

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

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

LEA Name	Contact Name and Title	Email and Phone
Tracy Joint USD	Tania Salinas Director of Continuous Improvement, State and Federal Programs	tsalinas@tusd.net 209 830-3200

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

DRAFT

# Goal 1

Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            1.a- Teachers Appropriately Assigned and Fully Credentialed in Subject Areas</p> <p><b>19-20</b>            1.a- 95% of TUSD teachers will be appropriately assigned and fully credentialed in the subject areas and for the students they are teaching as verified by the SARC Report.</p> <p><b>Baseline</b>            1.a- 93.4% of TUSD teachers were appropriately assigned and fully credentialed in the subject areas and for the students they are teaching during the 2016-17 school year as verified by the 2016-17 SARC Report.</p>	<p>1.a 97.10% as verified by the SARC Report for 2019-20 school year.</p>
<p><b>Metric/Indicator</b>            1.b.- Sufficient Access to Standards Aligned Instructional Materials</p> <p><b>19-20</b></p>	<p>1.b- 100% of students as verified by the SARC Report for 2019-20 school year.</p>

Expected	Actual
<p>1.b- 100% of students in TUSD will have sufficient access to the standards aligned instructional materials as verified by the SARC Report. This target will be maintained annually.</p> <p><b>Baseline</b> 1.b- 100% of students in TUSD had sufficient access to standards aligned instructional materials as verified by the 2016-17 SARC Report.</p>	
<p><b>Metric/Indicator</b> 1.c- School Facilities maintained in good repair</p> <p><b>19-20</b> 1.c- 100% of school facilities will be maintained in good repair as verified by the FIT Report.</p> <p><b>Baseline</b> 1.c- 55.6% of school facilities were maintained in good repair as verified by the 2016-17 FIT Report.</p>	<p>1.c- 94% of school facilities maintained in good repair as verified by the FIT Report for 2019-20 school year.</p>
<p><b>Metric/Indicator</b> 2.a- Implementation of State Standards</p> <p><b>19-20</b> 2.a- TUSD will fully implement CA Standards for ELA/ELD and Math (K-12).</p> <ul style="list-style-type: none"> <li>• Use of ELA /ELD Units of Study assessments will be monitored annually.</li> <li>• Use of Math Units of Study assessments will be monitored annually.</li> <li>• All teachers of Science (K-12) will be trained to implement the NGSS standards; full implementation will be monitored annually by the number of teachers using unit assessments.</li> </ul>	<p>2.a- Implemented CA Standards for ELA/ELD and Math (K-12):</p> <p>2019-20 Data</p> <p>Subject # of Teachers            ELA/ELD - 474            Math - 365            NGSS - 343</p>

Expected	Actual
<p>2019-2020 Projections</p> <p>2.a- TUSD will fully implement CA Standards for ELA/ELD and Math (K-12).</p> <ul style="list-style-type: none"> <li>• Use of ELA /ELD Units of Study assessments will be monitored annually.</li> <li>• Use of Math Units of Study assessments will be monitored annually.</li> <li>• All teachers of Science (K-12) will be trained to implement the NGSS standards; full implementation will be monitored annually by the number of teachers using unit assessments.</li> </ul> <p><b>Baseline</b></p> <p>2.a- TUSD continues to implement CA Standards for ELA/ELD and Math (K-12).</p> <ul style="list-style-type: none"> <li>• Use of ELA /ELD Units of Study assessments was monitored during the year.</li> <li>• Use of Math Units of Study assessments was monitored during the year.</li> <li>• Teachers were trained in the NGSS standards.</li> </ul> <p>2016-17 Baseline Data Use of Unit Assessments and NGSS Trainings</p> <p>Subject # - of Teachers ELA/ELD - 310 Math - 235</p>	<p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-45deg);">DRAFT</p>

Expected	Actual
NGSS - 341	
<p><b>Metric/Indicator</b> 2.b- Implementation of State Standards: EL's</p> <p><b>19-20</b> 2.b- 100% of EL students will be placed in appropriate programs to support their English language development while receiving instruction on CA Standards as verified by CALPADS. TUSD will continue to provide programs and services designed to accelerate pupil access to CA Standards as verified by Principal observations and Walk-Throughs.</p> <p><b>Baseline</b> 2.b- 100% of EL students were placed in appropriate programs to support their English language development while receiving instruction on CA Standards as verified by the 2015-16 CALPADS report.</p>	<p>2.b- 100% of EL students were placed in appropriate programs to support their English language development while receiving instruction on CA Standards as verified by CALPADS for 2019-20 school year.</p>
<p><b>Metric/Indicator</b> 4.a- Statewide Assessments</p> <p><b>19-20</b> 4.a- Smarter Balanced Summative Assessment Reporting: (CAASPP)</p> <p>Expected 2018-19 CAASPP RESULTS</p> <p>Participation rate:</p> <ul style="list-style-type: none"> <li>• English: 98%</li> <li>• Math: 98%</li> <li>• Science: N/A</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>• All: 45%</li> <li>• 5th: 41%</li> <li>• 8th: 49%</li> </ul>	<p>4.a CAASPP Results for 2018-19 school year:</p> <p>Participation Rate:</p> <ul style="list-style-type: none"> <li>• English 97.73%</li> <li>• Math 98.10%</li> <li>• Science 96%</li> </ul> <p>English: % Met and/or Exceeded</p> <ul style="list-style-type: none"> <li>• All 43.81%</li> <li>• 5th 38.14%</li> <li>• 8th 39.09%</li> <li>• 10th N/A</li> <li>• 11th 61.88%</li> </ul> <p>Math: % Met and/or Exceeded</p> <ul style="list-style-type: none"> <li>• All 31.04%</li> <li>• 5th 26.22%</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>• 10th: N/A</li> <li>• 11th: 58%</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>• All: 33%</li> <li>• 5th: 28%</li> <li>• 8th: 33%</li> <li>• 10th: N/A</li> <li>• 11th: 33%</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• Fall testing</li> <li>• 2nd year of operational testing</li> </ul> <p><b>Baseline</b> 2015-16 CAASPP RESULTS:</p> <p>Participation rate:</p> <ul style="list-style-type: none"> <li>• English: 97%</li> <li>• Math: 97%</li> <li>• Science: 94%</li> </ul> <p>English:</p> <ul style="list-style-type: none"> <li>• All: 40%</li> <li>• 5th: 33%</li> <li>• 8th: 44%</li> <li>• 10th: N/A</li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>• All: 28%</li> <li>• 5th: 21%</li> <li>• 8th: 28%</li> <li>• 10th: N/A</li> </ul> <p>Science:</p> <ul style="list-style-type: none"> <li>• All: Only administered to grades 5, 8, 10</li> <li>• 5th: 43%</li> </ul>	<ul style="list-style-type: none"> <li>• 8th 28.43%</li> <li>• 10th N/A</li> <li>• 11th 31.08%</li> </ul> <p>Science: % Met and/or Exceeded</p> <ul style="list-style-type: none"> <li>• All 25.32%</li> <li>• 5th 20.77%</li> <li>• 8th 24.25%</li> <li>• 10th N/A</li> <li>• 11th 34.95%</li> <li>• 12th 28.37%</li> </ul>

