



LCFF Budget Overview for Parents

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

CDS Code: 54-72249-0000000

School Year: 2025-26

LEA contact information:

Dr. Lucy Van Scyoc

Superintendent

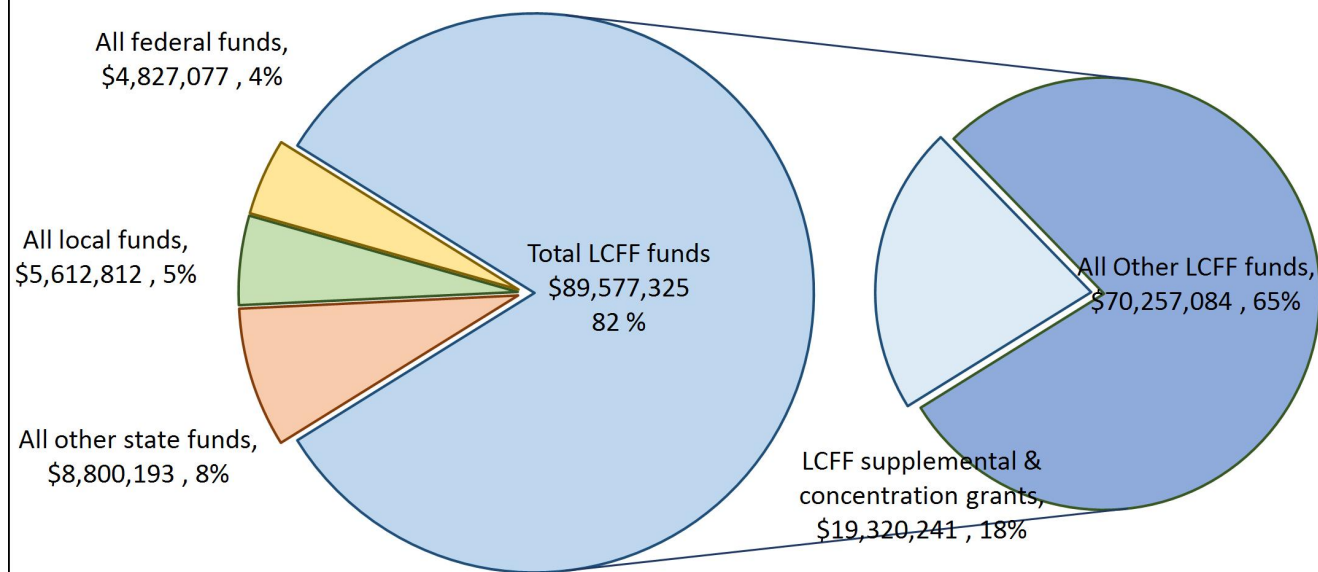
lucy.vanscyoc@tulare.k12.ca.us

559-688-2021

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source

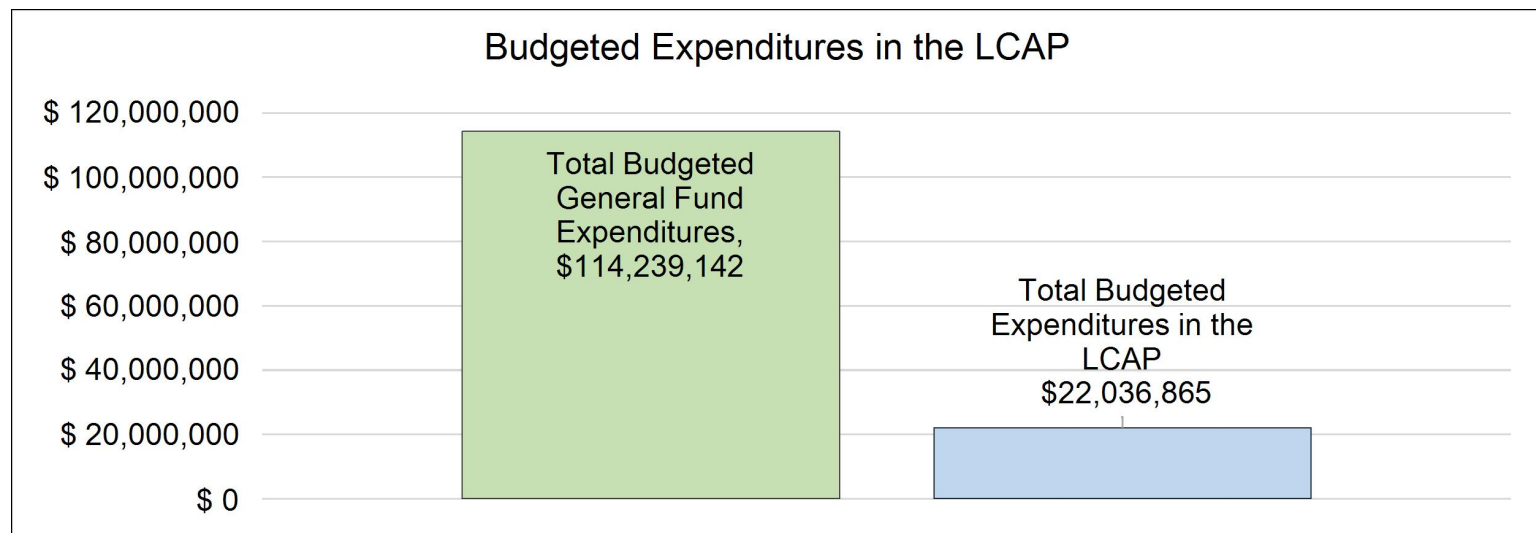


This chart shows the total general purpose revenue Tulare Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare Joint Union High School District is \$108,817,407, of which \$89,577,325 is Local Control Funding Formula (LCFF), \$8,800,193 is other state funds, \$5,612,812 is local funds, and \$4,827,077 is federal funds. Of the \$89,577,325 in LCFF Funds, \$19,320,241 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tulare Joint Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tulare Joint Union High School District plans to spend \$114,239,142 for the 2025-26 school year. Of that amount, \$22,036,865 is tied to actions/services in the LCAP and \$92,202,277 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

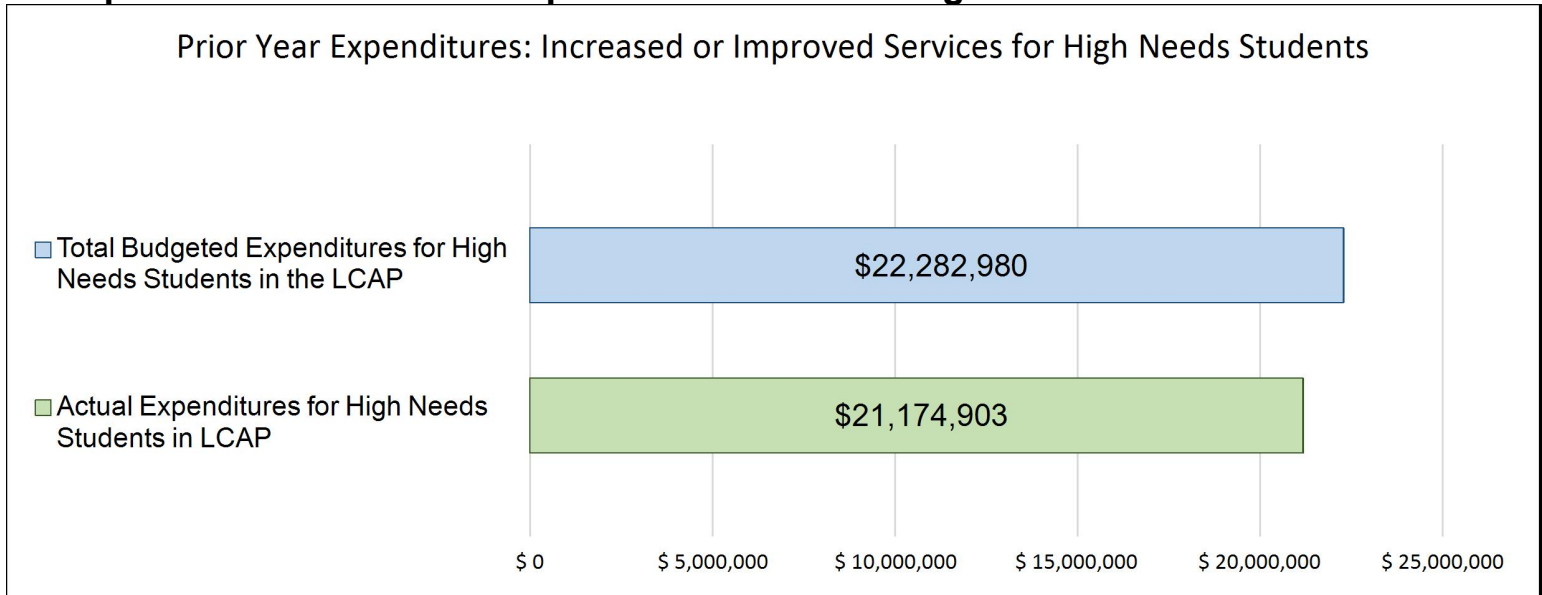
Salaries, benefits, transportation, facilities, supplies, and other student services and programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Tulare Joint Union High School District is projecting it will receive \$19,320,241 based on the enrollment of foster youth, English learner, and low-income students. Tulare Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare Joint Union High School District plans to spend \$20,769,765 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Tulare Joint Union High School District's LCAP budgeted \$22,282,980 for planned actions to increase or improve services for high needs students. Tulare Joint Union High School District actually spent \$21,174,903 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$1,108,077 had the following impact on Tulare Joint Union High School District's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures had no negative impact on the ability to increase or improve services for high needs students. The differences are a reflection of utilizing other funds that became available for use towards these services in lieu of the budgeted expenses.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare Joint Union High School District	Dr. Lucy Van Scyoc Superintendent	lucy.vanscyoc@tulare.k12.ca.us 559-688-2021

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. Our district currently serves 5,598 students within our three comprehensive high schools, alternative education programs and adult education programs. Our district continues to experience a slight decline in enrollment over the last few years. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. Tulare Joint Union High School District is comprised of a diverse population of students in grades 9-12, with the majority of our students being socio-economically disadvantaged students (72%) and 12% English language learners. All district core content curriculum is standards-based and school board adopted. The English and mathematics curriculum is aligned to the Common Core State Standards. History and World Language curriculum was adopted in 2012. In addition, all English, mathematics, science, social studies, and ELD teachers were provided professional development on the Common Core State Standards during the 2013-2014 and 2014-2015 school years, and continue for new and veteran teachers as needed. English teachers have developed and implemented into the curriculum Common Core State Standard units. Each Title 1 site has an active School Site Council, as well as several parent booster groups. Parent Institute for Quality Education (PIQE) is provided at each comprehensive site and more than 160 parents graduated this year. The CAASPP scores from 2023-24 indicated that 53% of our students met or exceeded the standards in English Language Arts, and 18% in Mathematics. Our district experienced a 2% increase in English and remained the same in Math, compared to the 2022-23 school year. The District's 2023-24

suspension rate is 6.2%, a decrease of 0.7% from the previous year, and a 0.46% expulsion rate. The district's 2023-24 attendance rate was 95.63%, an increase of .55% from the prior year. Looking forward to the next three years, the district has used the LCAP process to identify areas in need of improvement. The LCAP plan will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language learners (EL) and Foster Youth (FY). Tech Prep High School and Countryside High School will also be receiving Equity Multiplier funding in 2025-26 school year.

Reflections: Annual Performance

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

In 2024 the Tulare Joint Union High School District (LEA) had the following results posted to the 2024 Dashboard:

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

The following is a list of schools and student groups that received lowest performance level on one or more state indicators on the 2024 Dashboard.

School within the LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

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

Student group within the LEA that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

English Learner - Math
Long-Term English Learner - English and Math
Homeless - English
Students with Disabilities - Math
Foster Youth - Suspension Rate

Student group within a school, within the LEA, that received the lowest performance level on one or more state indicators on the 2024 Dashboard:

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

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

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

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

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

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

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

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

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

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

As an LEA, we continue to make progress in a variety of areas. Our district's A-G completion rate was 41.9% for all students. Additionally, our A-G completion rate for Socioeconomically Disadvantaged students was 39.4%, English Learners 22.0%, Homeless 25.6%, Students with Disabilities 16.3%, and Foster Youth 47.1%. Our District's Career Technical Education (CTE) Pathway completion rate rose to 66.1% for all students. Additionally, our CTE completion rate for Socioeconomically Disadvantaged students rose to 65.6%, English Learners rose to 56.0%, Homeless rose to 48.8%, Students with Disabilities rose to 60.7%, and Foster Youth rose to 47.1%. Our district's Graduation rate rose to 98.3% for all students. Additionally, our Graduation Rate for Socioeconomically Disadvantaged students rose to 98.5%, English Learners rose to 98.3%, Homeless rose to 95.3%, Students with Disabilities rose to 98.1%, and Foster Youth rose to 94.1%. Our district's Suspension Rate declined to 6.2%. Additionally, our Suspension Rate for Socioeconomically Disadvantaged students decreased to 6.5%, English Learners decreased to 9.8%, Homeless remained the same at 11.5%, Students with Disabilities decreased to 11.1%, and Foster Youth rose to 25.0%. The district's CAASPP scores on English Language Arts rose by 2.0% to 53% meeting or exceeding the standard, and Mathematics remained the same at 18% meeting or exceeding the standard. assessment,

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

Successes -

1. Passing rate of C or better in English courses based on semester grades went from 79.9% to 80.6%
2. Passing rate of C or better in Mathematics courses based on semester grades went from 67.6% to 73.5%
3. Passing rate of C or better in Science courses based on semester grades went from 75.2% to 81.0%
4. Passing rate of C or better in Social Studies courses based on semester grades went from 84.3% to 85.6%
5. Students enrolled in Linked Career Pathways went from 645 students enrolled to 885 students enrolled
6. Advanced Placement Passage rates (3 or higher) went from 43% to 46.3%
7. Passing rate of C or better for English Learners in English courses based on semester grades went from 66.2% to 70.6%
8. Passing rate of C or better for English Learners in Mathematics courses based on semester grades went from 47.4% to 49.8%
9. Passing rate of C or better for English Learners in Social Studies courses based on semester grades went from 69.5% to 76.0%
10. Passing rate of C or better for English Learners in Science courses based on semester grades went from 58.1% to 66.5%
11. Average Instructional Reading Level (IRL) on Star Reading Test rose from 6.6 to 6.9

Challenges -

1. Passing rate of C or better for Students with Disabilities in English courses based on semester grades decreased from 83.1% to 78.6%
2. Passing rate of C or better for Students with Disabilities in Mathematics courses based on semester grades decreased from 77.7% to 77.3%
3. Passing rate of C or better for Students with Disabilities in Social Studies courses based on semester grades decreased from 82.3% to 81.6%
4. Passing rate of C or better for Students with Disabilities in Science courses based on semester grades decreased from 77.8% to 76.3%

In the 2025-2026 school year, the Tulare Joint Union High School District will have unexpended Learning Recovery Emergency Block Grant (LREBG) funds. These funds will be utilized to support the following Goals and Actions:

Goal 1, Action #12 - Math labs for Algebra 1 and for Geometry/Algebra 2, to support students in Tier 2 interventions. As referenced above, Tulare Joint Union High School District received orange (low-performing) on the CA Dashboard for Math. Additionally, schools and student groups received red (very low-performing) on the CA Dashboard. This tier two intervention will specifically support all students in the area of mathematics. Students who are not showing proficiency on learning targets in math, will be enrolled in a math lab (for Algebra 1, Geometry, or Algebra 2) to receive additional support and Tier 2 intervention in an effort to assist students in gaining proficiency on their math learning targets. Once students show proficiency, they will be exited from the math labs. This is a real-time, tier 2 intervention aimed at supporting students who are struggling with math proficiency. These math labs will be utilized at the comprehensive school sites in the district, Mission Oak, Tulare Union, and Tulare Western High Schools.

