



Tustin Unified
School District

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tustin Unified School District	Chris Matos and Maggie Villegas Assistant Superintendents	cmatos@tustin.k12.ca.us ; mvillegas@tustin.k12.ca.us (714) 730-7301

Plan Summary [2021-22]

General Information

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

The Tustin Unified School District (TUSD) is focused on ensuring all students are prepared for college and career. Tustin Unified School District (TUSD) serves 22,604 students in grades Transitional Kindergarten through 12th grade, of which approximately 42.7% are Socioeconomically Disadvantaged, 16.7% English Learners, .4% Foster Youth, 10% Students with Disabilities, and 44% of our students are included in the unduplicated/high need subgroup. TUSD student demographics are diverse with 46% Hispanic/Latino, 25% White, 19% Asian, and 10% other and multiple ethnicities. Acknowledging the challenges our students confront every day, both academically and emotionally, it is essential we ensure resources are primarily targeted to our neediest students. We offer comprehensive educational programs at our 30 school sites. The District embraces strategies that foster opportunities and aim to close the opportunity gap for students identified by the Local Control Funding Formula (LCFF). It cannot be done without our dedicated employees, consisting of teachers, administrators, and classified personnel that are integral in helping TUSD achieve the goals and objectives for improving student outcomes.

TUSD is committed to a tradition of excellence, ensuring that each student optimizes individual achievement through challenging and exciting curricula and inspiring personalized instruction, in partnership with our dynamic and involved communities. The tradition of excellence continues to be recognized as recipients of federal and state-level awards including 9 Blue Ribbon Awards, 24 Gold Ribbon Awards, 48 Distinguished School Awards, and 17 Title I Academic Achievement Awards. TUSD takes great pride in its 95.1% high school graduation rate, which remained steady during COVID-19 School Closures. Focusing on student wellness and engagement has attributed greatly to these continued successes and will remain a focus area as we support our staff and students through the substantial impact COVID-19 has had on students, especially our unduplicated students.

Reflections: Successes

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

TUSD has made considerable progress in preparing all students, especially unduplicated pupils, for college and careers. Although the graduation rate has maintained by -0.2% percentage points over the past year, it has generally trended upward through the years, and it remains above the state average. Overall, TUSD is proud of the growth of all students and specific student subgroups. The efforts put forth by TUSD to sustain and develop programs and services aimed at providing necessary supports to our highest-need students and schools continue, as our efforts concentrate resources and services to our neediest students. These efforts have translated into growth, as defined by district and state data:

1 –TUSD is extremely proud of its graduation rate of 94.8%. Students are exceeding high school graduation requirements by completing the rigorous a-g coursework required by UC/CSU systems. 69% of high school seniors met the a-g requirements. This represents a 10% growth in students meeting a-g between the 2017-2018 and 2018-19 school years. As the baseline year, the class of 2018-19, according to the California Schools Dashboard College and Career Readiness, 62% of graduates were designated as "prepared." TUSD plans to maintain its progress by providing all students with quality first-time instruction of highly engaging strategies and supported by technology integration in the classroom. Multi-Tiered Systems of Support are available to all TUSD students. The continued investments in credit recovery, graduation counseling and planning and furthering the culture change in our schools and amongst our families to set their sights on graduation, college, and career through the District's Pre-k thru 12th-grade continuum will ensure our success continues.

2 – TUSD demonstrated a great focus on addressing school climate through student engagement and discipline through positive practices during the 2018-19 school year. The District continued to decrease the number of student suspensions with only 2.1% of our students being suspended in the 2018-19 school year, and a .6% decline from the prior year. Additionally, TUSD changed from the Orange performance level to the Yellow performance level by maintaining the Chronic Absenteeism rate in 2018-2019. The District remains focused on improving school culture by focusing on Multi-Tiered Systems of Supports and putting in place positive behavior and intervention support for youth. TUSD is proud of the significant decrease in suspensions we have seen over the last 3 years, which is a direct response to the strategies and supports put in place for our neediest students.

3- TUSD students identified as Students with Disabilities (SWD) make up approximately 10% of the district's enrollment. Based on the CA Dashboard indicators, the SWD subgroup made growth in five out of six indicators, with Chronic Absenteeism that did not show a positive

color growth. TUSD focuses on supporting the LRE for all students, and this is done by ongoing collaborative efforts to support fully included students.

