

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (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

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 using accelerated learning and tiered supports.

Rationale

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

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1.a- Percent of teachers appropriately assigned and fully credentialed in subject areas for which they teach	95% 2020-21 SARC Report	Not available at this time	100%
	1.b- Percent of pupils who have sufficient access to standards aligned instructional materials	100% 2020-21 Williams Act Adopted Resolution #20-07	100% 2021-22 Williams Act Adopted Resolution #21-03	100%
	2.a- Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks	Not available at this time	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards</p> <p>(Local Indicator, Priority 2 Reflection Tool)</p> <p>Rating Scale 1-5 (lowest to highest): 1 - Exploration & Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation & Sustainability</p>	<p>Subject Q1: ELA 4 ELA/ELD 4 Math 4 NGSS 3 History 3</p> <p>Subject Q2: ELA 4 ELD 4 Math 4 NGSS 3 History 3</p> <p>2020-21 Local Indicator/LCAP Staff Survey Results</p>		<p>Subject Q1: ELA 5 ELA/ELD 5 Math 5 NGSS 5 History 5</p> <p>Subject: Q2: ELA 5 ELA/ELD 5 Math 5 NGSS 5 History 5</p>
	<p>4.a- Statewide Assessment (SBAC & CAST) Participation Rate and percentage of students meeting or exceeding standard</p> <p>ELA Grades 3-8 & 11 Math Grades 3-8, & 11 Science (CAST) Grades 5,8,11, & 12</p>	<p>Participation Rate: 98% - English 98% - Math 96% - Science</p> <p>Met or Exceeded: 43.80% - English 31.04% - Math 25.32% - Science</p> <p>2018-19 CAASPP Report</p>	<p>Participation Rate: 93% - English 92% - Math 91% - Science</p> <p>Met or Exceeded: 36.90% - English 21.75% - Math 22.21% - Science</p> <p>2020-21 CAASPP</p>	<p>Participation Rate: 99% - English 99% - Math 99% - Science</p> <p>Met or Exceeded: 59% - English 46% - Math 40% - Science</p>
	<p>4.b- Percent of students successfully completing A-G requirements</p>	<p>32.7%</p> <p>2019-20 College Career Dashboard Report</p>	<p>32.2%</p> <p>2020-21 College Career Dashboard Report</p>	<p>47%</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	4.c- Percent of students successfully completed CTE Pathways	5.6% 2019-20 College Career Dashboard Report	8.0% 2020-21 College Career Dashboard Report	25.6%
	4.d- Percent of students successfully completed both A-G requirements and CTE Pathways	1.8% 2019-20 CALPADS #1.9	1.2% 2020-21 CA Dashboard/College & Career Measures (CALPADS #1.9 Retired)	17%
	4.e- Percent of English Learners making progress toward English Proficiency as measured by ELPAC	54.1% 2019 California Dashboard: All Student EL Progress	Not available at this time	70%
	4.f- Percent of English Learners who meet the District standards to be redesignated as Fluent English Proficient	10.3% 2019-20 CDE Report	13.8% 2020-21 CDE Report	25%
	4.g- Percent of students passing Advanced Placement (AP) Exams with 3 or higher	72% 2019 AP 5-Year Score Summary Report	67% 2020 AP 5-Year Score Summary Report	87%
	4.h- Percent of students demonstrating college preparedness Early Assessment Program exam (EAP) in Math and English Language Arts in 11th Grade	61.88% - ELA 31.08% - Math 2018-19 CAASPP	58.50% - ELA 30.23% - Math 2020-21 CAASPP	76% ELA 46% Math
	5.c- Middle school drop out rate is the percentage of pupils in grades 7 or 8 who stop coming	0.1% 2019-20 CALPADS #1.9	0.2%	0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	to school and who do not enroll in another school		2020-21 CALPADS #1.1 & #1.12 (CALPADS #1.9 Retired)	
	5.d- High school drop out rate is the percentage of pupils in grades 9 - 12 who stop coming to school and who do not enroll in another school	5.5% 2019-20 DataQuest	15.7% 2020-21 DataQuest	2%