Research suggests that additional math support for high school students, particularly in the form of high dosage tutoring, interventions, or additional coursework, can significantly improve academic outcomes, including increased college enrollment, higher graduation rates, and improved performance in STEM fields. These interventions can also help close achievement gaps and prepare students for future academic and career success. These student services are in line with allowable use of LREBG funds by accelerating progress to close learning gaps through the implementation, expansion, or enhancement of evidence-based learning supports.

Reflections: Technical Assistance

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

The Tulare Joint Unified High School District was notified they are no longer in Differentiated Assistance in the 2025-2026 school year.

The Tulare Joint Union High School District is eligible for Differentiated Assistance as a result of having a student group score low performing in two or more areas on the 2023 California Dashboard. Those two student groups are:

English Learner - Math and Suspension Rate

Homeless - Math and Suspension Rate

the 2024-2025 school year is year 2 of Differentiated Assistance and the following work was continued during the school year.

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

1. Accelerated Charter High School (ACHS will address CSI in their LCAP)

Support for Identified Schools

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

Accelerated Charter High School will address CSI in their LCAP

Monitoring and Evaluating Effectiveness

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

Accelerated Charter High School will address CSI in their LCAP

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Philosophical Approach: The Tulare Joint Union High School District believes that all Educational Partners play an integral role in the development of the District's LCAP, including identifying needs, providing ongoing feedback and suggestions, and support in monitoring actions and metrics, which should all lead to improved student outcomes. We collaborate with all Educational Partners in meaningful dialogue that includes small group activities, presentations, sharing out of information on poster boards, and shared decision making.	N/A
Teachers (inclusive of local bargaining unit)	Surveyed Teachers to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2025. Presented LCAP to Teachers at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, and 5/20/25). Teachers participate at all school site Advisory meetings to review LCAP and provide feedback in January or February, 2025.
Parents	Surveyed Parents to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2025. Presented LCAP to Parents at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and

Educational Partner(s)	Process for Engagement
	<p>solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, and 5/20/25)</p> <p>Presented LCAP to Parents at District Advisory Committee and District English Learner Committee to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/22/24, 12/3/24, 3/4/25 and 4/23/25).</p> <p>Presented LCAP to Parents at the Superintendent's Student/Parent Advisory Meeting to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs on 2/4/25.</p> <p>When sharing the LCAP, the Tulare Joint Union High School District Superintendent replies to comments, concerns, or questions in writing to our various Educational Partners.</p>
Students	<p>Surveyed Students to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2025.</p> <p>Presented LCAP to Students at the Superintendent's Student/Parent Advisory Meeting to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs on 2/4/25.</p> <p>Invited Students to participate in District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, and 5/20/25).</p>
Administrators	<p>Surveyed Administrators to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2024.</p> <p>Presented LCAP to Administrators at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, and 5/20/25).</p> <p>Presented LCAP to Administrators at District Cabinet Meeting to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs on 1/22/25.</p>

Educational Partner(s)	Process for Engagement
Other School Personnel (inclusive of local bargaining unit)	<p>Surveyed Staff to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2025.</p> <p>Presented LCAP to Staff at District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, and 5/20/25)</p> <p>Met with local bargaining units to request feedback to inform the LCAP development on 4/24/25, 4/25/25, 5/7/25, and 5/19/25.</p>
Board of Trustees	<p>Presented LCAP Mid-Year Update to Board of Trustees to update them on mid-year report regarding goals, actions, metrics, and budgeted expenditures. 2/20/25.</p> <p>Presented LCAP to Board of Trustees that attended District Budget Advisory Committee meetings to share LCAP, analyze metrics, analyze survey data, and solicit feedback to address student needs (10/15/24, 12/10/24, 3/25/25, and 5/20/25).</p>
School Sites	<p>LCAP Educational Partners Meetings for 2024-2025</p> <p>Tulare Union High School ELAC – February 13, 2025 @ 8:30am - Cafeteria School Site Council – February 4, 2025 @ 3:40pm - Library Conference Room Red & Gold Parent Booster – February 24, 2025 @ 6:00pm - Cafeteria Site Advisory – February 26, 2025 @ 3:40pm - Cafeteria</p> <p>Tulare Western High School ELAC – February 27, 2025 @ 5:30pm - Leo Barker Center Parent Club Meeting – February 24, 2025 @ 6:00pm - Leo Barker Center Site Advisory – February 26, 2026 @ 3:45pm - Leo Barker Center School Site Council – February 25, 2025 @ 3:45pm - Career Center</p> <p>Mission Oak High School</p>

Educational Partner(s)	Process for Engagement
	<p>Academic Parent Boosters – January 21, 2025 @ 6:00pm - Career Center ELAC – January 28, 2025 @ 6:00pm - Cafeteria or Library School Advisory – January 22, 2025 @ 3:45pm - Library School Site Council – February 26, 2025 @ 3:45pm - Admin 2 (former Career Center)</p> <p>Sierra Vista Charter High School School Site Council and ELAC – February 11, 2025 @ 12:30pm - PD Room and April 26, 2024 @ 2:45pm</p> <p>Tech Prep High School/Countryside High School School Site Council – February 6, 2025 @ 2:45pm - room 12 ELAC - February 13, 2025 @ 2:45pm - room 12 Tech Prep High School/Countryside High School receives Equity Multiplier funds. During Educational Partner meetings, they received feedback on the current use of those funds as it pertains to Goal 5 of the LCAP, and parents confirmed they are pleased with the current goal and action and it will remain the same for the 2025-2026 school year.</p> <p>Accelerated Charter High School School Site Council and ELAC – January 24, 2025 @ 1:00pm Accelerated Charter High School receives Equity Multiplier funds. They will address the consultation with Educational Partners and the use of Equity Multiplier funds in their own LCAP.</p>
SELPA	<p>SELPA meetings to review data, discuss actions, identifying professional development opportunities, and instructional strategies for students with disabilities</p> <p>August 26, 2024 October 7, 2024 November 4, 2024 December 2, 2024 February 3, 2025</p>

Educational Partner(s)	Process for Engagement
	March 3, 2025 April 7, 2025 June 2, 2025
Community Partners	Surveyed Community Members to request feedback related to student academic achievement, school climate, student connectedness, and possible solutions to address student needs in January, 2025. Posted the LCAP for public comment prior to the Public Hearing (June 2025) Held a Public Hearing to solicit recommendations and comments from members of the public pertaining to specific actions and proposed expenditures to support student needs, June 10, 2025. Adopted the LCAP and Budget at the Board Meeting and reported local indicator data as an information item, June 12, 2025. Posted the adopted LCAP on the Tulare Joint Union High School District web page, June 27, 2025.

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

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

1. NEW ACTION - LREBG Action - adding Math Labs to support students who are not proficient in Algebra 1, Geometry, or Algebra 2. This will be a "real-time" Tier 2 intervention to support students. (Action #12)
2. NEW ACTION - Additional Tutoring Options - TJUHJSD will contract with an outside company to provide accessibility to 24/7 tutoring options for students beyond the school day (Action #13)

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

1. Modify Action 7: TJUHSD will no longer contract with Horizon Hope to provide a Rehabilitation Specialist to support students with mental health at Countryside High School. However, the district will create an additional Rehabilitation Specialist position in the district to continue to support students at Countryside High School. (Action #7)

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Passing rate of C or better in ELA courses based on semester grades	Overall - 79.9% EL - 66.2% SWD - 83.1% SED - 78.8% Homeless - 74.4% (Fall 2023)	Overall - 80.6% EL - 70.6% SWD - 78.6% SED - 78.7% Homeless - 68.4% (Fall 2024)		Overall - 85.0% EL - 75.0% SWD - 85.0% SED - 85.0% Homeless - 85.0%	Overall - 0.7% EL - 4.4% SWD - (4.5%) SED - (0.1%) Homeless - (6.0%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Passing rate with a C or better in Mathematics courses based on semester grades	Overall - 67.6% EL - 47.4% SWD - 77.7% SED - 67.5% Homeless - 51.4% (Fall 2023)	Overall - 73.5% EL - 49.8% SWD - 77.3% SED - 71.4% Homeless - 51.6% (Fall 2024)		Overall - 75.0% EL - 55.0% SWD - 80.0% SED - 75.0% Homeless - 75.0%	Overall - 5.9% EL - 2.4% SWD - (0.4%) SED - 3.9% Homeless - 0.2%
1.3	Passing rate of C or better in Science courses based on semester grades	Overall - 75.2% EL - 58.1% SWD - 77.8% SED - 76.6% Homeless - 60.0% (Fall 2023)	Overall - 81.0% EL - 66.5% SWD - 76.3% SED - 78.7% Homeless - 58.2% (Fall 2024)		Overall - 80.0% EL - 65.0% SWD - 80.0% SED - 80.0% Homeless - 75.0%	Overall - 5.8% EL - 8.4% SWD - (1.5%) SED - 2.1% Homeless - (1.8%)
1.4	Passing rate of a C or better in Social Studies courses based on semester grades	Overall - 84.3% EL - 69.5% SWD - 82.3% SED - 83.3% Homeless - 65.4% (Fall 2023)	Overall - 85.6% EL - 76.0% SWD - 81.6% SED - 84.5% Homeless - 73.3% (Fall 2024)		Overall - 88.0% EL - 75.0% SWD - 88.0% SED - 88.0% Homeless - 75.0%	Overall - 1.3% EL - 6.5% SWD - (0.7%) SED - 1.2% Homeless - 7.9%
1.5	Percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Overall - 51% EL - 14% SWD - 7% SED - 49% Homeless - 39% EL - Mission Oak HS - 11.0% SWD - Tulare Union HS - 8.0% (2023)	Overall - 53.0% EL - 9.0% SWD - 13% SED - 51% Homeless - not reported EL - Mission Oak HS - 9.0% SWD - Tulare Union HS - 19.0% (2024)		Overall - 57.0% EL - 20.0% SWD - 12.0% SED - 54.0% Homeless - 44.0% EL - Mission Oak HS - 20.0% SWD - Tulare Union HS - 12.0%	Overall - 2.0% EL - (5.0%) SWD - 6.0% SED - 2.0% Homeless - Difference cannot be calculated due to unavailable data. EL - Mission Oak HS - (2.0%) SWD - Tulare Union HS - 11.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	Overall - 18% EL - 2% SWD - 1% SED - 15% Homeless - 0% EL - Tulare Union HS - 0.0% EL - Tulare Western HS - 6.0% SWD - Mission Oak HS - 0.0% SWD - Tulare Union HS - 0.0 (2023)	Overall - 18.0% EL - 1.0% SWD - 4.0% SED - 16.0% Homeless - 8.0% EL - Tulare Union HS - 3.0% EL - Tulare Western HS - 0.0% SWD - Mission Oak HS - 3.0% SWD - Tulare Union HS - 5.0 (2024)		Overall - 25.0% EL - 8.0% SWD - 7.0% SED - 21.0% Homeless - 7.0% EL - Tulare Union HS - 8.0% EL - Tulare Western HS - 8.0% SWD - Mission Oak HS - 6.0% SWD - Tulare Union HS - 6.0%	Overall - 0.0% EL - (1.0%) SWD - 3.0% SED - 1.0% Homeless - 8.0% EL - Tulare Union HS - 3.0% EL - Tulare Western HS - (6.0%) SWD - Mission Oak HS - 3.0% SWD - Tulare Union HS - 5.0%
1.7	Percentage of CTE Completers	Overall - 56.9% EL - 50.5% SWD - 47.4% SED - 56.7% (2023)	Overall - 66.1% EL - 56.0% SWD - 60.7% SED - 65.6% (2024)		Overall - 65.0% EL - 60.0% SWD - 60.0% SED - 60.0%	Overall - 9.2% EL - 5.5% SWD - 13.3% SED - 8.9%
1.8	Percentage of students identified as Prepared by the College and Career Indicator	Overall - 47.4% EL - 20.4% SWD - 13.1% SED - 44.8% SWD - Mission Oak HS - 8.6 (2023)	Overall - 54.5% EL - 34.3% SWD - 16.7% SED - 52.5% SWD - Mission Oak HS - 9.6% (2024)		Overall - 55.0% EL - 25.0% SWD - 30.0% SED - 50.0% SWD - Mission Oak HS - 18.0%	Overall - 7.1% EL - 13.9% SWD - 3.6% SED - 7.7% SWD - Mission Oak HS - 1.0%
1.9	Students enrolled in Linked Career Pathways	Overall - 645 (2024)	Overall - 885 (2024-2025)		Overall - 675	Overall - 240

