4,986,832.56	Yes
3	Staff - Additional Teaching Positions	Provide 44 additional K-3 teaching positions to ensure 24:1 class size ratio for all elementary classrooms in the District. TUSD will break combination classes at all elementary schools for the 2021-22 school year allowing for smaller class size and for teachers to focus on one grade level. (LCFF/Other State)	$2,853,999.00	Yes
4	Staff - LCAP Clerk Typist	Provide Clerk Typist II position in Continuous Improvement to support LCAP implementation, monitoring and evaluation. (LCFF)	$69,162.69	No
5	Staff - Long Term English Learner (LTEL) Counselor	Provide LTEL (Long-Term English Learner) counselor to increase support to long term English Learners and outreach to families. (Federal)	$169,588.79	Yes
6	Staff - English Learner (EL) Coordinator	Provide EL Coordinator to train and work collaboratively with the ELD Steering Committee to assist in the implementation of EL services to support all second language learners at the site and District level. (Federal)	$221,082.90	Yes
7	Staff - ELPAC Testing Team	Provide TUSD English Language Proficiency Assessment for California (ELPAC) Testing Team to facilitate initial and summative ELPAC Testing. (LCFF)	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Professional Development - Professional Learning and Services	Provide professional learning and services to support the needs of English Learners PK-12. (Federal)	$58,768.00	Yes
9	Professional Development - Buy Back Days, ERM & Staff	Compensate staff to attend professional development for the implementation of K-12 CA standards in core content and other curricular areas, on Early Release Mondays and Buy Back Days for certificated staff. (LCFF)	$5,328,423.04	Yes
10	Professional Development - Additional Certificated, Classified and Management Preservice Days	Add 2 paid Preservice days per diem for Certificated, Classified and Management staff. (Other State)	$1,293,380.08	Yes
11	Professional Development - ELA/ELD	Provide training for implementation of McGraw Hill ELA/ELD curriculum to all site admin, Ed Services Directors, and ELA/ELD teachers and paraprofessionals focusing on early literacy instructional routines. (Other State)	$100,000.00	Yes
12	Professional Development - TOSA	Provide 4 Teachers on Special Assignment (TOSA) to support all core curricular areas in professional development. (LCFF/Federal)	$499,987.00	Yes
13	Professional Development - TOSA STEM	Hire 3 additional Teachers on Special Assignment (TOSA) to support curriculum in the areas of Math and Science (STEM). (Other State)	$405,000.00	Yes
14	Professional Development - STEM	Professional Development for teachers on effective instruction and implementation of K-12 Next Generation Science Standards (NGSS) and STEM units of study. (LCFF)	$203,326.77	Yes