DRAFT

Expected	Actual
<ul style="list-style-type: none"> <li>• 8th: 56%</li> <li>• 10th: 52%</li> </ul>	
<p><b>Metric/Indicator</b> 4.b- Academic Performance Index</p> <p><b>19-20</b> 4.b- API Calculations were suspended by the State Board of Education and have been replaced by the California School Dashboard.</p> <p><b>Baseline</b> 4.b- API Calculations were suspended by the State Board of Education and have been replaced by the California School Dashboard.</p>	<p>4.b- API Calculations suspended by the State Board of Education and have been replaced by the California School Dashboard for 2019-20 school year.</p>
<p><b>Metric/Indicator</b> 4.c- Percent of students successfully completing A-G courses</p> <p><b>19-20</b> 4.c- Percentage of students who have successfully completed courses that satisfy the requirements for entrance to the UC, CSU, or career technical education sequences or programs of study that align with state board-approved Career Technical Education standards and frameworks will increase annually by 5% as verified by CALPADS.</p> <p><b>Baseline</b> 4.c- The percentage of students who successfully completed courses that satisfy the requirements for entrance to the UC, CSU, or career technical education sequences or programs of study that align with state board-approved Career Technical Education standards and frameworks in 2015-16 was 35.8% as verified by CALPADS.</p>	<p>4.c 33% of students met a-g requirements, a decrease of 1% as verified by CALPADS for 2019-20 school year.</p>
<p><b>Metric/Indicator</b> 4.d. English Learner progress toward English Proficiency</p> <p><b>19-20</b></p>	<p>4.d Fall 2019 California Dashboard ELPAC results:</p> <p>Performance Level: Medium District: 54.1%</p>

Expected	Actual
<p>4.d- Percentage of English learners learning English will increase by 1% well developed annually as measured by the CA School Dashboard.</p> <p><b>Baseline</b> 4.d- The percentage of English learners learning English in 2015-2016 was 58.2% as measured by CELDT (AMAO 1).</p>	<p>State: 48.3%</p>
<p><b>Metric/Indicator</b> 4.d. English Learner progress toward English Proficiency</p> <p><b>19-20</b> 4.d- Percentage of English learners in language instruction educational programs fewer than 5 years will increase annually by 1% well developed; the percent of English learners in instructional educational programs more than 5 years will decrease by 1% as measured by ELPAC.</p> <p><b>Baseline</b> 4.d- The percent of English learners in language instruction educational programs fewer than 5 years in 2015-16 was 24.5%, and the percent in language instruction educational programs more than 5 years was 51.4% as measured by CELDT (AMAO 2).</p>	<p>4.d Due to the implementation of the California School Dashboard, AMAO 1 and AMAO 2 are no longer reported. The English Learner Progress Indicator is now used.</p>
<p><b>Metric/Indicator</b> 4.e- English Learner Reclassification</p> <p><b>19-20</b> 4.e- 10% of English Learners will be reclassified as verified by the CALPADS CDE report.</p> <p><b>Baseline</b> 4.e- The percent of English Learners that were reclassified as verified by the CALPADS CDE report was 7.5% in the 2015-16 school year.</p>	<p>4.e 12% as verified by Dataquest, an increase of 6% for 2018-19 school year.</p>
<p><b>Metric/Indicator</b> 4.f- Percent of students passing Advanced Placement (AP) Exams</p>	<p>Percentage of students who passed an AP exam with a 3 or higher in the 2018-19 school year was 66%; maintained the same increase as in 2017-18 at 1% as verified by the AP Exam.</p>



Expected	Actual
<p><b>19-20</b> 4.f- Percentage of students who have passed an AP exam with a 3 or higher will increase by 5% as verified by the AP Exam Report.</p> <p><b>Baseline</b> 4.f- The percent of students who passed an AP exam with a 3 or higher in the 2015-16 school year as verified by the AP Exam Report was 68%.</p>	
<p><b>Metric/Indicator</b> 4.g.- Percent of students demonstrating college preparedness Early Assessment Program exam (EAP)</p> <p><b>19-20</b> 4.g- The percentage of students in 11th grade who demonstrate college preparedness, ready or conditionally ready, in English Language Arts and Mathematics on the Early Assessment Program, will increase annually by 5% in ELA and Math as measured by CAASPP.</p> <p><b>Baseline</b> 4.g- The percentage of students in 11th grade who participated in and demonstrated college preparedness in Mathematics and English Language Arts pursuant to, the Early Assessment Program, as measured by CAASPP in 2015-16 was 56% for College English and 31% for College Mathematics.</p>	<p>4.g As measured by CAASPP for 2018-19 school year:</p> <ul style="list-style-type: none"> <li>• ELA 61.88%</li> <li>• Mathematics 31.08%</li> </ul>
<p><b>Metric/Indicator</b> 5.a- School attendance rate</p> <p><b>19-20</b> 5.a- Maintain attendance at or above 95% as verified by Aeries.</p> <p><b>Baseline</b> 5.a- The attendance rate in the 2015-16 school year was 93.6% as verified by Aeries reports.</p>	<p>5.a 91.6% Attendance rate, decreased 1.1% as verified by Aeries for 2018-19 school year.</p>
<p><b>Metric/Indicator</b> 5.b- Chronic Absenteeism rate</p>	<p>5.b 9.2% Chronic Absenteeism rate, declined 0.8% as verified by CA School Dashboard for 2018-19 school year.</p>