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	English EAP rates (Juniors college ready in English as measured through the CAASPP)	Overall - 20% EL - 3.2% SWD - 2.0% SED - 17.8% Homeless - 8.7% (2023)	Overall - 21.7% EL - 1.0% SWD - 4.2% SED - 19.5% Homeless - not reported (2024)		Overall - 25.0% EL - 10.0% SWD - 5.0% SED - 25.0% Homeless - 15.0%	Overall - 1.7% EL - (2.2%) SWD - 2.2% SED - 1.7% Homeless - Difference cannot be calculated due to unavailable data.
1.11	Mathematics EAP rates (Juniors college ready in Mathematics as measured through the CAASPP)	Overall - 5.0% EL - .75% SWD - .68% SED - 4.4% Homeless - 0.0% (2023)	Overall - 6.3% EL - .76% SWD - .88% SED - 5.6% Homeless - 0.0% (2024)		Overall - 10.0% EL - 5.0% SWD - 5.0% SED - 10.0% Homeless - 5.0%	Overall - 1.3% EL - 0.01% SWD - 0.20% SED - 1.2% Homeless - 0.0%
1.12	A-G rates (Seniors eligible to attend a CSU/UC)	Overall - 43.9% EL - 17.6% SWD - 10.9% SED - 40.7% (2023)	Overall - 47% EL - 26.4% SWD - 16.7% SED - 44.7% (2024)		Overall - 47.0% EL - 23.0% SWD - 15.0% SED - 47.0%	Overall - 3.1% increase EL - 7% increase SWD - 5.8% increase SED - 4% increase
1.13	Percentage of students enrolled in Honors and/or Advanced Placement courses	Overall - 19% (2024)	Overall - 30% (2025)		Overall - 23.0%	Overall - 11.0%
1.14	Advanced Placement Passage rates (3 or better)	Overall - 43% (2023)	Overall - 46.3% (2024)		Overall - 46.0%	Overall - 3.3%
1.15	Graduation rate	Overall - 96.4% EL - 92.8% SWD - 75.9% SED - 93.9%	Overall - 98.3% EL - 98.3% SWD - 98.1% SED - 98.5%		Overall - 97.5% EL - 94.0% SWD - 80.0% SED - 96.5%	Overall - 1.9% EL - 5.5% SWD - 22.2% SED - 4.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(2023)	(2024)			
1.16	Dropout Rate	Overall - 2.1% EL - 3.6% SWD - 5.2% SED - 2.6% (2023)	Overall - 1.4% EL - 0.9% SWD - 1.9% SED - 1.1% (2024)		Overall - 1.5% EL - 2.0% SWD - 2.0% SED - 2.0%	Overall - (0.7%) EL - (2.7%) SWD - (3.3%) SED - (1.5%)
1.17	Average Instructional Reading Level (IRL) on Star Reading Test	District - 6.6 ACHS - 4.8 Countryside - 6.3 Mission Oak - 6.4 Sierra Vista - 6.6 Tech Prep - 4.1 Tulare Union - 6.5 Tulare Western - 7.0 (Winter - 2024)	District - 6.9 ACHS - 5.7 Countryside - 7.5 Mission Oak - 7.1 Sierra Vista - 7.1 Tech Prep - 6.6 Tulare Union - 6.7 Tulare Western - 6.9 (Winter - 2025)		District - 8.0 ACHS - 6.0 Countryside - 8.0 Mission Oak - 8.0 Sierra Vista - 7.0 Tech Prep - 6.0 Tulare Union - 8.0 Tulare Western - 8.0	District - 0.3 ACHS - 0.9 Countryside - 1.2 Mission Oak - 0.7 Sierra Vista - 0.5 Tech Prep - 2.5 Tulare Union - 0.2 Tulare Western - (0.1)
1.18	Teachers teaching without a full credential	6.5% (2023)	5.2% (2024)		5.0%	(1.3%)
1.19	Subjects using state adopted materials	100% (2024)	100% (2025)		100.0%	0.0%
1.20	Implementation of academic content and performance standards	100% (2024)	100% (2025)		100.0%	0.0%
1.21	Percentage of all students including unduplicated, and students with exceptional needs enrolled in and having access to a Broad Course of Study	100% (2024)	100% (2025)		100.0%	0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.22	Percentage of students with sufficient access to standards-aligned materials.	100% (2024)	100% (2025)		100%	0.0%
1.23	Teacher Mis-assignment Rate	20.7% (57/276) misassignments based on CalSAAS report (2022-2023 data)	22.1% (61/276) misassignments based on CalSAAS report (2023-2024 data)		16.0%	1.4%
1.24	Percentage of Students Meeting UC/CSU Requirements and Completing at Least One CTE Pathway	All Students - 29.0% (2023 Dashboard)	All Students - 35.7% (2024 Dashboard)		46%	All Students - 6.7% increase

Goal Analysis [2024-25]

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

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

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

Overall, current and preliminary data outcomes for the 2024-2025 school year demonstrate a very successful year for our students. The Tulare Joint Unified High School District eagerly awaits outcome data and California Dashboard Data to confirm preliminary results.

Action 1.1 - Reading Intervention Program - The action was implemented as planned. This Reading Intervention Program is being utilized by English teachers at the Freshmen and Sophomore levels to support students in improving their reading skills. This action was successful as the district has increase the overall average reading level of students.

Action 1.2 - PD focused on sustaining a PLC Culture - The action was implemented as planned. Many staff members have participated in PLC and PD release time to improving instructional best practices. There were no particular challenges or successes of note with implementation of this action.

Action 1.3 - Data management system - The action was implemented as planned. Many staff members are utilizing this system to create and analyze assessments, and use the results of these assessments to drive instruction as well as to support students with interventions and remediation. There were no particular challenges or successes of note with implementation of this action.

Action 1.4 - Courses for advancement and credit recovery - The action was implemented as planned. Many students have participated in course advancement or credit recovery through winter session, summer school, and after-school credit recovery. This action was successful as the school sites and the district's overall graduation rate continues to maintain or increase.

Action 1.5 - Expository Reading and Writing Course - The action was implemented as planned. Most seniors have completed this course which allows students who score conditionally ready on the Early Assessment Program to bypass support classes required by the California State University system and Community Colleges. There were no particular challenges or successes of note with implementation of this action.

Action 1.6 - PLC Core content leads - The action was implemented as planned. PLC subject matter leads continue to support teachers by leading them through collaboration activities centered around data analysis of student work. There were no particular challenges or successes of note with implementation of this action.

Action 1.7 - Mathematics Coaches - The action was implemented as planned. Math coaches continue to support Math teachers by leading observing instruction and leading Math teachers through coaching cycles. There were no particular challenges or successes of note with implementation of this action.

Action 1.8 - Honors and Advanced Placement - The action was implemented as planned. All students have access to honors and advanced placement (AP) courses. This action was successful as the district continues to have more students participating in Honors classes and Advanced Placement courses, as well as the AP Passage rate continues to increase.

Action 1.9 - Linked Learning Pathways - The action was implemented as planned. The number of students participating in our Linked Learning Pathways continues to grow. This action was successful as the district continues to have more students participating in Linked Learning Pathway programs.

Action 1.10 - Career-Technical Education Courses - The action was implemented as planned. The number of students participating in our CTE pathways continues to grow. This action was successful as the district and school sites continue to have increased CTE completion rates, additionally closing the learning gap in CTE completion rates among all student groups.

Action 1.11 - Response to Intervention Teachers (RTI) - The action was implemented as planned. Many students participated in this intentional Tier 2 intervention, where students are moved into an RTI course during their scheduled day for additional support and help. This action was successful as students participating in the RTI course are remediating coursework, improving grades, which overall helps improve school and district graduation rates.

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

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

Action 1.1 - Reading Intervention Program - This action had no material differences.

Action 1.2 - PD focused on sustaining a PLC Culture - This action had material differences between budgeted expenditures and estimated actual expenditures. Even though this action was implemented, the LEA utilized other professional development funds.

Action 1.3 - Data management system - This action had no material differences.

Action 1.4 - Courses for advancement and credit recovery - This action had no material differences.

Action 1.5 - Expository Reading and Writing Course - This action had no material differences.

Action 1.6 - PLC core content leads - This action had no material differences.
Action 1.7 - Mathematics Coaches - This action had no material differences.
Action 1.8 - Honors and Advanced Placement - This action had no material differences.
Action 1.9 - Linked Learning Pathways - This action had no material differences.
Action 1.10 - Career-Technical Education Courses - This action had no material differences.
Action 1.11 - Response to Intervention Teachers (RTI) - This action had no material differences.

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

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

Action 1.1 - Reading Intervention Program - Effective - Metric 1.17 shows that the average Instructional Reading Level (IRL) has increased 0.3 district wide, 0.9 at Accelerated Charter HS, 1.2 at Countryside H.S., 0.7 at Mission Oak HS, 0.5 at Sierra Vista Charter HS, 2.5 at Tech Prep HS, 0.2 at Tulare Union HS, and decreased by 0.1 at Tulare Western High School.

Action 1.2 - PD focused on sustaining a PLC Culture - Effective - Metric 1.1, 1.2, and 1.4 have all increased for all students in the district. Although metric 1.3 decreased slightly for all students, the metric did increase for SWD, SED, and Homeless. Metric 1.5 increased by 2.0% and metric 1.6 remained the same for all students. Metric 1.15 increased for all students and significant student groups and metric 1.16 decreased for all students and significant student groups.

Action 1.3 - Data management system - Effective - Metric 1.1, 1.2, and 1.4 have all increased for all students in the district. Although metric 1.3 decreased slightly for all students, the metric did increase for SWD, SED, and Homeless. Metric 1.5 increased by 2.0% and metric 1.6 remained the same for all students. Metric 1.15 increased for all students and significant student groups and metric 1.16 decreased for all students and significant student groups.

Action 1.4 - Courses for advancement and credit recovery - Effective - Metric 1.1, 1.2, and 1.4 have all increased for all students in the district. Although metric 1.3 decreased slightly for all students, the metric did increase for SWD, SED, and Homeless. Metric 1.5 increased by 2.0% and metric 1.6 remained the same for all students. Metric 1.15 increased for all students and significant student groups and metric 1.16 decreased for all students and significant student groups.

Action 1.5 - Expository Reading and Writing Course - Effective - Metric 1.1, 1.2, and 1.4 have all increased for all students in the district. Although metric 1.3 decreased slightly for all students, the metric did increase for SWD, SED, and Homeless. Metric 1.13 increased by 11%. Metric 1.16 decreased by 0.7% also.

Action 1.6 - PLC core content leads - Effective - Metric 1.1, 1.2, and 1.4 have all increased for all students in the district. Although metric 1.3 decreased slightly for all students, the metric did increase for SWD, SED, and Homeless. Metric 1.5 increased by 2.0% and metric 1.6 remained the same for all students. Metric 1.15 increased for all students and significant student groups and metric 1.16 decreased for all students and significant student groups.

Action 1.7 - Mathematics Coaches - Effective - Metric 1.2 increased by 5.9%, Metric 1.6 remained the same, Metric 1.12 increased by 1.6%. Metric 1.13 increased by 11%. Metric 1.14 increased by 3.3%. Metric 1.15 increased by 1.9%. Metric 1.16 decreased by 0.7%.

Action 1.8 - Honors and Advanced Placement - Effective - Metric 1.14 increased by 3.3% and Metric 1.15 increased by 1.9%.

Action 1.9 - Linked Learning Pathways - Effective - Metric 1.7 increased by 9.2%. Metric 1.8 increased by 7.1%. Metric 1.9 increase by 240 students.

Action 1.10 - Career-Technical Education Courses - Effective - Metric 1.7 increased by 9.2%. Metric 1.8 increased by 7.1%.
 Action 1.11 - Response to Intervention Teachers (RTI) - Effective - Metric 1.1, 1.2, and 1.4 have all increased for all students in the district. Although metric 1.3 decreased slightly for all students, the metric did increase for SWD, SED, and Homeless. Metric 1.5 increased by 2.0% and metric 1.6 remained the same for all students. Metric 1.15 increased for all students and significant student groups and metric 1.16 decreased for all students and significant student groups.