	5.e-- High school graduation rate is the percentage of pupils in the 4 year cohort who met RUSD requirements.	91.2% 2020 CA Dashboard: District Graduation Rate Report	79.0% 2021 CA Dashboard: District Graduation Rate Report	98%
	7.a- Pupils have access to and are enrolled in a Broad Course of Study described under EC section 51210 and 51220 (a)-(i) as applicable, including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02 as implemented by Section 42238.03 This will be measured by the percent of students having access to a broad course of study using mater schedules.	100% access as verified by 2020-21 Master Schedules A-G Requirements: All Student- 44% English Learners- 8% Socio-Economically Disadvantaged- 7%	100% access as verified by 2021-22 Master Schedules A-G Requirements: All Student – 32.7% English Learners – 7.1% Socio-Economically Disadvantaged – 22.8%	100% access A-G Requirements: All Student- 59% English Learners- 23% Socio-Economically Disadvantaged- 22%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	This will also be measured using the percent of student and student groups completing A-G requirements.			
	8.a- Local Assessment Data FastBridge: aMath aReading College Path (CP) and Low Risk (LR) are the percentages of students meeting the standard on the assessment	35% - aMath/College Path 31% - aMath/Low Risk 37% - aReading/College Path 29% - aReading/Low Risk	16% - aMath/College Path 26% - aMath/Low Risk 24% - aReading/College Path 26% - aReading/Low Risk December, 2021	45% aMath/College Path 41% aMath/Low Risk 47% aReading/College Path 39% aReading/Low Risk
	8.b- Number of students earning the Golden State Seal Merit Diploma and State Seal of Biliteracy	Golden State Seal Merit Diploma: 305 Students State Seal of Biliteracy: 191 Students 2020-21 Aeries	Golden State Seal Merit Diploma: Not available at this time State Seal of Biliteracy: 189 Students 2021 CA Dashboard / College & Career Measures	Golden State Seal Merit Diploma: 253 Students State Seal of Biliteracy: 220 Students
	8.c Percentage of pupils meeting prepared on the College/Career Indicator 2019-20 All Student- All English Learners- EL Socio-Economically Disadvantaged- SED Homeless	College Career Indicator 2019-20 All Students- 37.4% English Learners- 8.3% Socio-Economically Disadvantaged- 27% Homeless - 10.6%	2021 College/Career Indicator All Students- 36.9% English Learners- 8.4% Socio-Economically Disadvantaged- 27.5% Homeless – 18.9%	College Career Indicator All Students- 48% English Learners- 18% Socio-Economically Disadvantaged- 37% Homeless - 25%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Basic Services Provide all basic services defined in TUSD resolution 10-04; clarifying the primary and secondary purposes of the Tracy Unified School District. (LCFF)	ongoing	No	LCFF 118,202,486.0 0		\$118,202,486.0 0	55,089,708.58
1.2	Supplemental Services Students will be provided additional instructional minutes beyond state minimum requirement to close the achievement gap. (LCFF)	ongoing	Yes	LCFF 4,986,832.56		\$4,986,832.56	2,136,398.53
1.3	Staff - Additional Teaching Positions Provide 44 additional K-3 teaching positions to ensure 24:1 class size ratio for all elementary classrooms in the District. TUSD will break combination classes at all elementary schools for the 2021-22 school year allowing for smaller class size and for teachers to focus on one grade level. (LCFF/Other State)	ongoing/1 year	Yes	LCFF 2413999.00 Other State 440,000.00		\$2,853,999.00	1,758,265.42
1.4	Staff - LCAP Clerk Typist Provide Clerk Typist II position in Continuous Improvement to support LCAP implementation, monitoring and evaluation. (LCFF)	ongoing	No	LCFF 69,162.69		\$69,162.69	33,596.03