Expected	Actual
<p><b>19-20</b> 5.b- Decrease the chronic absenteeism rate by 1% as verified by CDE.</p> <p><b>Baseline</b> 5.b- The chronic absenteeism rate in 2015-16 was 6.4% as verified by Aeries reports.</p>	
<p><b>Metric/Indicator</b> 5.c.- Middle School Drop Out rate</p> <p><b>19-20</b> 5.c- Maintain the middle school dropout rate below 1% as verified by CALPADS.</p> <p><b>Baseline</b> 5.c- The middle school dropout rate in 2015-16 was 0.15% as verified by CALPADS.</p>	<p>5.c 0.1% Middle School Dropout rate, decreased 0.3% as verified by CALPADS for 2018-19 school year.</p>
<p><b>Metric/Indicator</b> 5.d- High School Drop Out Rate</p> <p><b>19-20</b> 5.d- Decrease the high school dropout rate by 1% as verified by CALPADS.</p> <p><b>Baseline</b> 5.d- The high school dropout rate in 2015-16 was 4.7% as verified by CALPADS.</p>	<p>5.d 3.4% High School Dropout rate, decreased 2.1% as verified by CALPADS for 2018-19 school year.</p>
<p><b>Metric/Indicator</b> 5.e- High School Graduation rate</p> <p><b>19-20</b> 5.e- Increase the high school graduation rate by 1% as verified by CALPADS.</p> <p><b>Baseline</b> 5.e The high school graduation rate in 2015-16 was 94.2% as verified by CALPADS.</p>	<p>5.e 90.2% High School graduation rate, maintained -0.1% as verified by CA School Dashboard for 2018-19 school year.</p>
<p><b>Metric/Indicator</b></p>	<p>7.a All K-12 students had access to a broad course of study, as verified by CALPADS for 2019-20 school year.</p>

Expected	Actual
<p>7.a- Broad Course of Study</p> <p><b>19-20</b></p> <p>7.a- All students in grades K-12 will have access to and will be enrolled in a broad course of study that includes but is not limited to English Language Arts, Mathematics, Social Science, Science, Visual and Performing Arts, Health, not less than 200 minutes each, 10 days of Physical Education, and Study Skills. The District will continue to offer all students a broad course of study, as verified by district and school site implementation records.</p> <p><b>Baseline</b></p> <p>7.a- All K-12 students had access to a broad course of study, as verified by CALPADS.</p>	
<p><b>Metric/Indicator</b></p> <p>7.b- Programs/Services developed and provided to Unduplicated Students</p> <p><b>19-20</b></p> <p>7.b- All students in grades K-12 will have access to and will be enrolled in a broad course of study that includes but is not limited to English Language Arts, Mathematics, Social Science, Science, Visual and Performing Arts, Health, not less than 200 minutes each, 10 days of Physical Education, and Study Skills. The District will continue to offer all students a broad course of study, as verified by district and school site implementation records.</p> <p><b>Baseline</b></p> <p>7.b- In addition to a broad course of study offered to all students, unduplicated students received additional support programs and services through one- to-one or small group instruction on a regular basis, extended year program opportunities, Boys and Girls Club tutoring daily, Valley Community Mental Health Services, and a wide variety of school site supplemental intervention programs. The district implemented these programs and services as verified by district and school site implementation records.</p>	<p>7.b The District continues to offer all students a broad course of study, as verified by district and school site implementation records for school year 2019-20.</p>

Expected	Actual
<p><b>Metric/Indicator</b> 7.c- Programs/Services developed and provided to individuals with exceptional needs</p> <p><b>19-20</b> 7.c- In addition to a broad course of study offered to all students, students with exceptional needs will receive additional support programs and services through one-to-one or small group instruction on a regular basis, extended year program opportunities, onsite resource support class, and/or Speech and Language, as outlined in each student's IEP. These services consist of push-in/pull- out; one-on-one and small group instruction, led by a fully credentialed teacher. The district will continue to offer these programs and services as verified by district and school site implementation records and SEIS data. The district will also provide virtual speech therapy to meet the growing needs of students that require speech therapy with the district's limited resources of Speech Pathologists. In addition, TUSD transitioned to an Inclusion Model for Middle Schools and High Schools.</p> <p><b>Baseline</b> 7.c- In addition to a broad course of study offered to all students, students with exceptional needs received additional support programs and services through one-to-one or small group instruction on a regular basis, extended year program opportunities, onsite resource support class, and/or Speech and Language, as outlined in each student's IEP. These services consisted of push-in/pull- out; one-on-one and small group instruction, led by a fully credentialed teacher. The district offered these programs and services as verified by district and school site implementation records and SEIS data.</p>	<p>7.c- In addition to a broad course of study offered to all students, students with exceptional needs receive additional support programs and services through one-to-one or small group instruction on a regular basis, extended year program opportunities, onsite resource support class, and/or Speech and Language, as outlined in each student's IEP. These services consist of push-in/pull- out; one-on-one and small group instruction, led by a fully credentialed teacher. The district continues to offer these programs and services as verified by district and school site implementation records and SEIS data. The district will also provide virtual speech therapy to meet the growing needs of students that require speech therapy with the district's limited resources of Speech Pathologists. In addition, TUSD has transitioned to an Inclusion Model for Middle Schools and High Schools for 2019-20 school year.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide all basic services as defined in TUSD Resolution 10-04; Clarifying the Primary and Secondary Purposes and Functions of the Tracy Unified School District, and Discerning Core Services from Supplemental Services, and additional instructional minutes beyond state minimum requirement to close the achievement gap.</p>	<p>1000-1999: Certificated Personnel Salaries            2000-2999: Classified Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies            5000-5999: Services And Other Operating Expenditures            LCFF/Special Education            \$110,385,164.62</p>	<p>1000-1999: Certificated Personnel Salaries            2000-2999: Classified Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies            5000-5999: Services And Other Operating Expenditures            LCFF/Special Education            \$110,385,164.62</p>
<p>2. Continue to provide Professional Development for the implementation of K-12 CA standards in ELA/ELD, Literacy, and Math, on Early Release Mondays and Buy Back Days for teachers and paraprofessionals to ensure students are on grade level.</p>	<p>1000-1999: Certificated Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies            5000-5999: Services And Other Operating Expenditures            LCFF \$4,078,068.79</p>	<p>1000-1999: Certificated Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies            5000-5999: Services And Other Operating Expenditures            LCFF \$4,975,184.91</p>
<p>3. EL Coordinator will continue to train and work collaboratively with the ELD Steering Committee to assist in the implementation of EL services to support all second language learners in TUSD.</p>	<p>1000-1999: Certificated Personnel Salaries            3000-3999: Employee Benefits            5000-5999: Services And Other Operating Expenditures            Title III \$234,128.66</p>	<p>1000-1999: Certificated Personnel Salaries            3000-3999: Employee Benefits            5000-5999: Services And Other Operating Expenditures            Title III \$223,925.93</p>
<p>4. Continue to provide LTEL (Long-Term English Learner) counselor to increase support to long-term English Learners.</p>	<p>1000-1999: Certificated Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies</p>	<p>1000-1999: Certificated Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Title III \$183,717.36	5000-5999: Services And Other Operating Expenditures Title III \$159,294.86
5. Continue to provide TUSD ELPAC Testing Team to facilitate ELPAC Testing for all school sites in the fall.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Not Applicable LCFF \$100,151.67	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits Not Applicable LCFF \$105,065.56
6. Professional Development for teachers on effective instruction and implementation of K-12 Next Generation Science Standards (NGSS).	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Not Applicable LCFF/NGSS \$200,000.00 N/A	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Not Applicable LCFF/NGSS \$139,941.63 N/A
7. Continue to provide a Math Coordinator to assist in the implementation of Professional Development to support CA State Standards for Mathematics K-12.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Title I \$539,086.50	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Title I \$540,908.59
8. Continue to provide professional learning and services to support the needs of English Learners PK-12.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Title III \$129,171.27	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Title III \$258,935.36
9. Provide Teacher Induction Program (CTC approved) within the District for all preliminary credential holders to clear teaching credentials.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/ Title II \$344,718.61	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Title II \$208,122.41
10. Provide Tracy Teacher Induction Program (TTIP) for all teachers newly hired to teach in TUSD.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/ Title II \$244,453.48	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Title II \$132,293.50
11. Continue to provide training for all new site administrators, new Educational Services Directors, and teachers on the development of highly effective Professional Learning Communities.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Title II \$20,000.00	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Title II \$6,157.03
12. Provide Instructional Leadership Academy to support administrators in observing teaching practices, providing meaningful feedback, and supporting teacher professional development to support full Implementation of the TUSD Initiatives.	Cost included in Action 13	Cost included in Action 13