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

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

- Action 1.1 - Reading Intervention Program - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.2 - PD focused on sustaining a PLC Culture - We will keep this action, but budget approximately \$800,000 less for the 2025-2026 school year, based on current year estimated actual expenditures.
 - Action 1.3 - Data management system - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.4 - Courses for advancement and credit recovery - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.5 - Expository Reading and Writing Course - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.6 - PLC core content leads - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.7 - Mathematics Coaches - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.8 - Honors and Advanced Placement - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.9 - Linked Learning Pathways - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.10 - Career-Technical Education Courses - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.11 - Response to Intervention Teachers (RTI) - There are no planned changes to this action, metrics or targeted outcomes.
 - Action 1.12 - (NEW) - LREBG Action - Math Lab Classes
 - Action 1.13 - (NEW) - Tutoring Beyond the School Day - based on feedback from Educational Partners.
- Metric 1.24 was added under the Goal to meet required LCAP metric requirements.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Reading Intervention Program	Purchase Reading Intervention software and materials to support students who are reading two or more levels below grade level	\$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD services from Solution Tree.	<p>Continue to provide professional development for teachers, classified employees and administrators focused on:</p> <ul style="list-style-type: none"> • sustaining a Professional Learning Community Culture, services contracted through Solution Tree • common core math standards, services contracted through Solution Tree • Next Generation Science Standards • concepts and skills necessary to be college and career ready <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$378,800.00	Yes
1.3	Data management system	<p>Continue to utilize the adopted data management system to allow teachers to create and administer assessments, as well as disaggregate and analyze results for English Learners, and Foster Youth. Staff will use this data to identify the needs of our students and collaborate with their PLCs on how to support these needs.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is</p>	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.		
1.4	Courses for advancement and credit recovery through summer school, winter intercession and before and after school	<p>Continue to provide opportunities for advancement to our students through summer school, winter intercession and before and after school courses. These classes specifically target our unduplicated students. Additionally, these courses provide students an opportunity to recover credits as well.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$786,165.00	Yes
1.5	Expository Reading and Writing Course as the senior English class	<p>Offer Expository Reading and Writing Course as the senior English class to prepare all students for college, specifically our unduplicated students. This allows students who score conditionally ready on the Early Assessment Program to bypass support classes required by California State Universities and the community college system.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for ELA. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	PLC core content leads	<p>Continue to provide professional learning community core content leads at comprehensive sites to lead their subject areas in the development of curriculum and data analysis, as we focus on the common core and Next Generation Science Standards.</p> <p>This action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$78,750.00	Yes
1.7	Mathematics coaches	<p>Continue to provide each comprehensive site with a Mathematics coach to assist mathematics teachers in teaching Common Core standards and addressing the four PLC critical questions.</p> <p>This action will help address the lowest performing students on the academic indicator of the dashboard specific for Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak. This action is contributing for Students with Disabilities as well, who have a low-income rate of 85.4%, which is higher than the TJUHSD low-income rate of 76%.</p>	\$545,000.00	Yes
1.8	Honors and Advanced Placement	Continue to provide a variety of honors and advanced placement courses for our students, focusing specifically on our low income, foster and/or English Learners.	\$3,725,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Linked Learning Pathways	Continue to expand the number of students participating in Linked Learning pathways at all grade levels.	\$680,000.00	Yes
1.10	Career-technical education courses	Continue to offer career-technical education pathways throughout the district and support our unduplicated students in taking these courses including English Learners, foster-youth and students with disabilities.	\$4,700,000.00	Yes
1.11	Response to Intervention Teachers (RTI)	Response to Intervention Teachers (RTI) - one teacher at each comprehensive high school, to support students with tier 2 intervention.	\$435,000.00	Yes
1.12	Math Lab Classes	<p>Math Lab Classes in Algebra 1 and Geometry/Algebra 2 to support students with Tier 2 Intervention</p> <p>Students who are not proficient in mathematic learning targets will be scheduled into a math lab for Algebra 1, Geometry, or Algebra 2 to get support and remediation until they show proficiency on their mathematic learning targets.</p> <p>LREBG Action: \$1,117,700</p> <p>Metrics to Measure Progress: 1.2, 1.6, 1.11, 1.12, 1.15, and 1.16</p>	\$1,117,700.00	No
1.13	On-Demand Virtual Tutoring	Provide On-Demand Virtual Tutoring for students who cannot take advantage of tutoring before school, during lunch, or after-school.	\$62,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students increasing one or more levels on the ELPAC.	Overall - 50.7% EL - Mission Oak HS - 39.4% (2023)	Overall - 46.5% EL - Mission Oak HS - 50.0% (2024)		Overall - 55.0% EL - Mission Oak HS - 55.0%	Overall - (4.2%) EL - Mission Oak HS - 10.6%
2.2	Reclassification Rate	17.4% (2023 Data)	18.0% (2024 Data)		25.0%	0.6%
2.3	Passing rate of C or better for English Learners in English courses based on semester grades	Overall - 66.2% EL - Mission Oak HS - 64.5% (Fall 2023)	Overall - 70.6% EL - Mission Oak HS - 70.2% (Fall 2024)		Overall - 72.0% EL - Mission Oak HS - 72.0%	Overall - 4.4% EL - Mission Oak HS - 5.7%
2.4	Passing rate of C or better for English	Overall - 47.4%	Overall - 49.8%		Overall - 60.0%	Overall - 2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learners in Mathematics courses based on semester grades	EL - Mission Oak HS - 52.5% (Fall 2023)	EL - Mission Oak HS - 44.6% (Fall 2024)		EL - Mission Oak HS - 60.0%	EL - Mission Oak HS - (7.9%)
2.5	Passing rate of C or better for English Learners in Social Studies courses based on semester grades	Overall - 69.5% EL - Mission Oak HS - 65.6% (Fall 2023)	Overall - 76.0% EL - Mission Oak HS - 67.2% (Fall 2024)		Overall - 75.0% EL - Mission Oak HS - 75.0%	Overall - 2.5% EL - Mission Oak HS - 1.6%
2.6	Passing rate of C or better for English Learners in Science courses based on semester grades	Overall - 58.1% EL - Mission Oak HS - 55.2% (Fall 2023)	Overall - 66.5% EL - Mission Oak HS - 67.9% (Fall 2024)		Overall - 65.0% EL - Mission Oak HS - 65.0%	Overall - 8.4% EL - Mission Oak HS - 12.7%
2.7	Percentage of English Learners meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP)	Overall - 14.0% EL - Mission Oak HS - 11.0% (2023)	Overall - 9.0% EL - Mission Oak HS - 9.0% (2024)		Overall - 20.0% EL - Mission Oak HS - 20.0%	Overall - (5.0%) EL - Mission Oak HS - (2.0%)
2.8	Percentage of English Learners meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP)	Overall 2% EL - Tulare Union HS - 0.0% EL - Tulare Western HS - 6.0% (2023)	Overall 1% EL - Tulare Union HS - 3.0% EL - Tulare Western HS - 0.0% (2024)		Overall 8.0% EL - Tulare Union HS - 8.0% EL - Tulare Western HS - 8.0%	Overall (1.0%) EL - Tulare Union HS - 3.0% EL - Tulare Western HS - (6.0%)
2.9	Graduation rate for English Learners	92.8% (2023 Data)	98.3% (2024 Data)		94.0%	5.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Dropout rate for English Learners	3.6% (2023 Data)	0.9% (2024 Data)		2.0%	(2.7%)
2.11	Number of English Learners	Overall - 765 Tulare Union HS - 197 Tulare Western HS - 258 Mission Oak HS - 244 (2024)	Overall - 657 Tulare Union HS - 213 Tulare Western HS - 216 Mission Oak HS - 179 (2025)		Overall - 700 Tulare Union HS - 180 Tulare Western HS - 100 Mission Oak HS - 115	Overall - (108) Tulare Union HS - 16 Tulare Western HS - (42) Mission Oak HS - (65)
2.12	Number of LTELs - Long-Term English Learners	Overall - 385 Tulare Union HS - 104 Tulare Western HS - 110 Mission Oak HS - 125 (2024)	Overall - 393 Tulare Union HS - 117 Tulare Western HS - 92 Mission Oak HS - 136 (2025)		Overall - 325 Tulare Union HS - 95 Tulare Western HS - 95 Mission Oak HS - 100	Overall - 8 Tulare Union HS - 13 Tulare Western HS - (18) Mission Oak HS - 11
2.13	Implementation of English Language Development Standards in English, Mathematics, History and Science	100% (2024)	100% (2025)		100%	No difference

Goal Analysis [2024-25]

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

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

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

Overall, current and preliminary data outcomes for the 2024-2025 school year demonstrate a very successful year for our students. The Tulare Joint Unified High School District eagerly awaits outcome data and California Dashboard Data to confirm preliminary results.

Action 2.1 - Staff Development on embedding ELD standards and instructional strategies in core classes. This Action was implemented as planned. The district continues to provide professional development opportunities for all teachers regarding ELD standards and instructional strategies to support ELD students. There were no particular challenges or successes of note with implementation of this action.

Action 2.2 - ELD Coaches. This Action was implemented as planned. ELD coaches continue to support both ELD students and ELD instruction in the classroom. There were no particular challenges or successes of note with implementation of this action.

Action 2.3 - English Language Development Program. This Action was implemented as planned. The district is utilizing Summit K12 as a supplemental instructional program to support students with their language acquisition skills. There were no particular challenges or successes of note with implementation of this action.

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

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

Action 2.1 - Staff Development on embedding ELD standards and instructional strategies in core classes. This action had material differences between budgeted expenditures and estimated annual expenditures. The district also utilized EEBG (Educator Effectiveness Block Grant) funds to implement this action and accounted for this in the total expenditures for the action.

Action 2.2 - ELD Coaches. There were no material differences for this action.

Action 2.3 - English Language Development Program. There were no material differences for this action.

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

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

Action 2.1 - Staff Development on embedding ELD standards and instructional strategies in core classes. Effective - Metric 2.1, Overall ELPAC scores went down by 4.2%, however, Mission Oak increased by 10.6%. Metric 2.2, Reclassification rate increased slightly by 0.6%. Metric 2.3-Metric 2.6 (grades) all increased throughout the district and all increased at Mission Oak High School except for Math, which decreased. Metric 2.9, Graduation rate increased by 5.5%. Metric 2.10, Dropout rate decreased by 2.7%.

Action 2.2 - ELD Coaches. Effective - Metric 2.1, Overall ELPAC scores went down by 4.2%, however, Mission Oak increased by 10.6%. Metric 2.2, Reclassification rate increased slightly by 0.6%. Metric 2.3-Metric 2.6 (grades) all increased throughout the district and all increased at Mission Oak High School except for Math, which decreased. Metric 2.9, Graduation rate increased by 5.5%. Metric 2.10, Dropout rate decreased by 2.7%.

Action 2.3 - English Language Development Program. Effective - Metric 2.1, Overall ELPAC scores went down by 4.2%, however, Mission Oak increased by 10.6%. Metric 2.2, Reclassification rate increased slightly by 0.6%. Metric 2.7, decreased by 5% in the district and decreased by 2% at Mission Oak. Metric 2.8, decreased slightly by 1% in the district and by 6% at Tulare Western, but increased by 3% at Tulare Union.

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

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

Action 2.1 - Staff Development on embedding ELD standards and instructional strategies in core classes. There are no planned changes to this action, metrics or targeted outcomes.

Action 2.2 - ELD Coaches. There are no planned changes to this action, metrics or targeted outcomes.

Action 2.3 - English Language Development Program. There are no planned changes to this action, metrics or targeted outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Continue to provide staff development on embedding ELD standards and instructional strategies geared at supporting English Learners in the Social Studies, Mathematics and Science.	\$5,000.00	Yes
2.2	ELD Coaches	Continue with ELD Coaches at each of the 3 comprehensive sites to provide professional development and services targeted at supporting English Learners and Long-term English Learners (LTELs) in their acquisition of the English Language.	\$255,000.00	Yes
2.3	English Language Development Program	Purchase English Language Development Program to support English Learners (EL) and Long-term English Learner (LTEL) in their language proficiency growth.	\$50,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Pupil-to-counselor ratio	222:1 (2024)	222:1		215:1	0 (same)
3.2	Parent participation in the PIQE including parents of unduplicated pupils and individuals with exceptional needs.	225 Parents (2024)	171 Parents (2025)		275 Parents	(54) parents
3.3	Number of registrations on the districts Parent Square app	2756 App Registrations 7347 Receiving Emails	3238 App Registrations		3000 App Registrations	482 App Registrations

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1603 Receiving Text Messages (2024)	8214 Receiving Emails 1213 Receiving Text Messages		8000 Receiving Emails 3000 Receiving Text Messages	867 Receiving Emails (390) Receiving Text Messages
3.4	Parents participating at each of the DELAC and ELAC	ELAC TU - 1,9,6,20 ELAC TW - 15,7,7,9 ELAC MO - 15,17,14,18 DELAC - 5,4,3,4 (2024)	ELAC TU - 11, 2, 9, 6 ELAC TW - 18, 31, 24, 25 ELAC MO - 25, 21, 15, 7 DELAC - 5, 5, 4, 4 (2025)		ELAC TU - 15, 15, 15, 15 ELAC TW - 15, 15, 15, 15 ELAC MO - 15, 15, 15, 15 DELAC - 8, 8, 8, 8	ELAC TU - +10, -7, +3, -14 ELAC TW - +3, +24, +17, +16 ELAC MO - +10, +4, +1, (-11) DELAC - 0, +1, +1, 0
3.5	District Attendance Rate	95.55% (Through Month 8 2023-2024)	94.95% (Through Month 8 2024-2025)		96.50%	(0.60%)
3.6	Percentage of students identified as chronic absentee	829/5750 - 14.1% (2022-2023 data)	10.6% (2023-2024 data)		8.0%	(3.5%)
3.7	Suspension Rate	District Overall - 6.9% (2022-2023 data) District EL - 12.1% District SWD - 14.6% District Homeless - 11.8% District SED - 7.5% District Hispanic - 7.2% Countryside HS Overall - 25.5% Countryside HS SED - 26.2% Tech Prep Overall - 37.0% Tech Prep SED - 39.2%	District Overall - 6.2% (2023-2024 data) District EL - 9.8% District SWD - 11.1% District Homeless - 12.2% District SED - 6.5% District Hispanic - 6.5% Countryside HS Overall - 13.6%		District Overall - 5.0% District EL - 7.0% District SWD - 7.0% District Homeless - 7.0% District SED - 5.0% District Hispanic - 5.0% Countryside HS Overall - 10.0% Countryside HS SED - 10.0%	District Overall - (0.7%) District EL - (2.3%) District SWD - (3.5%) District Homeless - 0.4% District SED - (1.0%) District Hispanic - (0.7%) Countryside HS Overall - (11.9%) Countryside HS SED - (11.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tech Prep Hispanic - 42.2% Tulare Union EL - 12.1% Tulare Union African American - 14.0% Tulare Western SWD - 13.1% Tulare Western Homeless - 18.9% Mission Oak EL - 13.1% Mission Oak SWD - 19.6% Mission Oak SED - 9.5% ACHS Overall - 13.2% ACHS SED - 12.8% ACHS Hispanic - 13.4%	Countryside HS SED - 14.3% Tech Prep Overall - 28.1% Tech Prep SED - 28.6% Tech Prep Hispanic - 29.4% Tulare Union EL - 6.6% Tulare Union African American - 5.9% Tulare Western SWD - 11.7% Tulare Western Homeless - 14.6% Mission Oak EL - 10.9% Mission Oak SWD - 13.2% Mission Oak SED - 6.7% ACHS Overall - 17.2% ACHS SED - 17.1% ACHS Hispanic - 17.6%		Tech Prep Overall - 15.0% Tech Prep SED - 15.0% Tech Prep Hispanic - 15.0% Tulare Union EL - 7.0% Tulare Union African American - 7.0% Tulare Western SWD - 7.0% Tulare Western Homeless - 7.0% Mission Oak EL - 7.0% Mission Oak SWD - 7.0% Mission Oak SED - 7.0% ACHS Overall - 7.0% ACHS SED - 7.0% ACHS Hispanic - 7.0%	Tech Prep Overall - (8.9%) Tech Prep SED - (10.6%) Tech Prep Hispanic - (12.8%) Tulare Union EL - (5.5%) Tulare Union African American - (8.1%) Tulare Western SWD - (1.4%) Tulare Western Homeless - (4.3%) Mission Oak EL - (2.2%) Mission Oak SWD - (6.4%) Mission Oak SED - (2.8%) ACHS Overall - 4.0% ACHS SED - 4.3% ACHS Hispanic - 4.2%
3.8	Expulsion Rate	District Overall - 0.25% (2022-2023 data)	0.46% (2023-2024 data)		District Overall - 0.15%	0.21%
3.9	Williams Uniform Complaints	0 Complaints (2022-2023 data)	0 Complaints (2023-2024 data)		0 Complaints	0
3.10	Facility Conditions per Facility Inspection Tool (FIT) Report	6 out of 8 facilities had a rating of exemplary. 2	8 out of 8 facilities had a rating of exemplary. (2025)		8 out of 8 facilities with a rating of exemplary.	2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		out of 8 facilities had a rating of fair. (2024)				
3.11	Pupils parents, and staff sense of safety and school connectedness. (Surveys)	<p>88.0% of the student survey respondents report feeling that school provides a safe environment; 6.1% disagreed or strongly disagreed.</p> <p>90.2% of the parent/guardian survey respondents report feeling that school provides a safe environment; 7.9% disagreed or strongly disagreed.</p> <p>92.4% of the staff survey respondents report feeling that school provides a safe environment; 6.9% disagreed or strongly disagreed.</p> <p>77.4% of the student survey respondents report feeling that school provides a caring and engaging environment; 5.0% disagreed or strongly disagreed.</p>	<p>85.8% of the student survey respondents report feeling that school provides a safe environment; 7.1% disagreed or strongly disagreed.</p> <p>91.5% of the parent/guardian survey respondents report feeling that school provides a safe environment; 6.0% disagreed or strongly disagreed.</p> <p>88.8% of the staff survey respondents report feeling that school provides a safe environment; 8.6% disagreed or strongly disagreed.</p> <p>81.4% of the student survey respondents report feeling that school provides a caring and engaging environment; 3.3%</p>		<p>90.0% of the student survey respondents report feeling that school provides a safe environment; 5.0% disagreed or strongly disagreed.</p> <p>94.0% of the parent/guardian survey respondents report feeling that school provides a safe environment; 6.0% disagreed or strongly disagreed.</p> <p>94.0% of the staff survey respondents report feeling that school provides a safe environment; 6.0% disagreed or strongly disagreed.</p> <p>85.0% of the student survey respondents report feeling that school provides a caring and engaging environment; 4.0%</p>	<p>(2.2%) of the student survey respondents report feeling that school provides a safe environment; 1.0% disagreed or strongly disagreed.</p> <p>1.3% of the parent/guardian survey respondents report feeling that school provides a safe environment; (1.9%) disagreed or strongly disagreed.</p> <p>(3.6%) of the staff survey respondents report feeling that school provides a safe environment; 1.7% disagreed or strongly disagreed.</p> <p>4.0% of the student survey respondents report feeling that school provides a caring and engaging</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>88.9% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 9.2% disagreed or strongly disagreed.</p> <p>95.2% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2.1% disagreed or strongly disagreed</p> <p>(2023-2024 TJUHSD Survey Data).</p>	<p>disagreed or strongly disagreed.</p> <p>90.5% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 6.8% disagreed or strongly disagreed.</p> <p>89.7% of the staff survey respondents report feeling that school provides a caring and engaging environment; 2.5% disagreed or strongly disagreed</p> <p>(2024-2025 TJUHSD Survey Data).</p>		<p>disagreed or strongly disagreed.</p> <p>92.0% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; 8.0% disagreed or strongly disagreed.</p> <p>97.0% of the staff survey respondents report feeling that school provides a caring and engaging environment; 1.5% disagreed or strongly disagreed</p>	<p>environment; (1.7%) disagreed or strongly disagreed.</p> <p>1.6% of the parent/guardian survey respondents report feeling that school provides a caring and engaging environment; (2.4%) disagreed or strongly disagreed.</p> <p>(5.5%) of the staff survey respondents report feeling that school provides a caring and engaging environment; 0.4%</p>

Goal Analysis [2024-25]

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

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

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

Overall, current and preliminary data outcomes for the 2024-2025 school year demonstrate a very successful year for our students. The Tulare Joint Unified High School District eagerly awaits outcome data and California Dashboard Data to confirm preliminary results.