Action #	Title	Description	Total Funds	Contributing
15	Curriculum STEM Enrichment	Provide additional hands-on materials, enrichment curriculum and supplies to support STEM education and Girls Who Code after school enrichment. Provide STEM teacher leaders at each site with an honorarium to support and lead STEM education. (Other State/LCFF)	$109,000.00	Yes
16	Professional Development - Core	Provide professional development in core curricular and other content areas through TUSD teacher leader groups and contracted agencies to improve student achievement. (LCFF)	$671,750.00	Yes
17	Professional Development - Math	Provide additional professional development for teachers on the new Framework in Math grades 6-9. (Other State)	$100,000.00	Yes
18	Professional Development - Teacher Induction Program	Provide Teacher Induction Program (CTC approved) within the District for all preliminary credential holders to clear teaching credentials. (LCFF/Federal)	$502,250.00	Yes
19	Professional Development - Tracy Teacher Induction Program (TTIP)	Provide Tracy Teacher Induction Program (TTIP) for all teachers newly hired to teach in TUSD. (LCFF/Federal)	$280,741.00	Yes
20	Professional Development - Professional Learning Communities	Provide training for all site administrators, new Ed. Services Directors, and teachers on the development of highly effective Professional Learning Communities. (LCFF)	$25,000.00	Yes
21	Professional Development - ICLE	Continue work with International Center for Leadership in Education (ICLE) to provide leadership development, Rigor and Relevance instructional strategy training, and on-site coaching and lesson study to support implementation of Units of Study. (Other State/LCFF)	$859,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
22	Professional Development - Evaluation Training for Administrators	Continue Evaluation Training for Administrators to promote implementation and alignment of standards for the teaching profession. (LCFF)	$0.00	Yes
23	Curriculum	Plan the adoption, evaluation and selection of new core curriculum. Purchase new adopted instructional materials. (LCFF)	$4,110,775.00	Yes
24	Curriculum - Steering Committee	Maintain Steering Committee to pursue ongoing efforts in TUSD to close the achievement gap. (LCFF)	$10,000.00	Yes
25	Intervention - Transitional Kinder Para	Provide 4 paraprofessionals to support At-risk students in Transitional Kindergarten. (LCFF)	$88,486.00	Yes
26	Intervention - Paraprofessionals	Hire 2 full time Intervention Paraprofessionals to support At-risk students at each school site. (Other State)	$1,524,314.00	Yes
27	Intervention - Curriculum Support	Allocate funding to sites K-12 to support access to the curriculum for At-risk students during the school day. (LCFF)	$1,282,948.00	Yes
28	Intervention - Literacy	Fully implement and sustain District-wide iREAD or comparable intervention program to support all K-2 students in phonemic awareness to promote all students reading on grade level by 3rd grade. Provide Read 180 literacy intervention at 2 middle schools. (Other State)	$142,000.00	Yes
29	Intervention - Material	Purchase materials and technology to support Literacy Intervention Programs. (Other State)	$692,132.70	Yes

Action #	Title	Description	Total Funds	Contributing
30	Intervention - Tutoring	Provide before and after school tutoring for at-risk students needing additional support at all school sites. (Other State)	$1,000,000.00	Yes
31	Intervention - Transportation	Provide bus transportation for afterschool intervention. (Other State)	$200,000.00	Yes
32	Intervention - AVID	Provide AVID sections to all At-risk students at all District Middle Schools, High Schools and K-8 Schools. (LCFF)	$396,931.00	Yes