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.5	Staff - Long Term English Learner (LTEL) Counselor Provide LTEL (Long-Term English Learner) counselor to increase support to long term English Learners and outreach to families. (Federal)	ongoing	Yes	Federal 169,588.79		\$169,588.79	85,377.72
1.6	Staff - English Learner (EL) Coordinator Provide EL Coordinator to train and work collaboratively with the ELD Steering Committee to assist in the implementation of EL services to support all second language learners at the site and District level. (Federal)	ongoing	Yes	Federal 170,748.90	Federal 50334.	\$221,082.90	92,285.75
1.7	Staff - ELPAC Testing Team Provide TUSD English Language Proficiency Assessment for California (ELPAC) Testing Team to facilitate initial and summative ELPAC Testing. (LCFF)	ongoing	Yes	LCFF 110000	LCFF 10000	\$120,000.00	24,046.22
1.8	Professional Development - Professional Learning and Services Provide professional learning and services to	ongoing	Yes		Federal 58768	\$58,768.00	10,934.76

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	support the needs of English Learners PK-12. (Federal)						
1.9	Professional Development - Buy Back Days, ERM & Staff Compensate staff to attend professional development for the implementation of K-12 CA standards in core content and other curricular areas, on Early Release Mondays and Buy Back Days for certificated staff. (LCFF)	ongoing	Yes	LCFF 5328423.04		\$5,328,423.04	2,378,490.55
1.10	Professional Development - Additional Certificated, Classified and Management Preservice Days Add 2 paid Preservice days per diem for Certificated, Classified and Management staff. (Other State)	3 years	Yes	Other State 1293380.08		\$1,293,380.08	1,615.44
1.11	Professional Development - ELA/ELD Provide training for implementation of McGraw Hill ELA/ELD curriculum to all site admin, Ed Services Directors, and ELA/ELD teachers and paraprofessionals focusing on early literacy instructional routines. (Other State)	3 years	Yes		Other State 100000	\$100,000.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.12	Professional Development - TOSA Provide 4 Teachers on Special Assignment (TOSA) to support all core curricular areas in professional development. (LCFF/Federal)	3 years	Yes	LCFF 362741.00 Federal 137246.00		\$499,987.00	85,480.22
1.13	Professional Development - TOSA STEM Hire 3 additional Teachers on Special Assignment (TOSA) to support curriculum in the areas of Math and Science (STEM). (Other State)	1 year	Yes	Other State 405000		\$405,000.00	210,667.22
1.14	Professional Development - STEM Professional Development for teachers on effective instruction and implementation of K-12 Next Generation Science Standards (NGSS) and STEM units of study. (LCFF)	3 years	Yes	LCFF 203,326.77		\$203,326.77	113,958.39
1.15	Curriculum STEM Enrichment Provide additional hands-on materials, enrichment curriculum and supplies to support STEM education and Girls Who Code after school enrichment. Provide STEM teacher leaders at	3 years	Yes	LCFF 21000.00 Other State 40000	Other State 48000	\$109,000.00	29,339.32

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	each site with an honorarium to support and lead STEM education. (Other State/LCFF)								
1.16	Professional Development - Core Provide professional development in core curricular and other content areas through TUSD teacher leader groups and contracted agencies to improve student achievement. (LCFF)	ongoing	Yes	LCFF	666750.00	LCFF	5000.	\$671,750.00	Included in action 1.9
1.17	Professional Development - Math Provide additional professional development for teachers on the new Framework in Math grades 6-9. (Other State)	1 year	Yes			Other State	100000	\$100,000.00	0
1.18	Professional Development - Teacher Induction Program Provide Teacher Induction Program (CTC approved) within the District for all preliminary credential holders to clear teaching credentials. (LCFF/Federal)	ongoing	Yes	LCFF	166714.00			\$502,250.00	128,677.26
				Federal	335536.00				
1.19	Professional Development - Tracy Teacher Induction Program (TTIP)	ongoing	Yes	LCFF	192148.00	LCFF	37,200.00	\$280,741.00	202,208.91
				Federal	51393.00				

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Provide Tracy Teacher Induction Program (TTIP) for all teachers newly hired to teach in TUSD. (LCFF/Federal)						
1.20	Professional Development - Professional Learning Communities Provide training for all site administrators, new Ed. Services Directors, and teachers on the development of highly effective Professional Learning Communities. (LCFF)	3 years	Yes	LCFF 25000.00		\$25,000.00	0
1.21	Professional Development - ICLE Continue work with International Center for Leadership in Education (ICLE) to provide leadership development, Rigor and Relevance instructional strategy training, and on-site coaching and lesson study to support implementation of Units of Study. (Other State/LCFF)	1 year	Yes	LCFF 57,600.00	Other State \$801,900.00	\$859,500.00	239,704.32
1.22	Professional Development - Evaluation Training for Administrators Continue Evaluation Training for Administrators to promote implementation	ongoing	Yes	LCFF 0		\$0.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	and alignment of standards for the teaching profession. (LCFF)						
1.23	Curriculum Plan the adoption, evaluation and selection of new core curriculum. Purchase new adopted instructional materials. (LCFF)	1 year	Yes	LCFF 110775.00	LCFF 4,000,000.00	\$4,110,775.00	670,997.87
1.24	Curriculum - Steering Committee Maintain Steering Committee to pursue ongoing efforts in TUSD to close the achievement gap. (LCFF)	ongoing	Yes	LCFF \$10,000.00		\$10,000.00	1,505.10
1.25	Intervention - Transitional Kinder Para Provide 4 paraprofessionals to support At-risk students in Transitional Kindergarten. (LCFF)	ongoing	Yes	LCFF 88486.00		\$88,486.00	25,512.41
1.26	Intervention - Paraprofessionals Hire 2 full time Intervention Paraprofessionals to support At-risk students at each school site. (Other State)	3 years	Yes	Other State 1524314		\$1,524,314.00	106,791.17
1.27	Intervention - Curriculum Support	ongoing	Yes	LCFF 821,845.00	LCFF 461,103.00	\$1,282,948.00	330,369.32