Action 3.1 - Parent Institute for Quality Education (PIQE) - This action was implemented as planned. TJUSHD continues to partner with PIQE to provide opportunities for parents to get more involved in their student's education. There were no particular challenges or successes of note with implementation of this action.

Action 3.2 - Parent Square - This action was implemented as planned. TJUHSD continues to utilize this platform to communicate with educational partners about ongoing or upcoming events, student grades or work, and much more. There were no particular challenges or successes of note with implementation of this action.

Action 3.3 - Increase participation in Site and District Parent Meetings - This action was implemented as planned. The district and sites continue to attempt to increase parent participation at all district and site level meetings. There were no particular challenges or successes of note with implementation of this action.

Action 3.4 - Counselor Positions - This action was implemented as planned. This action is reducing the student-to-counselor ratio, providing more opportunities for our students to connect with their school counselor. There were no particular challenges or successes of note with implementation of this action.

Action 3.5 - PBIS Student Incentives - This action was implemented as planned. Sites are utilizing this action to incentivize positive behavior on campuses. There were no particular challenges or successes of note with implementation of this action.

Action 3.6 - Attendance Coordinator - This action was implemented as planned. This action continues to support all sites in improving school attendance and reducing truancy. There were no particular challenges or successes of note with implementation of this action.

Action 3.7 - Mental Health Services for Countryside High School - This action was implemented as planned. This action is supporting students at Countryside High School with Mental Health services and counseling. This action was successful as it contributed to the lower student suspension rate at Countryside High School.

Action 3.8 - Additional full-time Psychologists - This action was implemented as planned. This action is supporting students throughout the district with SEL supports. There were no particular challenges or successes of note with implementation of this action.

Action 3.9 - Learning Director at Tech Prep and Countryside High School - This action was implemented as planned. This action is supporting students at Tech Prep and Countryside High Schools with behavior, SEL, College and Career counseling, and academic counseling. There were no particular challenges or successes of note with implementation of this action.

Action 3.10 - Training Staff on how to improve connections between students and create a safe environment - This action was implemented as planned. The TJUHSD continues to provide training opportunities for all staff to better support all students. This action was successful as trained staff contributed to the reduction in the District's and school site's student suspension rates.

Action 3.11 - Full-time social workers - This action was implemented as planned. Social workers continue to support students with SEL and behavior support. There were no particular challenges or successes of note with implementation of this action.

Action 3.12 - Additional LVN - This action was implemented as planned. The LVN continues to support the additional health needs of students. There were no particular challenges or successes of note with implementation of this action.

Action 3.13 - Rehabilitation Specialists - This action was implemented as planned. The Rehabilitation Specialists continue to support students with behavior intervention and support. This action was successful as staff contributed to the reduction in the District's and school site's student suspension rates.

Action 3.14 - Drug testing for student-athletes and Drug and Alcohol counseling for students - This action was implemented as planned. The TJUHSD continues to randomly drug test student athletes to assure they are safe for competition as well as providing counseling to students. There were no particular challenges or successes of note with implementation of this action.

Action 3.15 - IRC (Intervention Resource Classrooms) - This action was implemented as planned. This action continues to support students with disabilities on campus to provide tiered academic and behavior interventions for them. There were no particular challenges or successes of note with implementation of this action.

Action 3.16 - Rehabilitation Specialist - This action was implemented as planned. This Rehabilitation Specialist continues to support students with behavior interventions and support at Accelerated Charter High School. There were no particular challenges or successes of note with implementation of this action.

Action 3.17 - Additional Performing Arts Teachers - This action was implemented as planned. This action helps support and grow the number of students enrolled and participating in performing arts classes. There were no particular challenges or successes of note with implementation of this action.

Action 3.18 - Web filtering software to monitor technology use pertaining to safety - This action was implemented as planned. This action allows our district's administration and counseling team to be proactive in supporting students with SEL or potential harmful situations. There were no particular challenges or successes of note with implementation of this action.

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

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

Action 3.1 - Parent Institute for Quality Education (PIQE) - This action had no material differences.

Action 3.2 - Parent Square - This action had no material differences.

Action 3.3 - Increase participation in Site and District Parent Meetings - This action had a material difference. Sites utilized their site allocated funds to support this action as well and this amount is accounted for in the 24-25 Estimated Actual Expenditures Annual Update Table.

Action 3.4 - Counselor Positions - This action had no material differences.

Action 3.5 - PBIS Student Incentives - This action had no material differences.

Action 3.6 - Attendance Coordinator - This action had no material differences.

Action 3.7 - Mental Health Services for Countryside High School - This action had no material differences.

Action 3.8 - Additional full-time Psychologists - This action had no material differences.

Action 3.9 - Learning Director at Tech Prep and Countryside High School - This action had no material differences.

Action 3.10 - Training Staff on how to improve connections between students and create a safe environment - This action had no material differences.

Action 3.11 - Full-time social workers - This action had no material differences.

Action 3.12 - Additional LVN - This action had no material differences.

Action 3.13 - Rehabilitation Specialists - This action had a material difference due to an accounting/planning error. When creating the initial budget for this action, we undercalculated the cost of the Rehabilitation Specialists, including future labor negotiation increases, which resulted in a material difference.

Action 3.14 - Drug testing for student-athletes and Drug and Alcohol counseling for students - This action had no material differences.

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

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

Action 3.17 - Additional Performing Arts Teachers - This action had no material differences.

Action 3.18 - Web filtering software to monitor technology use pertaining to safety - This action had no material differences.

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

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

Action 3.1 - Parent Institute for Quality Education (PIQE) - Effective - all though Metric 3.2 declined by 54 parents, Metric 3.3 increased for parents signed up for the App and receiving emails, and Metric 3.4 increased for the district and each site as well.

Action 3.2 - Parent Square - Effective - Metric 3.3 increased for parents signed up for the App and receiving emails.

Action 3.3 - Increase participation in Site and District Parent Meetings - Effective - Metric 3.4 increased for the district and each site as well.

Action 3.4 - Counselor Positions - Effective - Metric 3.1 remained the same. Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%, Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%.

Action 3.5 - PBIS Student Incentives - Effective - Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

Action 3.6 - Attendance Coordinator - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%,

Action 3.7 - Mental Health Services for Countryside High School - Effective - Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%.

Action 3.8 - Additional full-time Psychologists - Effective - Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

Action 3.9 - Learning Director at Tech Prep and Countryside High School - Effective - Metric 3.7 (Suspensions) decreased for all students by 8.9%, for SED by 10.6%, and for Hispanic by 12.8%. Metric 3.8 (expulsions) increased slightly by 0.21%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

Action 3.10 - Training Staff on how to improve connections between students and create a safe environment - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%. Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

Action 3.11 - Full-time social workers - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%. Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

Action 3.12 - Additional LVN - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%,

Action 3.13 - Rehabilitation Specialists - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%. Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

Action 3.14 - Drug testing for student-athletes and Drug and Alcohol counseling for students - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%, Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%.

Action 3.15 - IRC (Intervention Resource Classrooms) - Effective - Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%.

Action 3.16 - Rehabilitation Specialist - Effective - Metric 3.7 (Suspensions) did increase by 4.0% for all students, 4.3% for SED, and 4.2% for Hispanic and Metric 3.8 increased slightly by 0.21%, however, the work that the Rehabilitation Specialist has been doing with students regarding behavior, as well as SEL support, and Academic support has been very beneficial with this group of students. Results of student and parent surveys, along with data from or Panorama SEL surveys show that students are connecting with rehabilitation specialists on campuses and feel supported by these additional positions on campus.

Action 3.17 - Additional Performing Arts Teachers - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

Action 3.18 - Web filtering software to monitor technology use pertaining to safety - Effective - Metric 3.5 (District Attendance) decreased by 0.60%, Metric 3.6 (Chronic Absenteeism) decreased by 3.5%. Metric 3.7 (Suspensions) decreased for all students and for several student groups and school sites. Metric 3.8 (expulsions) increased slightly by 0.21%. Metric 3.11 decreased slightly for students saying they feel safe at school (2.2%), but increased for students saying school provided a caring environment (4.0%).

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

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

Action 3.1 - Parent Institute for Quality Education (PIQE) - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.2 - Parent Square - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.3 - Increase participation in Site and District Parent Meetings - We will keep this action and increase the budgeted expenditure amount for the 2025-2026 school year.

Action 3.4 - Counselor Positions - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.5 - PBIS Student Incentives - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.6 - Attendance Coordinator - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.7 - Mental Health Services for Countryside High School - The district is no longer contracting with Horizon Hope for these services. The district will hire their own Rehabilitation Specialist to provide the necessary interventions and supports for these students.

Action 3.8 - Additional full-time Psychologists - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.9 - Learning Director at Tech Prep and Countryside High School - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.10 - Training Staff on how to improve connections between students and create a safe environment - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.11 - Full-time social workers - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.12 - Additional LVN - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.13 - Rehabilitation Specialists - We will keep this action and increase the budgeted expenditure amount for the 2025-2026 school year.

Action 3.14 - Drug testing for student-athletes and Drug and Alcohol counseling for students - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.15 - IRC (Intervention Resource Classrooms) - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.16 - Rehabilitation Specialist - We are removing Action 3.16 from the Tulare Joint Union High School District and Accelerated Charter High School is going to add this action to their LCAP.

Action 3.17 - Additional Performing Arts Teachers - There are no planned changes to this action, metrics, or targeted outcomes.

Action 3.18 - Web filtering software to monitor technology use pertaining to safety - We will keep this action and increase the budgeted expenditure amount for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Institute for Quality Education (PIQE)	Continue to provide Parent Institute for Quality Education (PIQE) program in English and Spanish for parents at the comprehensive and alternative education sites. PIQE describes its mission as "engaging, empowering and transforming families by providing the knowledge and the skills to partner with schools and communities to ensure their children achieve their full potential."	\$44,000.00	Yes
3.2	Parent Square	Continue to use Parent Square to communicate with parents and students. Provide training to staff and parents on use of this application.	\$31,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Increase participation in Site and District Parent Meetings	Increase District English Language Advisory Committee (DELAC), site English Language Advisory Committee (ELAC), Special Education and foster parent participation by recruiting parents through contact made by ELD coaches and site administrators. Provide refreshments at the district advisory meetings.	\$17,000.00	Yes
3.4	Counselor positions	Provide 13 FTE Counselor positions in order better serve our unduplicated students for academic counseling, career counseling, and social-emotional counseling.	\$2,020,000.00	Yes
3.5	PBIS Student Incentives	Positive Behavioral Intervention and Support (PBIS) Student incentives.	\$45,000.00	Yes
3.6	Attendance Coordinator	Continue to fund a full-time Attendance Coordinator to assist with improving student attendance, specifically reducing truancy.	\$163,430.00	Yes
3.7	Mental Health Services for Countryside High School	The district will hire a Rehabilitation Specialist to support the students of Countryside High School with interventions, SEL, and additional supports.	\$116,620.00	Yes
3.8	Additional full-time Psychologists	Fund six additional full-time Psychologists to support the social-emotional needs of our students.	\$1,360,000.00	Yes
3.9	Learning Director at Tech Prep and Countryside High School	Provide a Learning Director at Tech Prep and Countryside High School to support students with behavioral needs.	\$172,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Training staff on how to improve connections between students and create a safe environment	Provide training to staff on how to improve connections between students and create a safe environment.	\$467,700.00	Yes
3.11	Full-time social workers	Continue with three full-time social workers at the comprehensive sites and contract with Tulare County Office of Education for 2 days (comprehensive sites) and 1 day (opportunity ed sites) to support the socio-emotional needs of our students.	\$500,000.00	Yes
3.12	Additional LVN	Continue to fund an additional LVN to support the health needs of our students.	\$100,600.00	Yes
3.13	Rehabilitation Specialists	Three Rehabilitation Specialists at the comprehensive school sites (1 at each site).	\$420,000.00	Yes
3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	Continue with mandatory random drug testing for student-athletes to help deter the use of drugs among all students and provide counseling to students who test positive or are suspended for incidents involving drugs and alcohol.	\$302,200.00	Yes
3.15	IRC (Intervention Resource Classrooms)	Intervention Resource Classrooms at the three comprehensive school sites. These classrooms will support students with disabilities and their behavior decision making.	\$1,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.17	Additional Performing Arts Teachers	Continue with a full-time District Choir Teacher and a Full-Time District Dance Teacher to provide more opportunities for all students, including English Learners, Foster Youth, and Low Income, to participate in performing arts programs in the district, as well the necessary supplies and equipment.	\$262,000.00	Yes
3.18	Web filtering Software to monitor technology use pertaining to safety	Web filtering software (Lightspeed) to monitor technology use and the safety of all students.	\$80,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Passing rate of C or better for Students with Disabilities in English courses based on semester grades	Overall - 83.1% (Fall 2023)	Overall - 78.6% (Fall 2024)		Overall - 85.0%	Overall - (4.5%)
4.2	Passing rate of C or better for Students with Disabilities in Math courses based on semester grades	Overall - 77.7% (Fall 2023)	Overall - 77.3% (Fall 2024)		Overall - 80.0%	Overall - (0.4%)
4.3	Passing rate of C or better for Students with Disabilities in	Overall - 82.3% (Fall 2023)	Overall - 81.6% (Fall 2024)		Overall - 88.0%	Overall - (0.7%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Social Science courses based on semester grades					
4.4	Passing rate of C or better for Students with Disabilities in Science courses based on semester grades	Overall - 77.8% (Fall 2023)	Overall - 76.3% (Fall 2024)		Overall - 80.0%	Overall - (1.5%)
4.5	Percentage of Students with Disabilities meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress (CAASPP)	Overall - 7.0% Tulare Union HS - 8.0% (2023)	Overall - 13.0% Tulare Union HS - 19.0% (2024)		Overall - 12.0% Tulare Union HS - 12.0%	Overall - 6.0% Tulare Union HS - 11.0%
4.6	Percentage of Students with Disabilities meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress (CAASPP)	Overall - 1.0% Tulare Union HS - 0.0% Mission Oak HS - 0.0% (2023)	Overall - 4.0% Tulare Union HS - 5.0% Mission Oak HS - 3.0% (2024)		Overall - 6.0% Tulare Union HS - 6.0% Mission Oak HS - 6.0%	Overall - 3.0% Tulare Union HS - 5.0% Mission Oak HS - 3.0%
4.7	Graduation rate for Students with Disabilities	75.9% (2023)	98.1% (2024)		80.0%	22.2%
4.8	Dropout rate for Students with Disabilities	5.2% (2023)	1.9% (2024)		2.0%	(3.3%)
4.9	Suspension rate for Students with Disabilities	Overall - 14.6% Tulare Western HS - 13.1% Mission Oak HS - 19.6% (2023)	Overall - 11.1% Tulare Western HS - 11.7% Mission Oak HS - 13.2% (2024)		Overall - 7.0% Tulare Western HS - 7.0% Mission Oak HS - 7.0%	Overall - (3.5%) Tulare Western HS - (1.4%) Mission Oak HS - (6.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.10	Expulsion rate for Students with Disabilities	0.7% (2023)	1.4% (2024)		0.5%	0.7%