4- In the area of Mental Health TUSD was able to add nine additional mental health workers to our current team in order to meet the increased number of students who needed professional support. A Counselor on Special Assignment was also added this past year in order to help coordinate all counseling services being provided. We have also been able to offer many parent and student workshops and presentations about mental health and how to prevent, respond and seek support when needed. At the elementary and secondary levels, we were also able to sustain our SEL TOSA's so that a continued focus on SEL strategies and implementation could continue in classrooms virtually and in-person. TOSA's led learning series professional development in the area of SEL that was well-attended and appreciated by teachers during this difficult year. Positive Behavior Support Staff were instrumental in providing support for students who struggled behaviorally and had a difficult time managing the expectations in the COVID learning environment.

5- TUSD has continued to keep community engagement as a top priority even through the challenges of distance learning and hybrid learning. In a survey that was sent out to all TUSD families at the end of the 2019 distance learning experience. The survey results were extremely positive in terms of engagement levels including 90% agreed their child was able to access the Distance Learning materials successfully, 76% agreed their child receives feedback from the teacher, and 55% agreed their child feels connected to school. 82% of teachers also expressed through the survey that they felt connected to their school community. These results were encouraging in that they demonstrate that TUSD was able to maintain a high level of engagement with communities during such an unprecedented time. Established community partnerships continued to be maintained during the pandemic as well including: Tustin Public Schools Foundation, Tustin Area of the Council of Fine Arts, Assistance League of Tustin, and the Rotary Club. They continued to provide supports to our schools and students in need in new and different ways.

Overall, stakeholder groups expressed gratitude for the school district's intentionality regarding student wellness and family engagement during these despite unprecedented circumstances due to COVID-19. They applauded the efforts to provide mental health services and resources to students and families. Additionally, parents appreciated the emphasis on student balance between rigorous academics and connectedness to school through extracurriculars, CTE pathways, arts, and athletics. The parent education classes offered great value in navigating the challenges faced by families and students.

Reflections: Identified Need

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

TUSD has made significant progress in many areas but continues to emphasize its ongoing cycle of continuous improvement based on the Local Indicators, baseline 2018-2019 state assessment data, CA Dashboard from 2019, particularly in the Chronic Absenteeism Indicator, College/Career Indicator, and percent of English Learner students making progress towards English language proficiency. On the 2019 CA Dashboard, the two identified "Yellow" indicators, Chronic Absenteeism and College/Career performance for "all students," has been

identified as needing growth. Additionally, the continual focus for TUSD is to close the English Learner achievement gap, measured by the CA Dashboard percent of English Learners making progress towards proficiency.

Specifically, a review of the District's performance found:

CA Dashboard identified Chronic Absenteeism as an area of improvement for all students with a status of Yellow with 5.9% of students identified as chronically absent. A review and revision of our MTSS/PBIS program, the inclusion of Challenge Success and Social-Emotional Learning Curriculum has been a focus to improve student engagement and attendance. Additionally, the Educational Services department and school site administrators will design and implement strategic plans to respond to Chronic Absenteeism.

CA Dashboard identified College/Career as an area of improvement for all students with a status of Yellow with a 2.1% decline to 61.6% of graduating students Prepared. TUSD will work closely with middle and high schools to examine the CCI Criteria with staff, educate students and family on how to become "Prepared", build pre-pathway opportunities in middle school, and focus on dual enrollment opportunities for students.

CA Dashboard identified 50.9% of English learner students as making progress towards English language proficiency as a baseline from 2018-2019. The suspension of the 2019-2020 ELPAC impacted reclassification for students, and the EL Reclassification Rate trended downward from 7% to 5% between 2019 to 2020, and English learners continue to perform lower in the core academic areas compared to English only students.

Local Assessments identified 74% of 3-5 graders and 69% of 6-8 graders at or above grade level in ELA, 73% of 3-5 graders, and 46% of 6-8 graders at or above grade level in Math. TUSD is proud of the resilience of all of our students as they navigated the constant change this past year. Teachers worked tirelessly to support ongoing growth, however, data confirms that our students who continue to have high levels of unfinished learning are our unduplicated pupils and students.