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
13. Continue work with HMH to provide leadership development, Rigor and Relevance Instructional Strategy training, and on site coaching to support implementation of Units of Study for District and Site administrators, teachers, and paraprofessionals.	5000-5999: Services And Other Operating Expenditures Title I \$529,750.00	5000-5999: Services And Other Operating Expenditures Title I \$503,100.00
14. Continue Evaluation Training for Administrators to promote implementation and alignment of standards for the teaching profession.	Cost included in Action 31	Cost included in Action 31.
15. Continue to maintain Steering Committee to pursue ongoing efforts in TUSD to close the achievement gap.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Title I \$10,000.00	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures Title I \$0
16. Plan the adoption of new core curriculum.	Cost included in Action 1	Cost included in Action 1
17. Training for implementation of McGraw Hill ELA/ELD curriculum to all site admin, Ed Services Directors, and ELA/ELD teachers and paraprofessionals.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures LCFF/L.P.S.B.G. \$250,000.00	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures LCFF/L.P.S.B.G. \$274,080.22
18. Provide ELA/ELD supplemental programs for targeted At-risk students in grades TK-8th grade. (Tier 1, 2, and 3)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Action 30 reflects related costs at the school site LCFF \$62,666.00	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Action 30 reflects related costs at the school site. LCFF \$58,877.16
19. Continue the comprehensive incoming 9th Grade Bridge to High School program for 225 At-risk students at designated feeder schools.	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$100,000.00	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$76,662.90
20. Fully implement and sustain districtwide iREAD to support all K-2 students in phonemic awareness to promote all students reading on grade level by 3rd grade.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$85,000.00	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$131,808.90
21. Purchase technology to support teaching and learning through the implementation of CA State Standards per the district Technology Plan for 2016- 2019.	4000-4999: Books And Supplies LCFF \$2,200,000.00	4000-4999: Books And Supplies LCFF \$941,589.57
22. Identify the educational technology needs of the district staff to plan for and provide ongoing training opportunities which will support teaching and learning for all students in TUSD.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$0.00	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>23. At-risk students in grades K-8 will be offered summer school to provide support in ELA/ELD, Math, and Science.</p>	<p>1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  Title I \$120,000.00</p>	<p>1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  Title I \$66,806.83</p>
<p>24. Provide targeted credit recovery for 9-12 grade At-risk students by providing appropriate small learning environments to support their efforts to graduate on time and to be college and career ready. Credit recovery opportunities will be provided during Summer School and at Continuation High Schools.</p>	<p>1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  LCFF \$2,064,788.70</p>	<p>1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  LCFF \$2,220,942.11</p>
<p>25. Provide STEPS program to support At-risk teenage parents and their infants/toddlers to ensure students complete their education and acquire parenting skills.</p>	<p>1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  LCFF \$353,180.00</p>	<p>1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  LCFF \$228,166.12</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
26. Provide AVID sections to all At-risk students at all district Middle Schools and High Schools as well as North, Kelly, and Poet Christian K-8 Schools.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$315,000.00	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$250,865.23
27. Implement and monitor the plan to increase the number of At-risk students meeting UC/CSU requirements upon graduation.	5000-5999: Services And Other Operating Expenditures Title I \$8,000.00	5000-5999: Services And Other Operating Expenditures Title I \$17,903.20
28. Continue partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Junior College credits while completing high school.	No Cost	No Cost
29. Provide CTE/ROP courses at each of the comprehensive high schools which will provide students with learning opportunities related to the Real-world and allow them to explore potential career paths for the future.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$755,000.00	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$755,000.00
30. Allocate funding to sites K-12 to support access to the curriculum for At-risk students during the school day (paraprofessionals, extra sections/periods, other support staff, supplies, etc.)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  LCFF \$1,340,000.00	4000-6999: Supplies, Service, Capital Outlay  5000-5999: Services And Other Operating Expenditures  LCFF \$929,188.73
31. Allocate additional funds to provide undetermined support services by district and/or sites as the need is defined during the school year.	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  LCFF \$125,000.00	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  4000-4999: Books And Supplies  5000-5999: Services And Other Operating Expenditures  LCFF \$19,238.72
32. 1 FTE Clerk Typist II position in Continuous Improvement to support LCAP implementation, monitoring, and evaluation.	2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  LCFF \$55,132.62	2000-2999: Classified Personnel Salaries  3000-3999: Employee Benefits  LCFF \$65,632.30
33. Provide 40 additional K-3 teaching positions to ensure 24:1 CSR for all elementary classrooms in the district.	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  LCFF \$1,930,645.00	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  LCFF \$2,555,323.00
34. Maintain 4 FTE Assistant Principals to support full implementation of District academic initiatives at all school sites.	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  LCFF \$553,840.13	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits  LCFF \$594,043.23
35. This action service has been completed.	N/A	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
36. Provide CTE/ROP Supplemental Programs and Services at each of our comprehensive high schools (Tracy, Kimball, West) which will provide students with learning opportunities related to the Real-world and allow them to explore potential career paths for the future.	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Supplemental \$706,387.61	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Supplemental \$1,074,162.81