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Allocate funding to sites K-12 to support access to the curriculum for At-risk students during the school day. (LCFF)						
1.28	Intervention - Literacy Fully implement and sustain District-wide iREAD or comparable intervention program to support all K-2 students in phonemic awareness to promote all students reading on grade level by 3rd grade. Provide Read 180 literacy intervention at 2 middle schools. (Other State)	3 year	Yes		Other State 142,000.	\$142,000.00	72,300.00
1.29	Intervention - Material Purchase materials and technology to support Literacy Intervention Programs. (Other State)	1 year	Yes		Other State 692,132.70	\$692,132.70	150,658.52
1.30	Intervention - Tutoring Provide before and after school tutoring for at-risk students needing additional support at all school sites. (Other State)	3 years	Yes	Other State 1,000,000.00		\$1,000,000.00	3,165.15
1.31	Intervention - Transportation Provide bus transportation for afterschool intervention. (Other State)	3 years	Yes	Other State 200000		\$200,000.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.32	Intervention - AVID Provide AVID sections to all At-risk students at all District Middle Schools, High Schools and K-8 Schools. (LCFF)	ongoing	Yes	LCFF 236213.00	LCFF 160718.00	\$396,931.00	74,554.68
1.33	Intervention - 9th Grade Bridge Continue the comprehensive incoming 9th Grade Bridge to High School and Freshman Seminar programs for 225 At-risk students at designated feeder schools. (LCFF)	ongoing	Yes	LCFF 70801	LCFF 30000.00	\$100,801.00	23,879.82
1.34	Intervention - Summer School At-risk students in grades K-8 will be offered summer school to provide support in ELA/ELD, Math and Science. (LCFF)	ongoing	Yes	LCFF 150,000.00	LCFF 50,000.00	\$200,000.00	0
1.35	Intervention - Credit Recovery Provided targeted credit recovery for 9-12 grade ,At-risk students by providing appropriate small learning environments to support their efforts to graduate on time and to be college and career ready. Credit recovery opportunities will be provided and expanded during summer and throughout the school year. (LCFF/Other State)	ongoing/3years	Yes	LCFF 2319887.38 Other State 600,000.00	LCFF 443,218.00	\$3,363,105.38	897,637.70

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.36	Intervention - Foster/Homeless Support Provide tutoring, resources and parent education for students experiencing homelessness. (Other State)	3 years	Yes		Other State 500000	\$500,000.00	0
1.37	Intervention - MTSS Hire 1 full time Multi-Tiered System of Support (MTSS) Clerk for Ed Services and 1 MTSS clerk at each site to coordinate and track student progress. (Other State)	3 years	Yes	Other State 744163.16		\$744,163.16	115,525.00
1.38	SPED - Inclusion Hire 4 TOSAS to provide inclusion program support to staff and provide parent outreach. (Other State)	3 years	No	Other State 540000		\$540,000.00	69,553.18
1.39	SPED - Inclusion Training Provide inclusion training for both teachers and paraprofessionals to support students receiving special education services. Partner with the SELPA for program/technical support and participate in the SELPA's Professional Learning offerings. (Other State)	1 year	No	Other State 100,000.00		\$100,000.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.40	Intervention - Undetermined Support Services Allocate additional funds to provide undetermined support services by District and/or sites as the need is defined during the school year. (LCFF)	ongoing	No		LCFF 100000.	\$100,000.00	13,534.53
1.41	College/Career - Counselors Increase the number of school counselors at high schools and middle schools to provide direct support to students and families to increase college and career readiness. (Other State)	3 years	Yes	Other State \$1,091,668.00		\$1,091,668.00	231,081.80
1.42	College/Career - CTE Provide CTE programs at each of the comprehensive high schools which will provide all students with learning opportunities related to the real world and allow them to explore potential career paths for the future. (LCFF)	ongoing	Yes	LCFF 755000		\$755,000.00	755,000
1.43	CTE - Supplemental College/Career Programs & Services Provide CTE pathway programs at each of the comprehensive high schools which will give students relevant real world content for academic	ongoing	Yes	LCFF 1093398.00	LCFF \$139,000.00	\$1,232,398.00	79,825.95