TUSD Equity and Inclusion and Needs Assessment Surveys administered in 2020-21 revealed that families feel welcome at their schools and but increased communication and opportunities for parents to participate in programs and services designed for unduplicated students.

In assessing the needs of our students moving forward it is clear from collected data and stakeholder feedback from multiple groups identifying the mental well-being of students, engagement, and interventions as priorities. Concerns for students' loss of instructional time and the impact of that learning loss on them as students during the next few years is deeply concerning. Therefore, the 2021-24 LCAP will predominantly include actions to provide additional mental health supports for unduplicated students as well as additional academic services. TUSD will be continuing to provide schools with MTSS teachers who progress monitor at-risk students' progress and provide small-group intervention instruction. Professional development will also be provided to TUSD teachers who need to be using the most effective instructional strategies with struggling students. This year opportunities for teacher learning will specifically be provided in the area of Trauma-Informed Practices to best support teachers. First Team and Mental Health providers who were added to this year will continue to be a critical action in our LCAP as well as our Social Worker. Additional nurses will be incorporated into the plan as well in order to address increased student needs. Two new Counselors on Special Assignments will be added as well to coordinate more services for students.

SORA, an online library resource for students will also be supported by the LCAP so that all students will have access to continuous reading materials. These resources will all be important actions to put in place for students' academic and mental well-being.

The Educational Services department continues to support schools to implement the new state standards in ELD. The district implemented new instructional materials in English Language Arts courses aligned with the standards in the 2016-17 school year. The Division of Instruction is committed to providing a multi-tiered system of support to address the needs of all students. The Division of Instruction continues to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels, including English learners, Standard English learners, and students with disabilities. The Division of Instruction continues to support Mastery Learning and Grading training district-wide to improve teachers' instructional and assessment practices. Social-emotional learning and culturally and linguistically responsive teaching strategies are also areas of focused professional development for teachers.

LCAP Highlights

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

After a review of current conditions, student data, assessment of unfinished learning, and stakeholder input, the 2021-2024 LCAP will include a strong emphasis on mental well-being and behavioral and social-emotional initiatives. The 2021-2024 LCAP will focus on the continuous improvement model for student achievement, strengthen district and site MTSS systems to provide just-in-time interventions for students, increase mental wellness and social-emotional supports directed towards students, provide ongoing professional development and training for educators, evaluate and improve school climate, and offer meaningful parent engagement opportunities to support strong family and school connections. Knowing the impact of COVID-19 will be long-lasting, TUSD will continue to expand the implementation of Multi-tiered Systems of Support to ensure that all students are ready for college, career, and life by increasing school-based and district-wide resources and ensuring equity in the distribution of those resources. Schools will continue to be provided with flexibility in the use of supplemental funds because of the diverse needs of school communities and the belief that those closest to students know best how to allocate staffing and resources to meet student needs.

TUSD's 2020-2024 LCAP addresses four goals aligned to our Board goals and priorities, designed to primarily address the needs of our greatest subgroups and benefit other students. Specifically, the District's plan continues to sustain essential programs and has designed programs that better support our low-income, English learners and foster youth under the following District goals:

Goal #1 addresses pupil learning outcomes. TUSD will continue to provide a rigorous academic program for all students and all subgroups to prepare them for college and career opportunities. Some actions to support goal #1 include offering AVID for EL students, MTSS staff to support timely student interventions, opportunities to participate in PSAT for all 11th-grade students, an Intervention Coordinator who will support the coordination of district-wide efforts to develop systems and supports in response to unfinished learning needs, and curriculum and intervention TOSAs who will support TK-12 efforts in curriculum, teacher professional development, and implementation of rigorous standards-based instruction.

Goal #2 addresses student engagement. TUSD is committed to supporting high levels of student engagement and wellness by emphasizing strong student choice, parent involvement, and social-emotional support. Some actions to support goal #2 include programs and support for English learners, Mental Health Providers, counselors in support of unduplicated students, implementation of a district-wide Wellness Curriculum and professional development for teachers to support implementation, professional learning series for teachers which will include topics like Equity and Inclusion and Trauma-informed practices, specialized training for key staff in the Orton-Gillingham program to support literacy development and at-risk readers, community liaisons and interpreters to increase parent engagement, and elementary music program for all 3-5 grade students.