Goal Analysis [2024-25]

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

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

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

Overall, current and preliminary data outcomes for the 2024-2025 school year demonstrate a very successful year for our students. The Tulare Joint Unified High School District eagerly awaits outcome data and California Dashboard Data to confirm preliminary results.

Action 4.1 - Full-Time Special Education Instructional Aides - This action was implemented as planned. There were no particular challenges or successes of note with implementation of this action.

Action 4.2 - Additional Tutoring Options - This action was implemented as planned. There were no particular challenges or successes of note with implementation of this action.

Action 4.3 - Speech Language Pathologist - This action was implemented as planned. The district was unable to hire a Speech Pathologist for the 24-25 school year, which was a challenge in providing these services to students because we had to utilize a "tele-health" format online.

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

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

Action 4.1 - Full-Time Special Education Instructional Aides - This action had no material differences. The sites are utilizing the full-time aides to support students in various classes on campus.

Action 4.2 - Additional Tutoring Options - This action had no material differences. The sites are providing tutoring options for students before school, during lunch, and after-school to support them academically.

Action 4.3 - Speech Language Pathologist - This action had material differences between budgeted expenditures and estimated annual expenditures. The district was unable to hire a Speech Language Pathologist (no applications of qualified candidates), therefore, the district

had to contract with third-party organization to provide these services to our students, which was much more costly than what was budgeted for.

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

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

Action 4.1 - Full-Time Special Education Instructional Aides - Effective - Metrics 4.1 - 4.4 (grades) had slight decreases compared to last year. Metric 4.5 had a large increase of 6% for all students and 11% for Tulare Union students. Metric 4.6 had an increase of 3.0% for all students and an increase of 5% for Tulare Union and 3% for Mission Oak High Schools. Metric 4.7 (Graduation Rate) had a large increase of 22.2%. Metric 4.8 (Dropout Rate) had a decrease of 3.3%. Metric 4.9 (Suspensions) had a decrease of 3.5% for all students, 1.4% for Tulare Western, and 6.4% for Mission Oak High Schools.

Action 4.2 - Additional Tutoring Options - Effective - Metrics 4.1 - 4.4 (grades) had slight decreases compared to last year. Metric 4.5 had a large increase of 6% for all students and 11% for Tulare Union students. Metric 4.6 had an increase of 3.0% for all students and an increase of 5% for Tulare Union and 3% for Mission Oak High Schools. Metric 4.7 (Graduation Rate) had a large increase of 22.2%. Metric 4.8 (Dropout Rate) had a decrease of 3.3%. Metric 4.9 (Suspensions) had a decrease of 3.5% for all students, 1.4% for Tulare Western, and 6.4% for Mission Oak High Schools.

Action 4.3 - Speech Language Pathologist - Effective - Metrics 4.1 - 4.4 (grades) had slight decreases compared to last year. Metric 4.5 had a large increase of 6% for all students and 11% for Tulare Union students. Metric 4.6 had an increase of 3.0% for all students and an increase of 5% for Tulare Union and 3% for Mission Oak High Schools. Metric 4.7 (Graduation Rate) had a large increase of 22.2%. Metric 4.8 (Dropout Rate) had a decrease of 3.3%. Metric 4.9 (Suspensions) had a decrease of 3.5% for all students, 1.4% for Tulare Western, and 6.4% for Mission Oak High Schools.

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

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

Action 4.1 - Full-Time Special Education Instructional Aides - There are no planned changes to this action, metrics, or targeted outcomes.

Action 4.2 - Additional Tutoring Options - There are no planned changes to this action, metrics, or targeted outcomes.

Action 4.3 - Speech Language Pathologist - There are no planned changes to this action, metrics, or targeted outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Full-time Special Education Instructional Aides	We will be hiring 9 full-time (3 at each comprehensive site) Special Education Instructional Aides to support our students with disabilities.	\$630,000.00	Yes
4.2	Additional Tutoring Opportunities	Provide additional tutoring opportunities for students with disabilities beyond the school day (before school, at lunch, and after-school)	\$7,000.00	Yes
4.3	Speech Language Pathologist	Add a Speech Language Pathologist to support the individualized needs of students with disabilities.	\$165,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	District Overall Suspension Rate - 6.9% (2022-2023 Data) District SED Rate - 7.5% District Hispanic Rate - 7.2% Countryside Overall Suspension Rate - 25.5% Countryside SED Rate - 26.2% Tech Prep Overall Suspension Rate - 37%	District Overall Suspension Rate - 6.2% (2023-2024 Data) District SED Rate - 6.5% District Hispanic Rate - 6.5% Countryside Overall Suspension Rate - 13.6% Countryside SED Rate - 14.3%		District Overall Suspension Rate - 5.0% District SED Rate - 5.0% District Hispanic Rate - 5.0% Countryside Overall Suspension Rate - 10.0% Countryside SED Rate - 10.0%	District Overall Suspension Rate - (0.7%) District SED Rate - (1.0%) District Hispanic Rate - (0.7%) Countryside Overall Suspension Rate - (11.9%) Countryside SED Rate - (11.9%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tech Prep SED Rate - 39.2% Tech Prep Hispanic Rate - 42.2%	Tech Prep Overall Suspension Rate - 28.1% Tech Prep SED Rate - 28.6% Tech Prep Hispanic Rate - 29.4%		Tech Prep Overall Suspension Rate - 15.0% Tech Prep SED Rate - 15.0% Tech Prep Hispanic Rate - 15.0%	Tech Prep Overall Suspension Rate - (8.9%) Tech Prep SED Rate - (10.6%) Tech Prep Hispanic Rate - (12.8%)
5.2	Attendance Rate	District Overall Attendance Rate - 95.55% (Through Month 8 2023-2024 Data) Tech Prep Overall Attendance Rate - 83.88% (Through Month 8 2023-2024 Data) Countryside Overall Attendance Rate - 81.84% (Through Month 8 2023-2024 Data)	District Overall Attendance Rate - 94.95% (Through Month 8 2024-2025 Data) Tech Prep Overall Attendance Rate - 74.83% (Through Month 8 2024-2025 Data) Countryside Overall Attendance Rate - 82.76% (Through Month 8 2024-2025 Data)		District Overall Attendance Rate - 96.50% Tech Prep Overall Attendance Rate - 88.0% Countryside Overall Attendance Rate - 88.0%	District Overall Attendance Rate - (0.6%) Tech Prep Overall Attendance Rate - (9.05%) Countryside Overall Attendance Rate - 0.92%

Goal Analysis [2024-25]

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

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

Reduce the suspension rate of students at Countryside Community Day High School and Tech Prep High School (Equity Multiplier Focus Goal)

Overall, current and preliminary data outcomes for the 2024-2025 school year demonstrate a very successful year for our students. The Tulare Joint Unified High School District eagerly awaits outcome data and California Dashboard Data to confirm preliminary results.

Action 5.1 - Hire a full-time Social Worker - The action was implemented as planned. The full-time Social Worker has been a positive addition to the campuses of Tech Prep and Countryside High Schools, working to support students with behavior interventions. This action was successful as both Countryside and Tech Prep reduced their student suspension rates.

Action 5.2 - Attendance Rate - Hazel Health - The action was implemented as planned. Hazel Health provides all students at Tech Prep and Countryside High Schools with Health Insurance, which supports students with various health needs. There were no particular challenges or successes of note with implementation of this action.

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

Reduce the suspension rate of students at Countryside Community Day High School and Tech Prep High School (Equity Multiplier Focus Goal)

Action 5.1 - Hire a full-time Social Worker - This action had no material differences.

Action 5.2 - Attendance Rate - Hazel Health - This action had material differences between the budgeted expenditures and actual expenditures. This was a miscalculation of the cost of insurance and the anticipated enrollment numbers being higher than originally budgeted, and will be corrected in next year's plan.

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

Reduce the suspension rate of students at Countryside Community Day High School and Tech Prep High School (Equity Multiplier Focus Goal)

Action 5.1 - Hire a full-time Social Worker - Effective - Metric 5.1, (Suspensions) has a decrease of 11.9% for all students and a decrease of 11.9% for SED students at Countryside High School. There was also a decrease of 8.9% for all students, 10.6% for SED students, and 12.8% for Hispanic students at Tech Prep. Metric 5.2, showed an increase in attendance at Countryside of 0.92% and a decrease in attendance at Tech prep of 9.05%.

Action 5.2 - Attendance Rate - Hazel Health - Effective - Metric 5.1, (Suspensions) has a decrease of 11.9% for all students and a decrease of 11.9% for SED students at Countryside High School. There was also a decrease of 8.9% for all students, 10.6% for SED students, and 12.8% for Hispanic students at Tech Prep. Metric 5.2, showed an increase in attendance at Countryside of 0.92% and a decrease in attendance at Tech prep of 9.05%.

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

Reduce the suspension rate of students at Countryside Community Day High School and Tech Prep High School (Equity Multiplier Focus Goal)

Action 5.1 - Hire a full-time RTI Intervention Teacher to work with and support students who are academically behind or need Tier 2 and Tier 3 academic interventions. Move the full-time Social worker out of the LCAP and into the District's Community School's Grant to align with how the other district's social workers are funded.

Action 5.2 - Attendance Rate - Hazel Health - We will keep this action, metrics, and targeted outcomes, however we will increase the budgeted expenditures to \$3,500 for the 2025-2026 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Hire a full-time RTI Intervention Teacher	Hire a full-time RTI Intervention Teacher to work with and support students who are academically behind or need Tier 2 and Tier 3 academic interventions at both Countryside Community Day High School and Tech Prep High School	\$145,900.00	No
5.2	Hazel Health	Provide Students at Tech Prep and Countryside High School Access to Hazel Health, which provides students with online accessibility to physical health care and counseling for social-emotional support.	\$3,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$19,320,241	\$2,154,951

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.896%	0.000%	\$0.00	29.896%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

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

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	<p>Action: Career-technical education courses</p> <p>Need: Our unduplicated students score lower on the College and Career Indicator (EL 20.4%) and (SED 44.8%) than our LEA overall rate of 47.4%. Additionally our unduplicated students score slightly lower on the CTE completer rate (EL 50.5%) and (SED 56.7%) than our LEA overall rate of 56.9%.</p> <p>Accessibility and opportunity for all students, including our EL, Foster Youth, and Low Income students to participate in Career Technical Education (CTE), which connect students to career opportunities and CTE pathways as well.</p> <p>Additionally, our SWD at Mission Oak High School are low performing on the CCI indicator. This action gives these students an opportunity to participate in these programs to increase their College and Career readiness. Even though SWD are not an unduplicated student, 85.4% of our SWD are low-income.</p> <p>Scope: LEA-wide</p>	<p>Our educational partners continue to ask for more course opportunities for their students through our LCAP surveys. Data shows that we continue to close the achievement gap for all students in our CTE completer data and wish to maintain this action for all students.</p> <p>This action will provide all students, including our EL, Foster Youth, and Low Income students throughout the district and SWD at Mission Oak High School, the opportunity to participate in Career Technical Education (CTE), which connects students to career opportunities, job exposure, CTE pathways, industry partners and more in making our students both College and Career ready.</p> <p>In order to most effectively and efficiently implement this action, it is being implemented LEA-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	1.7 and 1.8
1.11	<p>Action: Response to Intervention Teachers (RTI)</p> <p>Need:</p>	In feedback from Educational partners, they have requested more opportunities for their students to have tier 2 interventions provided to them throughout the school day. This action provides unduplicated students the opportunity to have	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, and 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope: Schoolwide</p>	<p>academic support during the school day, in order to improve on core content grades, A-G rates, CAASPP scores and graduation rates.</p> <p>This action will provide a structured Tier 2 intervention for students who need additional time and support academically to remediate coursework, get help and support with homework, or re-take assessments at Tulare Union, Tulare Western, and Mission Oak High Schools.</p> <p>This action will be provided school wide, to the three comprehensive school sites (Mission Oak, Tulare Union, and Tulare Western) because our opportunity education sites already have tier 2 interventions built into their school days.</p>	
1.13	<p>Action: On-Demand Virtual Tutoring</p> <p>Need: TJUHSD has 76% Low-Income, 13% EL (of which 95% are low-income) and 0.9% Foster. Data shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content</p>	<p>Throughout meetings with Educational Partners and while evaluating the needs of our students, more tutoring opportunities for students was identified. Although the district offers tutoring before school, at lunch, and after-school, many students cannot take advantage of this support due to their arrival time at school, their departure time from school, their involvement in clubs or athletics during the lunch break and after-school.</p>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, and 1.17</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates.</p> <p>The Tulare Joint Union High School District continues to prioritize students being College and Career ready. In analyzing data, we have identified performance gaps between student groups.</p> <p>Specifically, this action will help address the lowest performing students on the academic indicator of the dashboard for both ELA and Math. Identified as lowest performing for the Tulare Joint Union High School District in Math, were the EL and Homeless student groups. Identified as lowest performing for school sites in the TJUHSD in ELA, were EL students at Mission Oak and SWD at Tulare Union. Identified as lowest performing for school sites in the TJUHSD in Math, were EL students at Tulare Union and Tulare Western, and SWD at Tulare Union and Mission Oak.</p> <p>Scope: LEA-wide</p>	<p>The district will provide a 24/7 online tutoring option to meet the needs of these students who cannot access tutoring during the school day.</p>	
3.1	<p>Action: Parent Institute for Quality Education (PIQE)</p> <p>Need: Parent participation rates in PIQE have continue to rise, post-COVID 19 and school closures. However, we understand the importance of parent involvement and are</p>	<p>Parents of unduplicated students, specifically EL students and SED students participate in less activities or opportunities. PIQE provides a comprehensive program in which parents learn how to access schools and information to better support their students. The LCAP survey results show that parents want more opportunities to</p>	3.2, 3.3, and 3.4