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	studies that will help prepare all students to be college and career ready (LCFF)						
1.44	College/Career - CTE Increase awareness of CTE programs and academic pathways in TUSD. (CTE, Ag, IB, AP, PAM, VPA, GATE, STEM, Medical and Health) (LCFF/Other State)	ongoing/ 3 years	Yes		LCFF 20000 Other State 150,000.00	\$170,000.00	50,344.71
1.45	College/Career - UC/CSU Implement and monitor the plan to increase the number of At-risk students meeting UC/CSU requirements upon graduation. Provide professional development for site administrators and counselors. (Federal)	ongoing	Yes		Federal 20000.00	\$20,000.00	17,321.71
1.46	College/Career - Dual Enrollment Continue partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Community College credits while completing high school.	ongoing	Yes		Other State 0	\$0.00	0
1.47	Technology Purchase technology to support teaching and learning through the	ongoing	Yes		LCFF 2200000	\$2,200,000.00	783,423.70

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	implementation of CA State Standards per the district Technology Plan. Provide ongoing training opportunities which will support teaching and learning for all students in TUSD. (LCFF)						
1.48	Technology Replacement Replace computers for students as the computers age out and provide hot spots for internet access. (Other State)	3 years	Yes		Other State \$1,250,000.00	\$1,250,000.00	1,032,014.32
1.49	Technology Tech Hire 5 additional ISET technicians to support student and staff technology needs. (Other State)	3 years	No	Other State 526690		\$526,690.00	83,791.45
1.50	Technology Coordinator Hire additional ISET Coordinators to support student and technology needs. (Other State)	3 years	No	Other State 119516		\$119,516.00	36,159.83
1.51	Library Allocations Provide allocations to site libraries to increase the quality and quantity of books or library materials. (Other State)	3 years	Yes		Other State 177,175	\$177,175.00	19,429.96

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.52	Library Hours Increase the Librarian Technician hours to increase the access students have to reading materials and literacy support. (Other State)	3 years	Yes	Other State 231,214.00		\$231,214.00	19,802.30
1.53	Librarians Hire 6 teacher librarians to support literacy, technology and research. (Other State)	3 years	Yes	Other State \$817,881.00		\$817,881.00	71,480.33
1.54	Library Fees TUSD will waive library fees for students for the 2020-21 school year due to COVID 19.	1 year	No		Other State 350,000.00	\$350,000.00	25,979.16