Goal #3 addresses the conditions of learning. TUSD will continue to be a highly functional organization and will provide strong basic services including highly qualified teachers, strong facilities, instructional materials, and other services to support student learning. Some actions to support goal #3 include expanding school and classroom library resources, and kinder-aide support.

Goal #4 addresses the needs of students with disabilities. TUSD will continue to provide a rigorous and appropriate academic program for all students with disabilities to prepare them for college and career opportunities. Further actions to support goal #4 include professional development for all teachers on inclusive schooling, paraeducator staff, and staff to support school staff in meeting the unique needs of our special education students.

All expenditures defined in the TUSD LCAP, aligned to site SPSAs, will aim to improve the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by augmenting the comprehensive services that they require to attain academic success, close the achievement gap, and demonstrate college and career readiness. The services are intended to be deployed in either a districtwide or schoolwide manner. While districtwide expenditures are available broadly, the services are principally directed towards and are largely addressing the needs of unduplicated students with strategic outreach efforts to attract our neediest students into targeted supports and services.

Comprehensive Support and Improvement

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

Schools Identified

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

Hillview High School

Support for Identified Schools

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

During the 2020-21 school year, the LEA supported the identified school in developing a CSI plan by using the CA Dashboard results and local assessment data. A CSI plan (School plan for Student Achievement - SPSA for 2020-2021) was developed using this data and subsequent analysis, including the identification of evidence-based practices and resources identified for implementation.

In the 2021-22 school year, the LEA will also support Hillview Continuation High School by using the WASC Accreditation schoolwide growth areas for continuous improvement as the school-level needs assessment. A CSI plan (School plan for Student Achievement - SPSA) will be developed using this data and subsequent analysis, including the identification of evidence-based interventions and resources identified for implementation.

Stakeholders were included and engaged in the process of the CSI plan developed through the School Site Council Meetings, ELAC Meetings, and school leadership meetings. The district also held a staff team meeting to discuss CSI and gather feedback on the actions the site Administrator and leadership developed as actions to address root causes.

Additionally, consistent with Tustin Unified's Multi-Tiered System of Support, supports will be provided to identified CSI schools to increase the team's capacity to meet the needs of all students under the guidance of the 2020-2021 LCP. All CSI identified schools will engage in the following supports with the guidance of the Educational Services Department:

- LEA will ensure that all CSI identified schools use the required planning documents as identified under CA Ed. Code 64001
- LEA will support all CSI identified schools through a stakeholder engagement process and examine student data
- LEA supported SPSA planning and development process with school stakeholders, ensuring alignment to 2020-2021 LCP
- LEA will support the site in developing an improvement plan in each of the identified areas with persistently low performance
- LEA will support the site in identifying Evidence-Based Interventions (EBIs) for implementation, as required by ESSA Section 1003

All schoolwide programs within the district are funded with the same formula and resource allocations and in an equitable manner. Additional strategies and supports will be put in place to support our sub-groups who have not shown growth for two or more years, specifically Hispanic and EL. The comprehensive needs assessment involved examining data from the California School Dashboard; district assessments/benchmarks, and conversations with the School Site Council (SSC), English Language Advisory Committee (ELAC), and other stakeholders. No funding or resource inequities were identified; however, the school has identified the need to continue to support students in the area of engagement, attendance, and behavior, as well as, academic achievement by providing targeted instructional support and differentiation strategies to support the Hispanic and EL subgroup, as well as all students.

As a school team, Hillview analyzed data from the 2018-2019 California School Dashboard, CAASPP scores, 2019-2020 district assessments/benchmarks, and additional local data. Conversations with the School Site Council (SSC), the school leadership team, and other stakeholders have also been examined. As a result, the school has identified the need to focus on improving the graduation rates and decreasing the suspension rates. The school will continue to support students in the area of English Language Arts and Mathematics by continuing with ELA and math support classes, as well as other key strategies and interventions.

Additionally, the WASC Committee from Hillview's most recent mid-cycle follow up visit In 2018 had the following commendations and recommendations ----all which have been addressed:

III. Commendations and Recommendations

Commendations:

Hillview works continuously at modifying and adjusting, based on student needs and WASC suggestions, the single school-wide action plan. Changing or increasing student needs include mental health issues, going to college, limited female-centered activities, and discipline and attendance issues that impact the earning of credit.