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	<p>maintaining this action in an effort to continue providing opportunities for more parent involvement at school.</p> <p>Through the process of surveying parents and feedback from parents and staff at educational partner meetings, providing more opportunities to educate parents on how to be more involved in their students academic success was suggested.</p> <p>Scope: LEA-wide</p>	<p>participate and learn about how to be involved at school.</p> <p>PIQE stands for Parent Institute for Quality Education. This is a six-week course that parents can participate in during the day or evening (depending on their own personal schedules). During the course, they learn more about their child's school, how to be involved in their education, what types of questions to ask their students to engage them and support them at home, and they also interact with several school administrators and staff throughout the course, developing important relationships with them. The course culminates in a "graduation" where the parents are celebrated for participating in the course.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.2	<p>Action: Parent Square</p> <p>Need: Through the process of surveying parents and feedback from parents and staff at educational partner meetings, increasing parent communication was recommended.</p> <p>Scope: LEA-wide</p>	<p>Parents of unduplicated students, specifically EL students and SED students participate in less activities or opportunities. The LCAP survey results show that parents want more opportunities to participate and learn about how to be involved at school. Parent Square allows us to improve communication with parents through an App, email, and text messages.</p> <p>Parent Square is an Application (App) that parents can download to their phones, to have real-time access to communication from the schools. Parents can sign-up to receive these messages</p>	3.3

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Action: Counselor positions</p> <p>Need: 76% of our students are low income and 13% of our students are EL, of which 95% are also low-income. All of our students, including our unduplicated students need accessibility to their counselors for support, which is why we are going to maintain this action.</p> <p>In reviewing data with educational partners, the suspension rate for the District is 6.9%. The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p> <p>Scope: Schoolwide</p>	<p>Educational partners have stated at LCAP meetings and through LCAP surveys, that they want their students to have more access to counselors for social-emotional counseling, academic counseling, and college and career counseling.</p> <p>Counselors will work directly with students to provide academic counseling, college and career counseling, and social-emotional counseling aimed specifically at supporting students to reduce the suspension rates at all schools and for all student groups listed above.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented school-wide to benefit all students on the three comprehensive sites (Mission Oak, Tulare Union, and Tulare Western).</p>	3.1, 3.5, 3.6, 3.7, and 3.8
3.5	<p>Action: PBIS Student Incentives</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%.</p>	<p>This action will provide incentives to our school sites to reward all students, specifically our unduplicated students, and reinforce positive behaviors on campus. These incentives for students are identified through each school site's PBIS teams. The purpose behind this action is to support ALL students in making good decisions at school, in an effort to lower the suspension rate for</p>	3.7, 3.8 and 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p> <p>Scope: LEA-wide</p>	<p>the district, school sites, and the above mentioned student groups.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.6	<p>Action: Attendance Coordinator</p> <p>Need: Our LEA maintains one of the highest attendance rates in the County. We would like to maintain this action to support all students, including our unduplicated students, to make sure that they maintain good attendance rates.</p> <p>Student connectedness to school correlates to good attendance, which also correlates to positive behavior on campus. Maintaining good attendance rates leads to positive behavior and academic success for students.</p> <p>Scope: LEA-wide</p>	<p>Educational Partners express the importance of attendance at school in our LCAP survey and appreciate the support they receive in getting students to school.</p> <p>The attendance coordinator works with all school sites, students and parents on improving attendance. The attendance coordinator communicates with parents, makes home visits, and also oversees the Tulare Joint Union High School District SARB committee.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	3.5 and 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.7	<p>Action: Mental Health Services for Countryside High School</p> <p>Need: Countryside High School is an alternative school that provides mental health services to students in need. Additionally, Countryside High School received lowest performing on the California Dashboard for suspensions for All Students and SED students.</p> <p>Scope: Schoolwide</p>	<p>This action is specifically geared towards supporting students at Countryside high school with mental health services in an effort to reduce the suspension rate of all students, including unduplicated students.</p> <p>In providing Mental Health Services for students at Countryside High School, we are supporting students with another tier 2 and tier 3 intervention, specifically focused on supporting students mental health and reducing the suspension rate of all students and SED students at Countryside High School.</p> <p>This action is being implemented at Countryside High School as a result of feedback from educational partners.</p>	3.7 and 3.8
3.8	<p>Action: Additional full-time Psychologists</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%.</p> <p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p>	<p>Maintaining this action will provide the additional support needed for our unduplicated students and the reduction of their suspension rates. Educational partners have expressed the need for more support for students, specifically post-COVID-19, as students continue to struggle with social-emotional issues.</p> <p>In providing additional full-time psychologists, the district will be able to provide more interventions and supports for students to support their social-emotional needs as well as tiered interventions and supports to reduce the suspension rate for all students and the specific student groups listed above.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will</p>	3.7, 3.8, and 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	
3.9	<p>Action: Learning Director at Tech Prep and Countryside High School</p> <p>Need: Countryside High School was identified for CSI (Comprehensive Support and Improvement), specific to ALL students and Low Income (socioeconomically disadvantaged) students scoring lowest performing on the California Dashboard. Tech Prep and Countryside High School are on the same campus and share the same administration.</p> <p>Although Countryside High School is no longer identified for CSI (Comprehensive Support and Improvement), Educational partners were comfortable with keeping this action to support students with SEL, Academic Counseling, and Behavior counseling and interventions to assure student success on campus.</p> <p>Scope: Schoolwide</p>	<p>The Learning Director for both Countryside and Tech Prep high schools will work directly with students in supporting them in these alternative placement settings. The learning director will engage with students by working directly with each student, providing behavioral support, academic counseling, and social behavioral support in an effort to reduce suspensions, encourage positive behavior, and also increase parent involvement.</p> <p>This action will be implemented at Tech Prep and Countryside High School.</p>	3.7, 3.8 and 3.11
3.10	<p>Action: Training staff on how to improve connections between students and create a safe environment</p>	This action will allow all staff to be properly trained to support all students, including our unduplicated students.	3.5, 3.6, 3.7, 3.8, and 3.11

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD). Also, on our survey of students, 23% of the students did not feel the school provided a caring and engaging environment.</p> <p>Scope: LEA-wide</p>	<p>interventions, parent meetings, class observations, and more. They will provide specific tier 2 and tier 3 interventions for students to support positive behavior in an effort to reduce the suspension rates on campus of all students.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.12	<p>Action: Additional LVN</p> <p>Need: Although data shows that we have a strong attendance rate, we wish to maintain this action to continuing supporting students and their health issues in order to maintain as much as possible the high attendance rate of all students, including unduplicated students.</p> <p>Feedback from educational partners identified a need for an LVN at all school sites, to support the health needs of all students.</p> <p>Scope: LEA-wide</p>	<p>An LVN provides a layer of care and support for students on all campuses as they relate to student health needs. All of our students, including unduplicated, have varying health needs, including needing prescription medicine administered to them. This layer of support will help maintain strong student attendance at school.</p> <p>The LVN will allow all school sites to provide services for students by an LVN, to support student the individual health needs of all students.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	3.5 and 3.6
3.13	<p>Action: Rehabilitation Specialists</p> <p>Need:</p>	<p>Educational Partners have expressed a desire for additional supports for all students at site and district meetings and through the LCAP surveys. This action will provide rehabilitation specialists to support unduplicated students in an effort to also</p>	3.5, 3.6, 3.7, 3.8, and 3.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>In reviewing data with educational partners, the suspension rate for the District is 6.9%.</p> <p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD). Also, on our survey of students, 23% of the students did not feel the school provided a caring and engaging environment.</p> <p>Scope: Schoolwide</p>	<p>reduce the suspension rates of our all students, including our unduplicated students.</p> <p>Rehabilitation Specialists will work directly to support students on campuses throughout the district. In an effort to support students' social-emotional well-being, as well as behavior, Rehabilitation Specialists will support students through one-on-one meetings, individual check-ins, group counseling, group interventions, parent meetings, class observations, and more. They will provide specific tier 2 and tier 3 interventions for students to support positive behavior in an effort to reduce the suspension rates on campus of all students.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	
3.14	<p>Action: Drug testing for student-athletes and Drug and alcohol counseling for students</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%. One of the main contributors to the high suspension rates in the district, school sites, and student groups is possession of or use of drugs and alcohol. Over 60% of all suspensions in the LEA are for possession of or use of drugs and alcohol. Of the LEAs suspensions for drugs and alcohol, 95% are socioeconomically disadvantaged, 19.5% are</p>	<p>“LCAP survey results, specifically from students, indicate an increase in students participating in activities related to drugs, alcohol, and vaping. These activities impact a very broad area in relation to students’ abilities to participate in the educational programs of the district successfully and safely.</p> <p>This Action is intended to ensure a safe and healthy environment for all students. By implementing a random drug-testing program for student athletes, the district aims to deter student-athletes from using drugs and alcohol, increase student-athlete engagement and academic</p>	3.5, 3.6, 3.7, and 3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL, 9.1% are foster, 7.3% are homeless, and 17.7% are students with disabilities.</p> <p>Data also shows that our Low-Income and EL students are scoring lower than the overall student population on grades in core content areas, CAASPP scores, College and Career Indicator, EAP rates, A-G rates, and Graduation rates. Our unduplicated students score lower on the College and Career Indicator (EL 20.4%) and (SED 44.8%) than our LEA overall rate of 47.4%. Additionally, our unduplicated students score slightly lower on the CTE completion rate (EL 50.5%) and (SED 56.7%) than our LEA overall rate of 56.9%. In addition, LCAP survey results, specifically from students, indicate an increase in students participating in activities related to drugs, alcohol, and vaping. Many low-income students' families do not possess the fiscal resources to access drug and alcohol counseling services or other services that are related to drug and alcohol use, and therefore many circumstances of parents' children involvement with drugs and alcohol is inadequately addressed or not addressed at all. This directly impacts a student's ability to engage in learning, interact positively with peers on campus, and in some cases play a role in unsafe behavior on campus.</p> <p>The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard</p>	<p>performance, and reduce the risks of injury during athletic activity participation.</p> <p>Through education of students on the dangers and implications of drug and alcohol use, the district will promote a drug-free environment that enhances the overall school climate, making it safer and more conducive to learning, and reduce suspensions due to drug and alcohol-related offenses. In addition, students identified as testing positive for drug use or participating in drug-related activities that violate the district's drug and alcohol policy will receive tier 2 intervention. The district will also provide drug and alcohol counseling to any student on a volunteer basis.</p> <p>Because involvement in drug-related activities can involve any student (not just Unduplicated Pupils) and impact the greater whole, this Action will support drug and alcohol related education for all students and the needs of any student needing intervention and services, and therefore will be implemented LEA-wide."</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD).</p> <p>Scope: LEA-wide</p>		
3.17	<p>Action: Additional Performing Arts Teachers</p> <p>Need: Students have directly requested more opportunities to participate in these Fine Arts programs through the LCAP survey, and this includes specific questions regarding student connectivity to school.</p> <p>Improving student connectivity to school in an effort to reduce suspensions on campus. Accessibility and opportunities for all students, including EL, Foster Youth, and Low Income students, to participate in more performing arts classes.</p> <p>Scope: LEA-wide</p>	<p>All of our students, including our unduplicated students, may not have the opportunity to participate in programs like this outside of school. The cost of participating in outside dance organizations can be very expensive. Giving all of our students the opportunity to participate in these programs not only gives them a great fine art experience, but builds on their connectivity to school and a sense of belonging and accomplishment.</p> <p>By creating this action, all students, including EL, Foster Youth, and Low Income students will have more opportunities to feel connected to school by participating in Choir and Dance programs throughout the Tulare Joint Union High School District. Additionally, this action will help with the necessary supplies, equipment, and uniforms that are required of students who participate in these programs, allowing more students to access these programs.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	3.5, 3.6, and 3.11

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

Limited Actions

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Also, EL students at Tulare Union and Tulare Western have been identified as low performing on the Math academic indicator.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.15	<p>Action: IRC (Intervention Resource Classrooms)</p> <p>Need: In reviewing data with educational partners, the suspension rate for the District is 6.9%. The District also has the following student groups as lowest performing on the California Dashboard: EL, Homeless, and SWD. Additionally, the following school sites have lowest performing on the California Dashboard in suspensions for the following student groups: Countryside (All Students and SED), Mission Oak (EL, SED, and SWD), Tulare Union (EL and African American) and Tulare Western (Homeless and SWD). The Tulare Joint Union High School District has a Socioeconomically Disadvantaged rate of 79.5% For the Tulare Joint Union High School District Student's with Disabilities, 85.4% of these students are identified as low income, therefore this action is contributing.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The Intervention Resource Classrooms (IRC) are being offered to provide additional support for students with disabilities, who are also low income, with challenging behaviors. This action provides a small classroom setting with a certificate teacher and two rehabilitation specialists who support the students academically, and with social-emotional skills. This action is directed at supporting these students in making good decisions as well as reducing the suspension rate among students with disabilities.	3.7 and 3.8
4.1	<p>Action: Full-time Special Education Instructional Aides</p>	Students with disabilities need additional support within the classroom during instructional time.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