Goal 2

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

Rationale

TUSD chose this goal because providing a safe and equitable environment both mentally and physically is of the utmost importance to TUSD stakeholders. Mental health services was a high priority for students and parents on the LCAP survey. Due to the COVID-19 pandemic and Distance Learning, students and staff need to feel safe returning to campus. TUSD plans to achieve the goal through the implementation of the actions and will measure the effectiveness of the actions and progress toward meeting the goal using the identified metrics.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	1.c- . Percentage of school facilities maintained in good repair or exemplary	100% 2020-21 FIT Report	100% 2021-22 FIT Report	100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	<p>3.a- Parental Involvement - LCAP Survey Number of Parent Responses</p> <p>3. Self reflection rating on Parent and Family Engagement:</p> <p>Building Relationships, Question #4</p> <p>Seeking Input for Decision Making #9</p> <p>(Local Indicator, Priority 3 Reflection Tool)</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p>	<p>3,790 Parent Responses</p> <p>2021 LCAP Parent Survey</p> <p>Building Relationships, Question #4= 5</p> <p>Seeking Input for Decision Making #9= 4</p>	Not available at this time	<p>4,000 Parent Responses</p> <p>Building Relationships, Question #4= 5</p> <p>Seeking Input for Decision Making #9= 5</p>
	5.a- School attendance rate- the percentage of pupils attending school daily on average	<p>96.6%</p> <p>2019-20 Aeries Analytics</p>	<p>96.3%</p> <p>2020-21 Aeries Analytics</p>	98%
	5.b- Percentage of students K-12 identified as chronically absent- pupils who are absent from school 10% or more for the	<p>3.4%</p> <p>2019-20 Aeries Analytics</p>	<p>3.7%</p> <p>2020-21 Aeries Analytics</p>	2%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	total number of days that they are enrolled in school			
	6.a- Pupil suspension rate- the percentage of pupils who are suspended at least once during the academic year	5.8% 2019-20 DataQuest	0.01% 2020-21 DataQuest	2%
	6.b- Pupil expulsion rate- the percentage of pupils who are expelled from the district during the academic year	0.21% 2019-20 DataQuest	0.01% 2020-21 DataQuest	0.1%
	6.c- School Climate and Safety - Student Parent and Staff LCAP survey results. Percentage of responses that "agree" or "strongly agree" with questions relating to positive climate and school safety	Parent Survey: Climate 78.71% Safety 76.88% Student Survey: Climate 71.12% Safety 76.03% Staff Survey: Climate 86.15% Safety 90.11% 2021 - LCAP Parent, Student and Staff Surveys	Not available at this time	Parent Survey: Climate 90% Safety 90% Student Survey: Climate 90% Safety 90% Staff Survey: Climate 90% Safety 90%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	Facilities Inspect Tool Report (FIT)	ongoing	No		LCFF 300,000.00	\$300,000.00	115,812.84

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Complete deferred maintenance at non-bonded schools per district timeline to meet facility district standards and to address areas identified from the FIT Report. (LCFF)						
2.2	HVAC and Water filtration Purchase HVAC units and water filtration systems to promote clean air and water. (Other State)	3 year	No		Other State 534,168.00	\$534,168.00	0
2.3	Personal Protective Equipment (PPE) Purchase PPE for students and staff to address COVID-19 as the needs arise. (Other State)	1 year	No		Other State 100,000.00	\$100,000.00	0
2.4	Staff - Truancy Coordinator Hire Truancy Coordinator to support student attendance. (Other State)	3 years	Yes	Other State 87579.00		\$87,579.00	23,390.82
2.5	Staff - Community Family Services Advisor Hire Social Community Family Service Advisor to support At-risk students and families. (Other State)	3 years	Yes	Other State 119516.00		\$119,516.00	36,294.21
2.6	Staff - Preventive Services Coordinator and Full Time Clerk	ongoing	Yes	Federal 193975.00	Federal 30000.00	\$223,975.00	97,541.43

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Continue to provide Prevention Services Department (Coordinator, full-time clerk) to support At-risk students with social/emotional programs, resources and provide mandated trainings such as suicide awareness and sex education. (Federal)						
2.7	Staff - Bilingual Parent Liaisons and Clerk Typist Provide 10.0 FTE bilingual parent liaisons and one bilingual clerk typist to serve the district and school sites to support parent outreach efforts, increase communication, and dialog between parents and school. (LCFF)	ongoing	Yes	LCFF 527,006.71		\$527,006.71	126,784.36
2.8	Staff Training- Unconscious Bias Provide Unconscious Bias and Culture Competency Training for all staff to increase awareness and positive responsiveness to diversity and equity. (Other State)	1 year	Yes		Other State 100000.00	\$100,000.00	0
2.9	Staff Training Crisis Prevention Intervention (CPI) Provide CPI training for staff. (LCFF)	ongoing	Yes		LCFF 15,000.00	\$15,000.00	2,463.27