## Goal Analysis

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

In March of 2020, TUSD experienced school closure due to the COVID 19 pandemic. Distance Learning was implemented in April, 2020, after Spring Break. Some actions such as professional development for our new teachers through TTIP and Induction ended early for the 2019-20 school year. TUSD did not host a K-8 Title I Summer School but rather expanded our Credit Recovery at the High School. The Steering Committee action did occur with no cost. TUSD invested funds to purchase Wi-Fi hot spots and technology for the Credit Recovery program which was then used for the 2020-2021 school year. TUSD also used funds to provide printed materials of curriculum for students.

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

School closure created a challenge in implementing some of our actions such as professional development, summer school and PLC trainings for administrators. TUSD was able to implement all actions for most of the year until school closure. Through the use of Zoom and other platforms TUSD was able to connect with students, staff and teachers and follow through with most actions. TUSD was able to increase iRead intervention to 3rd grade which was a success. The LTEL Counselor and District EL Coordinator reached out to families individually to provide support to students, which was another success. Overall, actions and services were either fully or partially carried out for the 2019-20 school year.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            3.a- Parental Involvement</p> <p><b>19-20</b>            3.a- Parent involvement for input in decision making for the school district and individual school sites is ongoing. Parents will have the opportunity to participate in school and district committees, surveys, and to provide input at all public meetings held throughout the school year.</p> <p>TUSD parent responses to the district survey will increase 20% annually.</p>	<p>3.a A total of 816 TUSD parents responded in Spring 2020, an increase of 94.29% responses.</p>

Expected	Actual
<p><b>Baseline</b></p> <p>3.a- Parent involvement for input in decision making for the school district and individual school sites is ongoing. Parents participated in school and district committees, surveys, and had opportunities to provide input at all public meetings held throughout the school year. The number of parents responding to the LCAP Survey are as follows:</p> <ul style="list-style-type: none"> <li>• 805 parents responded to the LCAP survey in spring 2016.</li> <li>• 608 parents responded to the LCAP survey in spring 2017.</li> </ul>	
<p><b>Metric/Indicator</b></p> <p>3.b- Parent Involvement (Unduplicated Students)</p> <p><b>19-20</b></p> <p>3.b- Parents of unduplicated students will be recruited to participate in educational programs in and across the district. They will be notified of Academy Nights, Parenting classes, SSC, PTA meetings, Math/ Literacy/ Science Nights, ESL Parent classes, DELAC, ELAC, and Title I Parent Advisory Committee through Parent Newsletters, email, postings on school website, and voice call systems.</p> <p>100% of school sites will have documentation verifying these announcements and contacts were made throughout the school year.</p> <p><b>Baseline</b></p> <p>3.b- During the 2016-17 school year, parents of unduplicated students were recruited to participate in educational programs in and across the district notifying them of Academy Nights, Parenting classes, SSC, PTA meetings, Math/ Literacy/ Science</p>	<p>3.b 100% of school sites had documentation verifying these announcements and contacts were made throughout the 2019-20 school year.</p>

Expected	Actual
<p>Nights, ESL Parent classes, DELAC, ELAC, and Title I Parent Advisory Committee through Parent Newsletters, email, postings on school website, and voice call systems.</p> <p>100% of school sites had documentation verifying these announcements and that contacts were made throughout the school year.</p>	
<p><b>Metric/Indicator</b> 3.c- Parental Involvement (Individuals with Exceptional Needs)</p> <p><b>19-20</b> 3.c- Parents of exceptional students will be recruited to participate in educational programs in and across the district. They will be notified of Academy Nights, Parenting classes, SSC, PTA meetings, Math/ Literacy/ Science Nights, etc. through Parent Newsletters, email, postings on school website, and voice call systems.</p> <p>100% of school sites will have documentation verifying these announcements and contacts were made throughout the school year.</p> <p><b>Baseline</b> 3.c- During the 2016-17 school year, parents of exceptional students were recruited to participate in educational programs in and across the district notifying them of Academy Nights, Parenting classes, SSC, PTA meetings, Math/ Literacy/Science Nights, etc. through Parent Newsletters, email, postings on school website, and voice call systems.</p> <p>100% of school sites had documentation verifying these announcements and contacts were made throughout the school year.</p>	<p>3.c 100% of school sites had documentation verifying these announcements and contacts were made throughout the 2019-20 school year.</p>



Expected	Actual
<p><b>Metric/Indicator</b> 6a. Suspension Rate</p> <p><b>19-20</b> 6.a- Decrease suspension rates by 2% as verified by the California School Dashboard.</p> <p><b>Baseline</b> 6.a- In Spring 2017, the California School Dashboard reported the suspension rate for 2014-15 was 9.2%; status was very high.</p>	<p>6.a 7% Suspension rate, a decline of 1.6% as verified by CA School Dashboard for 2018-19 school year.</p>
<p><b>Metric/Indicator</b> 6.b- Expulsion Rate</p> <p><b>19-20</b> 6.b- Maintain expulsion rates below 1% as verified by CALPADS.</p> <p><b>Baseline</b> 6.b- Expulsion rates as verified by 2015-16 CALPADS Data: 0.01%</p>	<p>6.b 0.2% Expulsion rate as verified by CALPADS data for 2018-19 school year .</p>
<p><b>Metric/Indicator</b> 6.c- School Climate and Safety</p> <p><b>19-20</b> 6.c- TUSD will strive to improve the school climate and feeling of safety at each school site by 2% or maintain at or above 75% for each group as reflected on the annual Stakeholder Survey instrument.</p> <p><b>Baseline</b> 6.c- TUSD's 2016-17 survey focused on School Climate and Safety indicated the extent to which parents, students, and teachers feel safe and connected to schools:</p> <p>Parents Climate 86% Safety 89%</p>	<p>6.c School Climate and Safety for 2019-20 school year:</p> <p>Parent Survey: Climate 77.90% Safety 86.98%</p> <p>Staff Survey: Climate 82.36% Safety 86.78%</p> <p>Student Survey: Climate 81.61% Safety 86.98%</p>