Hillview currently provides some forms of mental health support - intern counselors, FIRST, and Transitions. Implementation of strategies to improve student mental health, as well as resources to get assistance are occurring. The facilitation of post-high school education is continuing to evolve and grow. Currently, college field trips and fairs provide students with glimpses of post-high education. However, the application process can be daunting and intimidating. College Connect volunteers and mentors from Five Boroughs Book Club are helping students complete each application step so that enrollment can occur before graduation.

Males are a significant portion of Hillview enrollment; consequently, many of the support and reward activities are male-centered. Staff will work with female students to develop programs and activities to support their needs.

Acceleration of earning credit is an important aspect of Hillview. Discipline and attendance issues can be obstacles to this goal. The implementation of ZAP and Discipline Points System is addressing those obstacles. Therefore, the biggest challenge will be to ensure students are doing the required work to earn credit.

Recommendations:

Hillview, as most alternative high schools do, struggle to find metrics that are timely and applicable to their transient population. However, data from the implementation of the Discipline Point System and Zero Academic Performance can be used to see if students are completing credits in a timelier manner. Additionally, if some type of reliable and valid benchmark assessment is implemented, data can then be analyzed to document student achievement.

Tustin Unified is committed to supporting all students. The LEA will work closely with CSI identified schools to ensure the proper strategies, interventions, and supports are in place for all subgroups who are identified as underperforming for two or more years.

Monitoring and Evaluating Effectiveness

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

Tustin Unified will support all CSI identified schools through an ongoing cycle of analysis to monitor and evaluate the effectiveness of school improvement plan, actions, and interventions. The LEA will monitor the implementation and effectiveness of the CSI plan through identified quarterly monitoring cycles and provide an annual analysis of implementation progress and impact on student learning. The LEA will support site leadership in working with the staff and community to support implementation progress and provide feedback on the impact on student outcomes.

The following supports will be implemented by the CSI identified school with the guidance of the Educational Services Department:

- CSI Identified Schools will monitor and support fiscal planning and spending for LCAP aligned services and supports focused on the identified areas with persistently low performance
- CSI Identified Schools will engage in the study of data and outcomes to monitor and evaluate ongoing improvement efforts
- LEA will review and identify resource inequities, ensuring proper alignment of school resources and budgeting to those where services should be primarily focused
- LEA will conduct quarterly visits to collaborate with the Hillview team

The above practices along with site visitations will facilitate collaboration and provide opportunities for the Hillview team to reflect upon their collective efforts and engage colleagues from other schools and district departments for objective feedback. Quarterly visits will follow a common structure:

Whole Group Collaboration: The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions.

Classroom Visits: LEA and Site leadership will participate in classroom visits, allowing the team to reflect on implemented practices and refine based on observation and student data.

Hillview Leadership Collaboration: School leadership members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions but also on the various interventions that are being implemented to support struggling learners, driven by findings presented through data analysis.

Principal Debriefing: Hillview's principal will engage in further discussion regarding next steps with LEA leadership. This dialogue will be folded into the regular site visits conducted by LEA leadership.

More broadly, new data dashboard tools developed by TUSD within Aeries Analytics will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools their students. The dashboards and indicators will bring attention to any students who are "at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners that can be implemented at the site level.

Stakeholder Engagement

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

The Tustin Unified School District Local Control Accountability Plan (LCAP) stakeholder engagement process for the 2021-2024 LCAP development has been underway since August 2020. As one of California's Local Control Funding Formula (LCFF) key pillars, stakeholder engagement is a prominent component of the development of the LCAP. Various stakeholders participate in the LCAP Process, these groups include the SELPA Director and Special Education CAC, parent advisory groups and pupils, district leadership, teachers, principals, administrators, other school personnel, and local bargaining units of the school district. Since the 2019-2020 school year, many LCAP engagement opportunities were strategically planned and various meetings were held to discuss the LCAP purpose, actions, and gather feedback on actions and supports, and prioritize the actions, all influencing the 2021-2024 LCAP. Stakeholder groups all understand that the LCAP focuses and aligns TUSD efforts to primarily focus resources to our low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.