33	Intervention - 9th Grade Bridge	Continue the comprehensive incoming 9th Grade Bridge to High School and Freshman Seminar programs for 225 At-risk students at designated feeder schools. (LCFF)	$100,801.00	Yes
34	Intervention - Summer School	At-risk students in grades K-8 will be offered summer school to provide support in ELA/ELD, Math and Science. (LCFF)	$200,000.00	Yes
35	Intervention - Credit Recovery	Provided targeted credit recovery for 9-12 grade ,At-risk students by providing appropriate small learning environments to support their efforts to graduate on time and to be college and career ready. Credit recovery opportunities will be provided and expanded during summer and throughout the school year. (LCFF/Other State)	$3,363,105.38	Yes
36	Intervention - Foster/Homeless Support	Provide tutoring, resources and parent education for students experiencing homelessness. (Other State)	$500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
37	Intervention - MTSS	Hire 1 full time Multi-Tiered System of Support (MTSS) Clerk for Ed Services and 1 MTSS clerk at each site to coordinate and track student progress. (Other State)	$744,163.16	Yes
38	SPED - Inclusion	Hire 4 TOSAS to provide inclusion program support to staff and provide parent outreach. (Other State)	$540,000.00	No
39	SPED - Inclusion Training	Provide inclusion training for both teachers and paraprofessionals to support students receiving special education services. Partner with the SELPA for program/technical support and participate in the SELPA's Professional Learning offerings. (Other State)	$100,000.00	No
40	Intervention - Undetermined Support Services	Allocate additional funds to provide undetermined support services by District and/or sites as the need is defined during the school year. (LCFF)	$100,000.00	No
41	College/Career - Counselors	Increase the number of school counselors at high schools and middle schools to provide direct support to students and families to increase college and career readiness. (Other State)	$1,091,668.00	Yes
42	College/Career - CTE	Provide CTE programs at each of the comprehensive high schools which will provide all students with learning opportunities related to the real world and allow them to explore potential career paths for the future. (LCFF)	$755,000.00	Yes
43	CTE - Supplemental College/Career Programs & Services	Provide CTE pathway programs at each of the comprehensive high schools which will give students relevant real world content for academic studies that will help prepare all students to be college and career ready (LCFF)	$1,232,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
44	College/Career - CTE	Increase awareness of CTE programs and pathways in TUSD. (CTE, Ag, IB, AP, PAM, VPA, GATE, STEM, Medical and Health) (LCFF/Other State)	$170,000.00	Yes
45	College/Career - UC/CSU	Implement and monitor the plan to increase the number of At-risk students meeting UC/CSU requirements upon graduation. Provide professional development for site administrators and counselors. (Federal)	$20,000.00	Yes
46	College/Career - Dual Enrollment	Continue partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Community College credits while completing high school.	$0.00	Yes
47	Technology	Purchase technology to support teaching and learning through the implementation of CA State Standards per the district Technology Plan. Provide ongoing training opportunities which will support teaching and learning for all students in TUSD. (LCFF)	$2,200,000.00	Yes
48	Technology Replacement	Replace computers for students as the computers age out and provide hot spots for internet access. (Other State)	$1,250,000.00	Yes
49	Technology Tech	Hire 5 additional ISET technicians to support student and staff technology needs. (Other State)	$526,690.00	No
50	Technology Coordinator	Hire additional ISET Coordinators to support student and technology needs. (Other State)	$119,516.00	No