Expected	Actual
<p>Students Climate 64% Safety 75%</p> <p>Staff Climate 74% Safety 92%</p>	
<p><b>Metric/Indicator</b> 8.a- Other pupil outcomes</p> <p><b>19-20</b> 8.a- During the 2019-2020 school year, maintain the Prevention Services programs and resources offered by the district including Second Step SEL Program TK-8th grade, contracted counseling services including Valley Community Counseling Services.</p> <p><b>Baseline</b> 8.a- During the 2016-17 school year, the Prevention Services department programs and resources offered by the district were expanded to support the high level of need for Social/Emotional and behavioral support. All sites received at a minimum of 1- 4 days of counseling services per week based upon student needs per the district contract with Valley Community Counseling Services.</p>	<p>8.a During the 2019-20 school year, the Prevention Services Department programs and resources offered by the district were expanded to support the high level of need for Social/Emotional and behavioral support. All sites received at minimum, 1-4 days of counseling services per week based upon student needs per the district contracts with Community Medical Center, AXIS Community Health, and Valley Community Counseling Services. In addition to contracting with Community Partner Counseling Services, individual Mental Health Workers were contracted.</p>
<p><b>Metric/Indicator</b> 8.a- Other pupil outcomes</p> <p><b>19-20</b> 8.a- Provide support personnel who can facilitate communication between the school and home for parents of high risk students to determine available district and community resources that will support Social/Emotional and behavioral needs of At-risk students. Data collected by Parent Liaisons throughout the year will measure impact of this increased communication between school and home.</p>	<p>8.a During the 2019-20 school year, 10 parent liaisons facilitated communication between the school and home across the district. Data collected by Parent Liaisons demonstrates that communication between home and school were facilitated in the following ways: Weekly parent workshops and training; monthly discussions with the principal; interpretation services for parent-teacher conferences, IEPs, SSTs, school outreach and linkages to community resources; translation services for principal communications, school site social media platforms, and flyers. Parent Liaisons also assisted parents with completing district</p>

Expected	Actual
<p><b>Baseline</b>            8.a- During the 2016-17 school year, 10 parent liaisons facilitated communication between the school and home across the district. Data collected by Parent Liaisons demonstrated that communication between the school and home was facilitated in the following ways: monthly gatherings which allowed parents to discuss topics of interest with the principal; providing a translator at Parent-Teacher conferences, SARBS, IEPs, and Parent meetings. Parent Liaison assisted parents in completing forms and connecting parents with district and community resources.</p>	<p>enrollment forms, homeless and McKinney-Vento eligibility, and free and reduced lunch applications.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Complete deferred maintenance at non-bonded schools per district timeline to meet facility district standards and to address areas identified from the FIT Report.</p>	<p>4000-6999: Supplies, Service, Capital Outlay            LCFF \$300,000.00</p>	<p>4000-4999: Books And Supplies            LCFF 978,478.57</p>
<p>2. Contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of all students in K-12. (i.e. Valley Community Counseling Services, Mental Health Workers, etc.)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures            LCFF \$337,090.00</p>	<p>5800: Professional/Consulting Services And Operating Expenditures            LCFF \$226,631.00</p>
<p>3. Implement core, targeted, and intensive Social Emotional Learning (SEL) interventions at all schools for students with extreme behaviors.             3.a Continue Responsibility Centered Discipline at selected school sites.</p>	<p>1000-1999: Certificated Personnel Salaries            2000-2999: Classified Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies            5000-5999: Services And Other Operating Expenditures            LCFF/Title I \$123,250.00</p>	<p>1000-1999: Certificated Personnel Salaries            2000-2999: Classified Personnel Salaries            3000-3999: Employee Benefits            4000-4999: Books And Supplies            5000-5999: Services And Other Operating Expenditures            LCFF/Title I \$69,400.87</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Provide Community Education trainings which includes information on CA Standards for ELA, Literacy, Math, and Next Generation Science Standards (NGSS).	No Cost	No Cost
5. Provide parent education that includes information on graduation and UC/CSU requirements. (i.e. College Bound TUSD, PIQE)	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures LCFF \$120,000.00	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures LCFF \$118,656.00
6. Provide PSAT Testing for all 8th and 10th graders at their school sites. Focus on parent education activities to prepare all students for college.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$40,000.00	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$14,979.72
7. Provide ESL classes for parents at Title I sites for full school year (e.g. Adult Ed.) for EL's.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Title I Will be determined by each site	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits Title I
8. Continue to provide Prevention Services Department (Coordinator, full-time clerk) to support At-risk students with social/emotional programs and resources.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Title I \$180,397.25	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures LCFF/Title I \$181,734.50

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
9. Provide a 1.5 bilingual Assistant Principal (Spanish) for academic, social/emotional, and behavioral support at two elementary schools with high numbers of EL students.	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF \$233,834.00	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits LCFF \$0
10. Provide 10.0 FTE bilingual parent liaisons to serve district at school sites to support parent outreach efforts, increase communication, and dialog between parents and school.	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits LCFF \$470,000.00	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits LCFF \$467,522.92

## Goal Analysis

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

All actions were carried out for the 2019-20 school year. Prior to school closure TUSD had decided not to administer the PSAT. Students did not use all of the Mental Health Counseling that was allotted. Bilingual assistant principals were employed but the cost was included in basic services. All LCFF surplus funds were used to purchase technology and hot spots for students.

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

A success is that all actions were able to be implemented. One challenge was mental health services being provided over Zoom during Distance Learning. Some students were not comfortable with this method and therefore did not use the services as much. Parent liaisons were able to communicate with families over the phone which was also a success in keeping families connected to school.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) for all staff and students	263,245.00	263,245.00	No
Provide COVID 19 safety training for all staff.	4,000.00	4,000.00	No
In the event that a student enters campus for testing, picking up supplies, etc., FedEx signage to promote social distancing and COVID 19 Protocols.	2,000.00	2,000.00	No

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

There was not a substantive difference between the planned actions and or budget expenditures for in person learning and what was implemented or expended on the actions.