Participating stakeholders and their feedback are grouped by the following:

Students - students in grades 5-12, Adult School, and alternative school students

Families - parents of TUSD Students / community

Staff - principals and administrators, teachers, other school personnel

STAKEHOLDER INPUT OPPORTUNITIES BY SURVEY

August 2020 to November 2020

Return to School Survey - Families

Return to School Survey - Staff

December 2020 to February 2021

Equity and Inclusion - Families

Equity and Inclusion - Students

Equity and Inclusion - Staff

March 2021 to April 2021

LCAP 2021-24 Survey - Families

LCAP 2021-24 Survey - Students

LCAP 2021-24 Survey - Staff

STAKEHOLDER INPUT OPPORTUNITIES BY MEETINGS

Due to COVID-19 and social distancing protocols set by CDC, Tustin Unified offered a blend of Virtual or socially distanced stakeholder meetings to gather feedback. The following meetings where LCAP was reviewed/discussed occurred between August 2020 and May 2021:

Board of Education/Board Meeting
TEA Executive Board Meeting
CSEA Executive Board Mtg
DELAC Meeting
Board Draft Review - Public Meeting
TUSD Parent Advisory
TUSD Classified Advisory
TUSD Teacher Advisory
Special Education CAC (Including SELPA Director)
Community/Student

OPPORTUNITIES FOR PUBLIC REVIEW

- LCAP Draft along with the LCAP 2019-2020 Annual Update, LCFF Budget Overview for Parents, 2020-21 Local Indicators, and Annual Evaluation of Programs will be presented on June 14, 2021
- LCAP Draft will be posted on the Tustin Unified School District Website from June 14, 2021 to June 28, 2021 for public review and feedback

In addition to the engagement process outlined above, once the 2021-2024 LCAP is adopted by the Board of Education, a summary of the 2021-24 LCAP goals and actions will be:

- Presented to the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC)
- Presented to the Board of Trustees at a public hearing and adopted prior to the District's budget no later than July 1, 2015
- Submitted to the Orange County Office of Education
- Posted on the Tustin Unified Website for Community Viewing

A summary of the feedback provided by specific stakeholder groups.

The 2020-21 LCAP survey asked students, families, and staff questions about our TUSD community priorities and strengths & opportunities. Using a Likert scale, 18 questions (9 per category) were asked to identify the respondents' value of importance or opinion of current practices in the areas of classroom instruction, community partnerships, diversity & inclusion, hire/development & retain staff, school climate/culture, school leaders, student achievement, and student activities and extracurriculars.

In addition to the Likert-scale questions, respondents were provided the opportunity to write free responses in four areas.

The following data reflect the percentage of respondents who selected a favorable answer choice. The top two responses are favorable for five answer choices.

For Community Priorities, the percentage reflects the percentage of respondents selecting quite important and extremely important.

Community Priorities Question, "For this school or district to be successful over the next three years, how important is it for us to focus on..." The top three favorable answers are highlighted for each stakeholder group.

Students: Hire, Develop & Retain Staff - 91%, Student Achievement - 90%, Classroom Instruction - 87%

Families: Hire, Develop & Retain Staff - 98%, Student Achievement - 96%, Classroom Instruction - 96%

Staff: Hire, Develop & Retain Staff - 97%, Student Achievement - 94%, School Leadership - 93%

The summary of the feedback above represents the top three most favorable categories from each group surveyed. It is clear that hiring, developing and retaining the best staff is a priority for all groups. There is also similarity of priorities in terms of student achievement and classroom instruction.

For strengths and opportunities, the percentage reflects respondents selecting quite well or extremely well.

Strengths and Opportunities Question, "How well do you feel like this school or district is currently doing in the following area:" The top three favorable answers are highlighted for each stakeholder group.

Students: Student Achievement - 70%, Diversity & Inclusion - 66%, Physical Facilities - 66%

Families: Diversity & Inclusion - 68%, Hire, Develop & Retain Staff - 67%, Student Achievement - 66%

Staff: Classroom Instruction - 79%, Student Achievement - 71%, Diversity & Inclusion - 65%

The least favorable choices selected by stakeholder groups provided our LEA with insight to identified areas for growth and influenced specific aspects of the LCAP. Community Partnerships and School Leadership were deemed least favorable by all three groups surveyed. Additionally, student achievement, school climate & culture and student activities and extracurriculars were identified as areas for growth for Tustin Unified.