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.10	Parent Education Provide the Latino Literacy Project Parent Professional Development at Elementary and K-8 sites to support families with literacy. (Other State)	1 year	Yes		Other State 300000.00	\$300,000.00	0
2.11	Parent Education ESL Classes Provide ESL classes for parents at 2 school sites through Adult Education.	1 year	Yes	Other State 35,000.00		\$35,000.00	0
2.12	Parent Education Provide parent education that includes information on graduation and UC/CSU requirements. (i.e. College Bound TUSD, PIQE, College Next) (Other State)	3 years	Yes	Other State 362,000.00		\$362,000.00	77,500
2.13	Parent/Community Education Trainings Provide Community Education trainings which includes information on CA Standards for ELA, Literacy, Math, and Next Generation Science Standards (NGSS/STEM).	ongoing	Yes		LCFF 0	\$0.00	0
2.14	Parent Education - Mental Health Provide Mental Health Family Workshops. (Other State)	1 year	Yes		Other State 100000.00	\$100,000.00	0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.15	Social Emotional Learning (SEL) Continue to implement and sustain Tier I SEL curriculum to support positive behavior at school. (LCFF)	ongoing	Yes		LCFF 20000.00	\$20,000.00	250
2.16	Mental Health/ Social/Emotional & Behavioral Agencies Contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of all students in K-12 (i.e. Contracted Mental Health Services, etc.) Tier 2. (LCFF)	ongoing	Yes	LCFF 337,090.00		\$337,090.00	28,058.70
2.17	Mental Health Counseling Increase mental health services to 5 days a week at all sites using grant funds. (Other State)	3 years	Yes	Other State 795,110.00		\$795,110.00	49,566.30
2.18	Mental Health- Challenge Program Provide the Challenge Program for incoming high school student to address mental health needs. (Other State)	3 years	Yes	Other State 59,200.00		\$59,200.00	0

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tracy Joint USD	Tania Salinas Director of State & Federal Programs	tsalinas@tusd.net 209.820.3210

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Tracy Unified used 2021-22 LCAP Educational Partner input when deciding how to use any additional funds provided through the Budget Act of 2021. The Educational Partner input process is described in the LCAP in the section: Stakeholder Involvement on page 7. A link to this plan can be found below. TUSD administered surveys to students, staff and educational partners, consulted with bargaining groups, held LCAP Engagement Meetings and consulted with the English Language Acquisition Committee (ELAC), Title I Parent Advisory Committee (T1PAC) and SELPA. In addition to these Stakeholder Engagement methods, TUSD also held Public Hearings for feedback at a TUSD Board of Education Meeting. TUSD then used the input gathered through these processes to determine how to best use the funds not included in the 2021-22 LCAP such as the Effective Educator Block Grant, Expanded Learning Opportunity Grant, Universal Prekindergarten Grant and the A-G Completion Grant.

<https://resources.finalsite.net/images/v1628288061/tracyk12caus/sz1jrseescqkcnltsza/202124LCAPFINAL.pdf>

TUSD is in the process of developing the Expanded Learning Opportunity Plan and the Universal Prekindergarten Plan. In addition to LCAP Educational Partner Feedback, TUSD plans to survey Preschool through 5th grade families to assess the needs of the community for extended learning needs. TUSD has also reached out to community partners such as Boys and Girls Club as educational partners. Based on the findings from the needs assessment and community input TUSD will allocate the additional funds.

In addition to LCAP Educational Partner Feedback, TUSD is working with principals and counselors to develop and plan for increasing credit recovery and acceleration options for student at the high school level to increase a-g completion rates. Having the ability to accelerate classes has been a request from our educational partners the last few years. Increasing credit recovery options is also an action in our LCAP. This was an identified need from parents, students and staff.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

TUSD plans to use the additional concentration funds to reduce class sizes by hiring additional teachers and/or support staff. This year, TUSD was unable to hire additional staff due to an overall staffing shortage. TUSD currently has over 25 certificated vacancies and approximately 100 classified vacancies. TUSD has 13 out of 18 schools with a percentage of unduplicated students greater than 55%. The additional concentration funds received will not be sufficient to cover the amount needed to provide additional staff at all 13 schools. TUSD will look at class size projections for the 2022-2023 school year and provide additional staff to the schools with the highest class sizes in order to reduce class sizes and/or break combination classes.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

One-time funds such as ESSER I & II and ELO expenditures were included in the 2021-22 LCAP. In addition, the ESSER III Expenditure Plan and ELO Plans were created by District staff, and then approved by the TUSD Board of Trustees. Below are links to the LCAP, ESSER III Expenditure Plan and ELO Plans which describe the educational outreach that took place. TUSD relied heavily on Educational Partner Input for the development of the 2021-22 LCAP, this can be found on page 7 of the plan. Educational partner outreach included: LCAP surveys for students, staff and parents/community, union consults, SELPA consult, Title I Parent Advisory consult, ELAC consult and multiple community educational partner meetings. In addition, a Public Hearing was held at a Board of Education Meeting. After the LCAP was approved, the ESSER III template was published. In September of 2021, TUSD re-consulted with both CSEA and TEA Unions, the TUSD Special Education Director, and held a Community Engagement Night for all Community members where an interpreter was present, for families who speak a language other than English. The Community Engagement Night was open to all community members including but not limited to students, staff - including teachers, site/district administrators and classified employees, TUSD families and the community. ESSER III engagement can be found on page 2 and 3 of the plan. Please see the links below for the LCAP, ELO and ESSER III Plans for additional information regarding educational partner engagement for the use of one time federal funds intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students.