### Analysis of In-Person Instructional Offerings

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

In November 2020, TUSD was able to bring back small cohorts of students in preschool through 5th grade who participate in Special Education, for in person instruction. March 22, 2021, TUSD was able to bring back all preschool through 6th grade students and on March 29, 2021, 7th through 12th grade students who opted for in person learning returned as well. Approximately 69% of students chose to attend in person instruction while 31% chose to remain on distance learning. Scheduling students to accommodate required social distancing requirements posed a challenge. TUSD opted to go with a hybrid A, B schedule where in-person students were broken into 2 smaller groups and attended school every other day. Teachers taught both the in-person group and the group on distance learning concurrently. Challenges for implementing in-person learning included maintaining social distancing and adhering to Covid-19 guidelines. Teachers report the concurrent teaching model is challenging. Successes for in person instruction include being able to meet the needs of families and students by offering both an in person or distance learning option through the concurrent

teaching model. TUSD was highly prepared, organized and had excellent communications with all stakeholders in preparation of reopening for in-person instruction. As part of the transition back into the classroom, much-needed small group mental health counseling sessions and in-person Special Education Services resumed for those students attending in person. TUSD was able to increase technology bandwidth at school sites prior to students returning to campus to ensure connectivity and access to digital instruction. Overall, students and families were very happy to be back for in person instruction.

DRAFT

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase laptops, infrastructure, tech supplies, and WiFi hot-spots for all students to ensure all students have connectivity and access. Purchase laptops for all Paraprofessionals who directly support student learning.	10,564,734.00	10,564,734.00	Yes
Increased hours for instructional materials and tech distribution.	100,000.00	100,000.00	No
Contract for additional technology support services personnel	91,000.00	90,600.00	No
Provide/purchase laptops to support any additional staff who directly support student learning.	347,002.00	347,002.00	No
Provide professional development to support implementation of distance learning for all staff who directly support student learning.	94,907.00	94,907.00	Yes
Fund FedEx copies of curricular materials for student learning during distance learning.	175,000.00	24,107.69	No

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

During distance learning, the sites did not need to make as many Fed-Ex copies of student work or curriculum. By October 2020, all students had a device, therefore the need for paper copies of work and curriculum was not needed. The other actions did not have a substantive difference between the planned actions or budgeted expenditures for the distance learning program and what was implemented or expended.

## Analysis of the Distance Learning Program

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

There were several successes with distance learning. One huge success was the ability to give all students that needed technology a computer and internet hot spot by October 2020. Tracy Unified had a daily bell schedule for students to log in and follow. Attendance rates were above average compared to the daily attendance rate from previous years. All planned staff development occurred virtually.



with high participation rates. The use of Zoom and Microsoft Teams also increased the amount of parents attending school site meetings such as parent teacher conference, IEP and SST meetings. One challenge at the high school and middle school levels were the high numbers of students receiving F's. While the attendance rate was high, many students were not engaged and failed classes. Over 140 home visits were conducted as outreach for reengagement and increased credit recovery options to address the high failure rate. This number was double that of the previous year. TUSD was able to offer ongoing virtual professional development opportunities to support distance learning. With ongoing communication and collaborative efforts, staff, students and parents persevered by addressing challenges and working together.

DRAFT

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase and administer the FastBridge online assessment platform three (3) times a year K-12 in the areas of SEL, Math and ELA.	91,000.00	91,000.00	No
Host virtual Credit Recovery high school summer program.	2,088,045.00	2,088,045.00	Yes
Host 2 week virtual 8th Grade Summer Bridge Program at all 3 high schools for at risk students entering high school.	100,000.00	100,000.00	Yes
Host 2 week EL Newcomer virtual program for students acquiring English.	38,881.00	38,881.00	Yes
Employ full time EL Coordinator and EL Counselor to work with EL students and provide professional development to staff to support student achievement.	642,552.00	321,635.06	Yes

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

There were no significant differences between the planned actions for addressing pupil learning loss and what was implemented. The \$642,522 budgeted for the EL Coordinator and EL Counselor was overstated. The actual cost was \$321,635.06.

## Analysis of Pupil Learning Loss

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

Many school sites adjusted their site fund allocation so they could run additional tutoring and intervention sessions after the contractual day. In addition, the bell schedule while on distance learning provided time in the afternoon for teachers to meet with student in small groups to mitigate learning loss. Principals reported that it was hard to get students to return to the afterschool interventions once they logged off for the day. Principals reported there was a higher attendance rate for intervention which occurred during the instructional bell schedule. TUSD will be offering several summer programs for 2021 including Title I Summer School, Extended School Year, Newcomer Language Academy, High School Bridge Intervention, Kindergarten Bridge and Credit Recovery Summer School for high school students. These programs are intended to accelerate learning to combat learning loss as well as

provide credit recovery options for students who received failing grades during distance learning. All programs will be offered in person.

DRAFT

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

There were several major successes in regard to mental health services. Mental health services were available to all students and TUSD was able to provide outreach to parents by providing strategies to support their students at home. TUSD also provided workshops such as suicide prevention and youth mental health training for parents, students and staff. Students were able to work with clinicians remotely through Zoom or Teams. This presented both a success and a challenge as some students were not comfortable discussing private matters virtually while other members of their families were at home. TUSD had previously increased mental health services prior to the pandemic so there was ample, mental health staff available to support students. Some challenges faced were high turnover of clinicians. Despite ongoing communication and outreach some families were not aware of the resources available to all students. Another challenge was families not following up with the referral process so students could receive mental health services. TUSD was able to partner with SJCOE to provide additional training on social emotional learning for both staff and students. Site administrators checked in both virtually and in person with staff to provide social emotional support when needed. When staff reached out to Human Resources for mental health support, they were referred to prevention services and public health for resources. TUSD was successful in identifying resources and supports for staff but the challenge was knowing which staff needed support if they did not share their need for mental health support.

## **Analysis of Pupil and Family Engagement and Outreach**

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

During the 2020-21 school year, TUSD dramatically increased communication with all stakeholders. There were many successes due to increased communication. The Associate Superintendent held bi-weekly informational sessions for staff and parents to keep them updated on available resources and changing information due to the pandemic. Site and District staff conducted over 300 home visits to ensure students were receiving needed materials and were in safe environments. TUSD hosted parent and student Microsoft Teams training sessions on Saturdays to assist families with the technology during distance learning. TUSD continued facilitating parent engagement meetings including: Title I, DELAC and Early Education Parent Group meetings. Sites held virtual AVID and STEM Nights. Parent Liaisons trained parents in utilizing devices and showed them how to log into their student's classes. Parent liaisons were crucial in supporting parents in the technological aspects of navigating distance learning. TUSD partnered with SJCOE to conduct home visits for students displaced outside of TUSD boundaries. Some challenges in providing outreach to families include a small percent of families who were unresponsive despite multiple attempts to engage. There was a high turnover rate for parent liaisons which also caused a challenge with continuity of services and the availability of Spanish translators.