The results of the LCAP surveys flowed into the various virtual and live stakeholder meetings, where the results were discussed, analyzed, and feedback was gathered; ultimately developing into the LCAP Goals and Actions being recommended to the Board of Education for consideration.

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

In addition to a district-wide survey, stakeholders participated in an engagement process to understand that the LCAP is the district's three-year plan for improving student achievement, socio-emotional well-being and community engagement, primarily focused on low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth.

Through the stakeholder engagement process, the following LCAP Goals were discussed and district/school-wide actions and services within each goal were prioritized under the four Tustin Unified LCAP goals:

Goal 1 | Pupil Outcomes - All students will demonstrate mastery of grade-level content and will meet the College and Career Indicator upon graduation. TUSD will continue to provide a rigorous academic program for all students and all subgroups to prepare them for college and career opportunities. Stakeholder groups expressed concern for the social-emotional and academic needs of our students as they return to full-time in-person instruction next year. They expressed an interest in making sure that all students in need of more support to achieve academically would be provided for. Examples of this include the continuation of the AVID program so that students can be exposed to college options and prepare for their futures. Additionally, each high school will administer the PSAT to all students so that all students can get exposure to this testing option. Access to AP tests will also be provided for any student in need so that we can ensure that all students who want to take the AP test are not limited by their financial situation. Support TOSAs will continue to be funded in order to provide teachers with the highest level of support and curriculum materials to ensure all students have access to grade-level content.

Goal 2 | Engagement - All students will demonstrate improved school engagement through increased attendance rates, parental participation, and demonstration of appropriate behaviors. TUSD is committed to supporting high levels of student engagement and wellness by emphasizing strong student choice, parent involvement, and social-emotional support. In response to stakeholders' requests to ensure that students' mental health needs are addressed a variety of resources are being funded to support students' well-being. Nine mental health specialists will be funded to support high-risk students in crisis, additional counselors are being added to each of our high schools, and community liaisons who support students and families will be continued as well. Wellness Champion stipends are being included to fund a teacher at each elementary school to build up each site's SEL strategies. This teacher will support all SEL initiatives at the site. The Challenge Success Program will be continued as well as parents have expressed their appreciation for how this program has helped their families and their student's well-being. Since stakeholder groups expressed such concern about mental health we have added training for teachers about Trauma-Informed Practices. Additional paraeducators are also being hired to provide support for students who are struggling behaviorally.

Goal 3 | Conditions for Learning - All students will participate in a broad course of study through a standards-aligned curriculum taught by highly qualified teachers in safe conditions of learning. TUSD will continue to be a highly functional organization and will provide strong basic services including highly qualified teachers, strong facilities, instructional materials, and other services to support student learning. Interest was expressed in making sure that students continue to have access to SORA, our online book option that was introduced to students this year. SORA will continue to be funded in order to provide additional texts for students to have access to through this platform.

Goal 4 | Students with Disabilities Pupil Outcomes - Strong achievement for all special education students continues to be a priority for Tustin Unified School District. Tustin will continue to provide a rigorous and appropriate academic program for all students with disabilities to

prepare them for college and career opportunities. Continuing to provide support for special education students was expressed by stakeholder groups. Paraeducators to assist full inclusion students continue to be supported in order to meet this need.

The 2021-24 LCAP goals and actions were derived from all of the stakeholder feedback gathered through the engagement process, coupled with the careful analysis of current student achievement and needs assessment data.

Goals and Actions

Goal

Goal #	Description
1	Pupil Outcomes - All students will demonstrate mastery of grade-level content and will meet the College and Career Indicator upon graduation. TUSD will continue to provide a rigorous academic program for all students and all subgroups to prepare them for college and career opportunities.

An explanation of why the LEA has developed this goal.

The goal of TUSD is to support all students in demonstrating mastery of grade-level content and to meet the College and Career Indicator upon graduation.

Based on the 2019 CA Dashboard Indicators:

ELA CA Dashboard Indicator reports that the ALL student group is 26.7 points above standard, Foster Youth subgroup is 74.3 points below standard, SWD subgroup is 75.7 points below standard, SED subgroup is 19.5 below standard, EL subgroup is 32.9 below standard, and Homeless subgroup is 52.5 points below standard

Math CA Dashboard Indicator reports that the ALL student group is 2.6 points above standard, Foster Youth subgroup is 108.7 points below standard, SWD subgroup is 100.4 points below standard, SED subgroup is 52.7 below standard, EL subgroup is 52.5 below standard and Homeless subgroup is 74.2 points below standard

CCI Indicator states that 61.6% are prepared.