LCAP: <https://resources.finalsite.net/images/v1628288061/tracyk12caus/sz1jrseescqkcnltksza/202124LCAPFINAL.pdf>

ELO: <https://resources.finalsite.net/images/v1621462524/tracyk12caus/jog2pxuxjvenilruoy7r/052521ELOANDESSERPLAN1422PART1.pdf>

ESSER III Expenditure Plan:

<https://resources.finalsite.net/images/v1643326818/tracyk12caus/vrviqdmilz0bbeiaqwep/ESSERIIIExpPlanFinal102721.pdf>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

TUSD completed the American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Plan in May of 2021. In order to ensure and maintain the health and safety of students, educators and other staff, TUSD has strictly followed and enforced California Department of Public Health (CDPH) guidance which is included in the Safe Return to In-Person Learning Plan. Please see the link below to view both plans:

Safe Return to In Person Learning Plan:

https://resources.finalseite.net/images/v1632503542/tracyk12caus/b7huakmnglkzib0gictk/FINAL2021_Safe_Return_to_In-Person_Instruction_and_Continuity_Plan_Tracy_Unified_School_District_9232021.pdf

ESSER III Expenditure Plan:

<https://resources.finalseite.net/images/v1643326818/tracyk12caus/vrvqiqdmilz0bbeiaqwep/ESSERIIIExpPlanFinal102721.pdf>

TUSD has successfully managed to implement its safety plan and to ensure continuity of services to both staff and students. TUSD has been able to keep schools open despite the latest surge with COVID 19. Challenges that TUSD faced when implementing the safety plan were/are frequently changing guidelines from the CDHP. The plan is currently being reviewed and updated to include new guidance around staff vaccination requirements and testing. TUSD has partnered with Crush the Curve and Heal 360 to provide free COVID testing to all students, staff, and the community of Tracy. In January of 2022, CDPH changed the requirements of quarantine and vaccination status to a 5-day quarantine instead of a 10-day quarantine, depending on vaccination status. The safety plan has been fully implemented with success and will continue to evolve and change as CDPH guidance changes.

TUSD is not currently implementing the ESSER III Expenditure funds, this will be implemented in the 2022-23 school year.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

TUSD is using its fiscal resources received for the 2021-22 school year in a consistent manner with the Safe Return to In-Person Instruction and Continuity of Service Plan and the ESSER III Expenditure Plan. All ESSER III Expenditures are in the 2021-22 LCAP, with the exception of one item: Pay for the tuition of teacher librarian candidates seeking credentials, as we plan to increase the number of teacher librarians in the District. TUSD is currently using ESSER II funds for the 2021-22 school year and plans to spend ESSER III in the 2022-23 school year. All actions in the ESSER III Plan have not been implemented this year as we are using ESSER II Funds for the actions. However, for the 2021-22 school year some ESSER expenditures have not been fully implemented due to staffing shortages (intervention paraprofessionals, intervention transportation, MTSS Clerks, TOSA, teacher librarians and technology support). Activities involving staff development have also been impacted due to the substitute teacher shortage. It has been difficult to provide professional development release time for teachers. We expect to have the same or similar challenges in the 2022-2023 school year, as we begin spending ESSER III funds. Please reference the ESSER Expenditure Plan and Safe Return to In-Person Learning Plans:

Safe Return to In-Person Learning Plan:

https://resources.finalsite.net/images/v1632503542/tracyk12caus/b7huakmnglkzib0gictk/FINAL2021_Safe_Return_to_In-Person_Instruction_and_Continuity_Plan_Tracy_Unified_School_District_9232021.pdf

ESSER III Expenditure Plan:

<https://resources.finalsite.net/images/v1643326818/tracyk12caus/vrviqdmilz0bbeiaqwep/ESSERIIIExpPlanFinal102721.pdf>

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA 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.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021