## Analysis of School Nutrition

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

Meal participation under the National School Lunch Plan (NSLP) during Distance Learning was extremely low. Students were charged for meals based on their meal program eligibility status using the computer point-of-sale system (POS). This required the transportation of the computers in and out of the Multi-purpose Rooms each day. Letters were printed, which included a barcode, and were then mailed home to every TUSD student; students were required to be present to receive meals. In order to keep staff safe by avoiding unnecessary exposure, cash payments for meals were not allowed, to avoid the exchange of money curbside. The charge for meals was waived for students in the “reduced-price” category.

TUSD Food Service Department and the Transportation Department collaborated to serve students in the Delta Islands area during Distance Learning. As of August 24, 2020, three busses went to rural areas of the District to deliver meals to students who were unable to travel into town to pick up meals.

On August 31, 2020, the USDA extended the ability for meal program operators to serve meals free to all children aged 2-18 under the Seamless Summer Feeding Option (SSO). The Food Service Department took advantage of this extension and switched to the SSO, and served free meals to all children. Food Service no longer had to use the computers outside, as the meal count process was manual under SSO, and meal participation dramatically increased.

Feedback was received from parents that it was difficult to have the children present in order to receive meals, as the students were home on the computer for school. When the parent-pick-up waiver was granted by the USDA, TUSD no longer required children be present to pick up student meals. Program integrity was difficult to maintain, as it was difficult to ensure that the meals were going to the children. Some participants attempted to visit several sites and take advantage of the flexibility of the program, and received more than the one meal per day, per student.

On several occasions, due to extreme heat and smoke from multiple California wildfires, it was not safe for staff to work outdoors. On September 21, 2020, Food Service staff moved the meal distribution operation back into the serving lines of the schools' Multi-purpose Rooms. Moving meal service indoors caused meal participation to drastically decrease, but this was the opportunity to protect program integrity and use the POS computers for recording meal counts by student.

On January 4, 2021, the TUSD Distance Learning bell schedule changed to mirror the “Hybrid” bell schedule in order to prepare students for a return to campus in the hybrid model. This proved to be extremely challenging for Food Service because the bell schedules for grades 6-12 required that meals were served until 2:00 pm. However, the State Meal Mandate requires that students are provided the opportunity to receive a meal each school day, even in Distance Learning. Over 20 staff schedules had to be adjusted, which caused issues with the Classified Union.

On March 22, 2021, TK-6 students returned to campus for in-person hybrid instruction and the 7-12 grade students returned on March 29, 2021. Food Service continued to serve meal packages to on-campus students and offered a meal pickup time for the distance learners.

During the 2020-2021 school year there were many changes to both the educational side and the operational side of the District. Each time there was a significant operational change, the Food Service Department communicated the change to families. The Department used school messenger phone calls, text messages, emails, announcements on the Department website, Facebook, signs, and most importantly, continued verbal reminders to the participants.

The USDA then extended the Area-Eligibility waiver, which allowed the District to serve supper at all sites. Meal packages included breakfast, lunch, and added supper. Weekend meals were included in Friday's bag for a total of nine meals for the entire weekend. The pre-packaging of all meal components and then the placement of all weekend meals into one bag were very labor intensive and time-consuming processes. It was a challenge for the Food Service staff to maintain this type of service for an extended period of time. Several employees went out on Workmen's Compensation due to repetitive-motion-causing injuries. In addition, the quality of the grab-and-go style meals was not as good as the meals typically served by the Food Services Department. Historically, a fresh salad bar and choices of hot entrees were provided to students, but the grab-and-go style meals were very limited in the variety that could be offered.

DRAFT

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Contract with Valley Community Counseling and other mental health providers to provide counseling services for at-risk students.	73,500.00	73,500.00	Yes
Pupil Engagement and Outreach	Employ Bilingual Parent Liaisons to ensure families are informed of, and have access to, school and community resources.	431,490.00	376,802.55	Yes

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

All actions were implemented with success. We had multiple Parent Liaison positions this year that were either fully or partially vacant which decreased the actual expenditure.

## Overall Analysis

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

The 2020-21 Distance Learning and hybrid in-person programs have impacted the development of the 2021-24 LCAP in various ways. Goals and actions related to increased mental health resources for students and families, access to tiered systems of academic support, technology support and the potential need to continue with health and safety protocols in place to ensure staff and student safety are present in the goals and actions in the 2021-2024 LCAP. Goal 1 actions 23-34 address the need for intervention and additional supports to address learning loss. Goal 1 actions 7-19 address the need for teachers to have staff development to address learning loss. Goal 2 actions 14-18 address mental health resources available to students and families. Goal 2 actions 1-3 address the need for ongoing protective equipment, air filtration and safe school facilities as students return to in person learning.

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

Learning loss will continue to be measured using both State and Local Assessments. TUSD will administer the FastBridge assessments 3 times a year in Math, English Language Arts and Social Emotional Learning. These assessments will allow the district to use the data to look at strengths and weaknesses as a whole, and will allow sites to drill down to look at specific skills and specific

students needing targeted intervention. Sites will run interventions during the school day and before/after school for identified students. Additional sections of Credit Recovery have been added to all of our High School campuses for 2021-2022 so students who are credit deficient can make up credits needed for graduation. TUSD is implementing a Co-Teaching Inclusion model in grades 7-12 for students who are in Special Education. In addition, TUSD will be using grant funding to provide additional academic and social emotional supports to accelerate learning.

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

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement.

DRAFT



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

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

TUSD student outcomes from the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have informed the 21-22 through 23-24 LCAP in the following ways:

1. TUSD will keep the same 2 LCAP goals, and expand Goal 1 to include references to tiered supports and accelerated learning to address learning loss due to the pandemic.
2. TUSD will remain focused on closing the achievement gap amongst students which is the basis for Goal 1 from the 2019 California Dashboard
3. Increased actions in the area of Mathematics, K-12 (Goal 1 Actions: 9, 10, 12, 13, 17, 18)
4. Actions related to early literacy and literacy intervention K-12 (Goal 1 Actions: 9, 10, 11, 12, 16, 25, 26, 28, 29, 30, 31, 34)
5. Focus on increasing College and Career Readiness and CTE awareness (Goal 1 Actions: 41-46)
6. Continued focus on STEM Implementation and equity for all students (Goal 1 Actions: 9, 10, 13, 14, 15, 16)
7. Continued focus on providing mental health services (Goal 2 Actions: 6, 14, 15, 16, 17, 18)

DRAFT

## Instructions: Introduction

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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

DRAFT