Action #	Title	Description	Total Funds	Contributing
51	Library Allocations	Provide allocations to site libraries to increase the quality and quantity of books or library materials. (Other State)	$177,175.00	Yes
52	Library Hours	Increase the Librarian Technician hours to increase the access students have to reading materials and literacy support. (Other State)	$231,214.00	Yes
53	Librarians	Hire 6 teacher librarians to support literacy, technology and research. (Other State)	$817,881.00	Yes
54	Libarary Fees	TUSD will waive library fees for students for the 2020-21 school year due to COVID 19.	$350,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide a safe and equitable learning environment for all students and staff.

An explanation of why the LEA has developed this goal.

TUSD chose this goal because providing a safe and equitable environment both mentally and physically is of the utmost importance to TUSD stakeholders. Mental health services was a high priority for students and parents on the LCAP survey. Due to the COVID-19 pandemic and Distance Learning, students and staff need to feel safe returning to campus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.c- School Facilities maintained in good repair	100% 2020-21 FIT Report				100%
3.a- Parental Involvement - LCAP Survey Number of Parent Responses	3,790 Parent Responses 2021 LCAP Parent Survey				4,000 Parent Responses
6.a- Suspension Rate	5.8% 2019-20 DataQuest				2%
6.b- Expulsion Rate	0.21% 2019-20 DataQuest				0.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6.c- School Climate and Safety - Student Parent and Staff LCAP survey results. Percentage of responses that "agree" or "strongly agree" with questions relating to positive climate and school safety.	Parent Survey: Climate 78.71% Safety 76.88% Student Survey: Climate 71.12% Safety 76.03% Staff Survey: Climate 86.15% Safety 90.11% 2021 - LCAP Parent, Student and Staff Surveys				Parent Survey: Climate 90% Safety 90% Student Survey: Climate 90% Safety 90% Staff Survey: Climate 90% Safety 90%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities Inspect Tool Report (FIT)	Complete deferred maintenance at non-bonded schools per district timeline to meet facility district standards and to address areas identified from the FIT Report. (LCFF)	$300,000.00	No
2	HVAC and Water filtration	Purchase HVAC units and water filtration systems to promote clean air and water. (Other State)	$534,168.00	No
3	Personal Protective Equipment (PPE)	Purchase PPE for students and staff to address COVID-19 as the needs arise. (Other State)	$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Staff - Truancy Coordinator	Hire Truancy Coordinator to support student attendance. (Other State)	$87,579.00	Yes
5	Staff - Community Family Services Advisor	Hire Social Community Family Service Advisor to support At-risk students and families. (Other State)	$119,516.00	Yes
6	Staff - Preventive Services Coordinator and Full Time Clerk	Continue to provide Prevention Services Department (Coordinator, full-time clerk) to support At-risk students with social/emotional programs, resources and provide mandated trainings such as suicide awareness and sex education. (Federal)	$223,975.00	Yes
7	Staff - Bilingual Parent Liaisons and Clerk Typist	Provide 10.0 FTE bilingual parent liaisons and one bilingual clerk typist to serve the district and school sites to support parent outreach efforts, increase communication, and dialog between parents and school. (LCFF)	$527,006.71	Yes
8	Staff Training- Unconscious Bias	Provide Unconscious Bias and Culture Competency Training for all staff to increase awareness and positive responsiveness to diversity and equity. (Other State)	$100,000.00	Yes
9	Staff Training Crisis Prevention Intervention (CPI)	Provide CPI training for staff. (LCFF)	$15,000.00	Yes
10	Parent Education	Provide the Latino Literacy Project Parent Professional Development at Elementary and K-8 sites to support families with literacy. (Other State)	$300,000.00	Yes
11	Parent Education ESL Classes	Provide ESL classes for parents at 2 school sites through Adult Education.	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Parent Education	Provide parent education that includes information on graduation and UC/CSU requirements. (i.e. College Bound TUSD, PIQE, College Next) (Other State)	$362,000.00	Yes
13	Parent/Community Education Trainings	Provide Community Education trainings which includes information on CA Standards for ELA, Literacy, Math, and Next Generation Science Standards (NGSS/STEM).	$0.00	Yes
14	Parent Education - Mental Health	Provide Mental Health Family Workshops. (Other State)	$100,000.00	Yes
15	Social Emotional Learning (SEL)	Continue to implement and sustain Tier I SEL curriculum.	$20,000.00	Yes
16	Mental Health/ Social/Emotional & Behavioral Agencies	Contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of all students in K-12 (i.e. Contracted Mental Health Services, etc.) Tier 2. (LCFF)	$337,090.00	Yes
17	Mental Health Counseling	Increase mental health services to 5 days a week at all sites using grant funds. (Other State)	$795,110.00	Yes
18	Mental Health- Challenge Program	Provide the Challenge Program for incoming high school student to address mental health needs. (Other State)	$59,200.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
15.07%	19,231,112.00

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

Required Descriptions

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

TUSD has an unduplicated pupil count of 60%. All actions in Goal 1 and 2 are provided on a LEA-wide or school-wide basis in order to meet the needs of all at-risk students in TUSD. The expenditure of LCFF funds on an LEA-wide or site-wide level is justified by the fact that each of these items are researched practices and programs to prepare all students for college and career and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups. Thus, each action places a special emphasis on better meeting the needs of unduplicated students.

Goal one actions are intended to support the academic achievement of all students, but specifically foster youth, English learners and low income students. In the area of Language Arts from the California Dashboard, our foster youth were in the red and English Learners and low income students were in the yellow. In the area of math our foster youth were red, English Leaners were orange and low income students were in the yellow. All three groups demonstrated a need for improved academic achievement in Math and Language Arts.

Goal 1 action 2 demonstrates the increased services within TUSD as TUSD exceeds the number of instructional minutes mandated by the State of California. Research indicates effective strategies to support students living in poverty include longer school days.

Goal 1 action 3 ensures smaller class sizes for students in grades K-3. Having an appropriately-sized class allows teachers to employ important teaching strategies that help young students learn. Teachers in small classes can devote more time to individualized attention, engage in more time-on-task instruction and identify student learning problems that can be remediated before a student falls too far behind.