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

Additional Concentration Grant Funding

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

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

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

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

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

Goal #4 - Action #3 - Speech Language Pathologist

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

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	64,625,916	19,320,241	29.896%	0.000%	29.896%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$20,769,765.00	\$1,267,100.00	\$0.00	\$0.00	\$22,036,865.00	\$20,571,565.00	\$1,465,300.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Reading Intervention Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$85,000.00	\$85,000.00				\$85,000.00	
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD services from Solution Tree.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$210,000.00	\$168,800.00	\$378,800.00				\$378,800.00	
1	1.3	Data management system	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
1	1.4	Courses for advancement and credit recovery through summer school, winter intercession and before and after school	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$786,165.00	\$0.00	\$786,165.00				\$786,165.00	
1	1.5	Expository Reading and Writing Course as the senior English class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$1,000,000.00	\$0.00	\$1,000,000.00				\$1,000,000.00	
1	1.6	PLC core content leads	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$78,750.00	\$0.00	\$78,750.00				\$78,750.00	
1	1.7	Mathematics coaches	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union,	Ongoing	\$545,000.00	\$0.00	\$545,000.00				\$545,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							and Tulare Western 9-12									
1	1.8	Honors and Advanced Placement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$3,725,000.00	\$0.00	\$3,725,000.00				\$3,725,000.00	
1	1.9	Linked Learning Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$680,000.00	\$0.00	\$680,000.00				\$680,000.00	
1	1.10	Career-technical education courses	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$4,700,000.00	\$0.00	\$4,700,000.00				\$4,700,000.00	
1	1.11	Response to Intervention Teachers (RTI)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union and Tulare Western 9-12	Ongoing	\$435,000.00	\$0.00	\$435,000.00				\$435,000.00	
1	1.12	Math Lab Classes	All	No			Specific Schools: Mission Oak, Tulare Union and Tulare Western High Schools 9-12	Ongoing	\$1,117,700.00	\$0.00		\$1,117,700.00			\$1,117,700.00	
1	1.13	On-Demand Virtual Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$62,000.00	\$62,000.00				\$62,000.00	
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	Ongoing	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
2	2.2	ELD Coaches	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Tulare Union, Tulare Western and Mission Oak 9-12	Ongoing	\$255,000.00	\$0.00	\$255,000.00				\$255,000.00	
2	2.3	English Language Development Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
3	3.1	Parent Institute for Quality Education (PIQE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$2,000.00	\$42,000.00	\$44,000.00				\$44,000.00	
3	3.2	Parent Square	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$31,500.00	\$31,500.00				\$31,500.00	
3	3.3	Increase participation in Site and District Parent Meetings	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$17,000.00	\$17,000.00				\$17,000.00	
3	3.4	Counselor positions	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western, Mission Oak 9-12	Ongoing	\$2,020,000.00	\$0.00	\$2,020,000.00				\$2,020,000.00	
3	3.5	PBIS Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	
3	3.6	Attendance Coordinator	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$163,430.00	\$0.00	\$163,430.00				\$163,430.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Mental Health Services for Countryside High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Countryside High School 9-12	Ongoing	\$116,620.00	\$0.00	\$116,620.00				\$116,620.00	
3	3.8	Additional full-time Psychologists	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$1,360,000.00	\$0.00	\$1,360,000.00				\$1,360,000.00	
3	3.9	Learning Director at Tech Prep and Countryside High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Tech Prep and Countryside 9-12	Ongoing	\$172,000.00	\$0.00	\$172,000.00				\$172,000.00	
3	3.10	Training staff on how to improve connections between students and create a safe environment	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	Ongoing	\$19,400.00	\$448,300.00	\$467,700.00				\$467,700.00	
3	3.11	Full-time social workers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$500,000.00	\$0.00	\$500,000.00				\$500,000.00	
3	3.12	Additional LVN	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$100,600.00	\$0.00	\$100,600.00				\$100,600.00	
3	3.13	Rehabilitation Specialists	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	Ongoing	\$420,000.00	\$0.00	\$420,000.00				\$420,000.00	
3	3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$302,200.00	\$302,200.00				\$302,200.00	
3	3.15	IRC (Intervention Resource Classrooms)	Low Income	Yes	Limited to Unduplicated Student	Low Income	Specific Schools: Mission Oak, Tulare	Ongoing	\$1,000,000.00	\$0.00	\$1,000,000.00				\$1,000,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)		Union and Tulare Western 9-12									
3	3.16							Ongoing								
3	3.17	Additional Performing Arts Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$212,000.00	\$50,000.00	\$262,000.00				\$262,000.00	
3	3.18	Web filtering Software to monitor technology use pertaining to safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	Ongoing	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
4	4.1	Full-time Special Education Instructional Aides	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	ongoing	\$630,000.00	\$0.00	\$630,000.00				\$630,000.00	
4	4.2	Additional Tutoring Opportunities	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools 9-12	ongoing	\$7,000.00	\$0.00	\$7,000.00				\$7,000.00	
4	4.3	Speech Language Pathologist	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	ongoing	\$165,000.00	\$0.00	\$165,000.00				\$165,000.00	
5	5.1	Hire a full-time RTI Intervention Teacher	All	No			Specific Schools: Tech Prep and Countryside High Schools 9-12	ongoing	\$145,900.00	\$0.00		\$145,900.00			\$145,900.00	
5	5.2	Hazel Health	All	No			Specific Schools: Tech	Ongoing	\$0.00	\$3,500.00		\$3,500.00			\$3,500.00	

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

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
64,625,916	19,320,241	29.896%	0.000%	29.896%	\$20,769,765.00	0.000%	32.138 %	Total:	\$20,769,765.00
								LEA-wide Total:	\$14,949,145.00
								Limited Total:	\$2,112,000.00
								Schoolwide Total:	\$3,708,620.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Reading Intervention Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$85,000.00	
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD services from Solution Tree.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$378,800.00	
1	1.3	Data management system	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$80,000.00	
1	1.4	Courses for advancement and credit recovery through summer school, winter intercession and before and after school	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$786,165.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	Expository Reading and Writing Course as the senior English class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,000,000.00	
1	1.6	PLC core content leads	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$78,750.00	
1	1.7	Mathematics coaches	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	\$545,000.00	
1	1.8	Honors and Advanced Placement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$3,725,000.00	
1	1.9	Linked Learning Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$680,000.00	
1	1.10	Career-technical education courses	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$4,700,000.00	
1	1.11	Response to Intervention Teachers (RTI)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union and Tulare Western 9-12	\$435,000.00	
1	1.13	On-Demand Virtual Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$62,000.00	
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	\$5,000.00	
2	2.2	ELD Coaches	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Tulare Union, Tulare Western and Mission Oak 9-12	\$255,000.00	
2	2.3	English Language Development Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools 9-12	\$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Parent Institute for Quality Education (PIQE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$44,000.00	
3	3.2	Parent Square	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$31,500.00	
3	3.3	Increase participation in Site and District Parent Meetings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$17,000.00	
3	3.4	Counselor positions	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tulare Union, Tulare Western, Mission Oak 9-12	\$2,020,000.00	
3	3.5	PBIS Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$45,000.00	
3	3.6	Attendance Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$163,430.00	
3	3.7	Mental Health Services for Countryside High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Countryside High School 9-12	\$116,620.00	
3	3.8	Additional full-time Psychologists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$1,360,000.00	
3	3.9	Learning Director at Tech Prep and Countryside High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tech Prep and Countryside 9-12	\$172,000.00	
3	3.10	Training staff on how to improve connections between students and create a safe environment	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	\$467,700.00	
3	3.11	Full-time social workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$500,000.00	
3	3.12	Additional LVN	Yes	LEA-wide	English Learners Foster Youth	All Schools 9-12	\$100,600.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.13	Rehabilitation Specialists	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	\$420,000.00	
3	3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$302,200.00	
3	3.15	IRC (Intervention Resource Classrooms)	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Mission Oak, Tulare Union and Tulare Western 9-12	\$1,000,000.00	
3	3.17	Additional Performing Arts Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$262,000.00	
3	3.18	Web filtering Software to monitor technology use pertaining to safety	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 9-12	\$80,000.00	
4	4.1	Full-time Special Education Instructional Aides	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Mission Oak, Tulare Union, and Tulare Western 9-12	\$630,000.00	
4	4.2	Additional Tutoring Opportunities	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools 9-12	\$7,000.00	
4	4.3	Speech Language Pathologist	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$165,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$22,430,881.00	\$21,355,225.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Reading Intervention Program	Yes	\$125,000.00	\$115,000
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD services from Solution Tree.	Yes	\$1,267,935.00	\$375,000
1	1.3	Data management system	Yes	\$85,000.00	\$94,836
1	1.4	Courses for advancement and credit recovery through summer school, winter intercession and before and after school	Yes	\$789,045.00	\$715,725
1	1.5	Expository Reading and Writing Course as the senior English class	Yes	\$1,038,180.00	\$998,770
1	1.6	PLC core content leads	Yes	\$79,750.00	\$78,202
1	1.7	Mathematics coaches	Yes	\$541,800.00	\$565,172
1	1.8	Honors and Advanced Placement	Yes	\$3,649,780.00	\$3,859,881
1	1.9	Linked Learning Pathways	Yes	\$654,730.00	\$695,674
1	1.10	Career-technical education courses	Yes	\$4,978,540.00	\$4,454,802

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Response to Intervention Teachers (RTI)	Yes	\$427,720.00	\$448,955
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Yes	\$11,030.00	\$9,500
2	2.2	ELD Coaches	Yes	\$262,950.00	\$262,658
2	2.3	English Language Development Program	Yes	\$50,000.00	\$47,400
3	3.1	Parent Institute for Quality Education (PIQE)	Yes	\$66,400.00	58,900
3	3.2	Parent Square	Yes	\$32,600.00	\$31,073
3	3.3	Increase participation in Site and District Parent Meetings	Yes	\$6,000.00	\$16,288
3	3.4	Counselor positions	Yes	\$2,075,860.00	\$2,103,735
3	3.5	PBIS Student Incentives	Yes	\$45,000.00	\$45,000
3	3.6	Attendance Coordinator	Yes	\$162,640.00	\$161,720
3	3.7	Mental Health Services for Countryside High School	Yes	\$110,000.00	\$105,000
3	3.8	Additional full-time Psychologists	Yes	\$1,377,540.00	\$1,391,380
3	3.9	Learning Director at Tech Prep and Countryside High School	Yes	\$185,980.00	\$177,591

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Training to staff on how to improve connections between students and create a safe environment	Yes	\$500,000.00	\$463,850
3	3.11	Full-time social workers	Yes	\$710,600.00	\$685,250
3	3.12	Additional LVN	Yes	\$100,240.00	\$102,445
3	3.13	Rehabilitation Specialists	Yes	\$336,360.00	\$428,858
3	3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	Yes	\$302,200.00	\$302,187
3	3.15	IRC (Intervention Resource Classrooms)	Yes	\$1,011,920.00	\$1,032,494
3	3.16	Rehabilitation Specialist	Yes	\$116,290.00	\$118,377
3	3.17	Additional Performing Arts Teachers	Yes	\$325,600.00	\$298,510
3	3.18	Web filtering Software to monitor technology use pertaining to safety	Yes	\$70,000.00	\$78,240
4	4.1	Full-time Special Education Instructional Aides	Yes	\$640,390.00	\$654,230
4	4.2	Additional Tutoring Opportunities	Yes	\$12,180.00	\$10,800
4	4.3	Speech Language Pathologist	Yes	\$133,720.00	\$235,875
5	5.1	Hire a full-time Social Worker	No	\$145,900.00	\$128,445
5	5.2	Hazel Health	No	\$2,001.00	\$3,402

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

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
19,346,976	\$22,282,980.00	\$21,174,903.00	\$1,108,077.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reading Intervention Program	Yes	\$125,000.00	115,000		
1	1.2	Professional development focused on sustaining PLC Culture, common core math standards, and Next Generation Science Standards. Contract for PD services from Solution Tree.	Yes	\$1,267,935.00	375,000		
1	1.3	Data management system	Yes	\$85,000.00	94,836		
1	1.4	Courses for advancement and credit recovery through summer school, winter intercession and before and after school	Yes	\$789,045.00	675,000		
1	1.5	Expository Reading and Writing Course as the senior English class	Yes	\$1,038,180.00	998,770		
1	1.6	PLC core content leads	Yes	\$79,750.00	78,202		
1	1.7	Mathematics coaches	Yes	\$541,800.00	565,172		
1	1.8	Honors and Advanced Placement	Yes	\$3,649,780.00	3,859,881		
1	1.9	Linked Learning Pathways	Yes	\$654,730.00	695,674		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.10	Career-technical education courses	Yes	\$4,978,540.00	4,454,802		
1	1.11	Response to Intervention Teachers (RTI)	Yes	\$427,720.00	448,955		
2	2.1	Staff development on embedding ELD standards and instructional strategies in core classes.	Yes	\$11,030.00	1,750		
2	2.2	ELD Coaches	Yes	\$262,950.00	262,658		
2	2.3	English Language Development Program	Yes	\$50,000.00	47,400		
3	3.1	Parent Institute for Quality Education (PIQE)	Yes	\$66,400.00	58,900		
3	3.2	Parent Square	Yes	\$32,600.00	31,073		
3	3.3	Increase participation in Site and District Parent Meetings	Yes	\$6,000.00	16,288		
3	3.4	Counselor positions	Yes	\$2,075,860.00	2,103,735		
3	3.5	PBIS Student Incentives	Yes	\$45,000.00	45,000		
3	3.6	Attendance Coordinator	Yes	\$162,640.00	161,720		
3	3.7	Mental Health Services for Countryside High School	Yes	\$110,000.00	105,000		
3	3.8	Additional full-time Psychologists	Yes	\$1,377,540.00	1,391,380		
3	3.9	Learning Director at Tech Prep and Countryside High School	Yes	\$185,980.00	177,591		
3	3.10	Training to staff on how to improve connections between students and create a safe environment	Yes	\$500,000.00	463,850		
3	3.11	Full-time social workers	Yes	\$710,600.00	685,250		
3	3.12	Additional LVN	Yes	\$100,240.00	102,445		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.13	Rehabilitation Specialists	Yes	\$336,360.00	428,858		
3	3.14	Drug testing for student-athletes and Drug and alcohol counseling for students	Yes	\$302,200.00	302,187		
3	3.15	IRC (Intervention Resource Classrooms)	Yes	\$1,011,920.00	1,032,494		
3	3.16	Rehabilitation Specialist	Yes	\$116,290.00	118,377		
3	3.17	Additional Performing Arts Teachers	Yes	\$325,600.00	298,510		
3	3.18	Web filtering Software to monitor technology use pertaining to safety	Yes	\$70,000.00	78,240		
4	4.1	Full-time Special Education Instructional Aides	Yes	\$640,390.00	654,230		
4	4.2	Additional Tutoring Opportunities	Yes	\$12,180.00	10,800		
4	4.3	Speech Language Pathologist	Yes	\$133,720.00	235,875		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
63,170,705	19,346,976	1.691%	32.318%	\$21,174,903.00	0.000%	33.520%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

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