Goal 1 actions 9, 12,14, 15,16, 18, 19, 20 are intended to train educators on strategies and pedagogy to address the achievement gap that exists among student groups. Professional development includes ELD, K-12 CA Standards in Literacy and Math and STEM. TUSD will

expand it's professional learning department by hiring additional Teachers on Special Assignment (TOSA) to support professional learning needs. TUSD will continue to offer Tracy Induction and TTIP for teachers who are new to the teaching profession or new to TUSD. These programs support new teachers, provide training and help mitigate teacher turnover. Research has shown improving pedagogical knowledge and content knowledge when using sustained, intensive professional development models of implementation improves student achievement.

Goal 1 actions 23 and 24 ensure students have current core curricular materials. By identifying, researching, evaluating and eventually adopting new curricula that aligns with State learning standards and provides accurate information, students are afforded improved access to materials that will best prepare them for college and or careers.

Goal 1 action 24 allows TUSD to use a committee of teachers and administrators to solve concerns or address needs as they arise. This action allows for systematic decision making on subjects that directly impact student learning.

TUSD also kept current intervention actions and increased interventions available to students with LCFF Funds . Goal 1 Actions 25, 27, 32, 33, 34, and 35 outline curriculum and intervention actions to improve student achievement including, but not limited to, AVID Strategies, K-8 Summer School, Summer Bridge Program and Credit Recovery. Additional funds have been allocated to provide undetermined support services to students as the need is defined.   Foster youth, English Learner and low-income students will be given priority in participating in these interventions based on their academic need. Research states that students need access to targeted interventions to have an opportunity to build ELA/ELD skills directed to these needs.

Goal 1 actions 42-44 are intended to increase the number of students who are prepared for college and or career. Actions include providing and expanding awareness of Career and Technical Education (CTE) courses at each of the comprehensive high schools to provide students with learning opportunities related to real world experiences and allow students to explore potential career paths.

Goal 1 action 47 gives students the appropriate access to technology to support teaching and learning for all students in TUSD. The Center for Teaching and Learning indicates that student engagement and motivation increases when students use internet resources to deepen their own learning.

Goal 2 addresses creating an equitable and safe learning environment for students. Action 7 provides bilingual parent liaisons and a bilingual clerk typist to work with families and provide parent outreach to increase communication and dialog between families and schools. The best predictor of student success at school is the extent to which families encourage learning at home and involve themselves in their child's education.

Goal 2 actions 15 and 16 provide social emotional counseling and curriculum to support student mental health. Current research clearly identifies the importance of mental health to learning, as well as to students' social and emotional development. Students who experience positive mental health are resilient and better able to learn, achieve success, and build healthy relationships.

TUSD continued with these actions from the 2019-20 LCAP based on student academic data and feedback from parents, students and staff. TUSD experienced a positive increase in state testing with these actions. In the areas of ELA ,TUSD improved 6.1 points and in Math

increased 3.8 points from the previous year. The College and Career indicator is in orange, showing the need to continue and increase actions related to college and career readiness.   LCAP survey data from parents, students and staff indicated a continued need for intervention supports, professional development, bilingual community outreach and mental health resources.

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

Actions noted above are provided LEA-wide or on a school-wide basis in order to meet the needs of all at-risk students in TUSD. The LCAP has several actions supporting English Learners, low income student and foster youth however, there is only one action paid for with LCFF funds that directly supports English Learners. Goal 1 action 7 provides a testing team to administer both the Initial and Summative ELPAC Assessment. Providing highly trained test examiners ensures the validity of student results thus allowing students who take the Initial ELPAC to be correctly identified as an English Learner or as initially Fluent and properly placed in EL classes and provided additional supports. In addition, students who receive a 4 on the Summative ELPAC are eligible for possible reclassification. This action is evaluated based on the reclassification rate and number of students identified as English Learners. The actions described in both prompts meet the required proportionality requirements.

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

- o **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.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.