Based on an analysis of the above student performance data and local data it is important that supports and services are in place to improve outcomes of all pupils TUSD will continue to provide a rigorous academic program for all students and all subgroups to prepare them for college and career opportunities by:

- Providing increased opportunities for English learners, foster youth, and low-income students to participate in AVID, After School Tutoring through LEAP, MTSS Supports provided by high-quality MTSS Teachers, Summer School for elementary, middle, and high school, and access to AP and PSAT assessments
- Increase support and services to all instructional staff, primarily focused on English learners, foster youth, and low-income students through by offering professional development opportunities for staff through Learning Academies and other training
- MTSS / English Learner TOSAs at the Elementary and Secondary Level, further develop tools and resources for ELs using the English Learner Roadmap as guidance

- Implement supplemental and extended learning supports and services to at-risk and unduplicated students

State and Local Priorities addressed by this goal:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall Percentage of Students Meeting or Exceeding on the State Assessments in ELA SBAC ELA	<p>The baseline for this metric is being set using 2018-2019 Data. New data will be available for the 2021-22 school year following SBAC Administration in the Spring of 2022.</p> <p>2018-2019 Baseline</p> <p>English Language Arts State Assessment</p> <p>Distance from standard: 26.7 points above standard</p> <p>18-19 CAASPP - Met or Exceeded Standard (All Grades) All Students - 62%</p>				<p>Maintain or increase the average Distance from Standard from 26.7 points above standard.</p> <p>Baseline + 3 points annually for Year 1, Year 2, and Year 3</p> <p>Maintain or increase all students % Met/Exceeded Standards from 62%.</p> <p>Baseline + 2% points annually for Year 1, Year 2, and Year 3</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Econ. Disadvantaged - 43% English Learners - 17% Students with Disabilities - 20% Foster Youth - N/A				
Overall Percentage of Students Meeting or Exceeding on the State Assessments in MATH SBAC MATH	The baseline for this metric is being set using 2018-2019 Data. New data will be available for the 2021-22 school year following SBAC Administration in the Spring of 2022. 2018-2019 Baseline Mathematics State Assessment Distance from standard: 2.6 points above standard 18-19 CAASPP - Met or Exceeded Standard (All Grades) All Students - 53% Econ. Disadvantaged - 29% English Learners - 13%				Maintain or increase the average Distance from Standard from 2.6 points above standard. Baseline + 3 points annually for Year 1, Year 2, and Year 3 Maintain or increase ALL students % Met/Exceeded Standards from 53%. Baseline + 2% points annually for Year 1, Year 2, and Year 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities - 18% Foster Youth - N/A				
Overall Percentage of Students Meeting or Exceeding on the State Assessments in Science CAST	<p>The baseline for this metric is being set using 2018-2019 Data. New data will be available for the 2021-22 school year following SBAC Administration in the Spring of 2022.</p> <p>Science State Assessment (CAST)</p> <p>18-19 CAASPP - Met or Exceeded Standard (All Grades) All Students - 29.93% Econ. Disadvantaged - 18.76% English Learners - 2.9% Students with Disabilities - 8.1% Foster Youth - N/A</p>				<p>Maintain or increase ALL students % Met/Exceeded Standards from 29.9%.</p> <p>Baseline + 3% Annually for Year 1, Year 2, and Year 3</p>
Programs and Services for Unduplicated Pupils and Students with	Local Priority 7 AVID				Maintain or increase AVID HS Senior grad rate and a-g completers annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exceptional Needs - AVID	<p>Percentage of Students 6-8 enrolled on Census Day:</p> <p>2021 AVID HS Senior Enrollment: 178</p> <p>Percent of AVID HS Graduating: 98.88%</p> <p>Percent of AVID a-g Completers: 93.26%</p>				
STAR Renaissance Math Assessment Data	<p>In lieu of State Assessments for the 2020-21 Academic School Year, the STAR Math Assessment was administered. TUSD will continue to administer the STAR as an ongoing growth monitoring tool.</p> <p>Spring 2021 Overall Performance Level</p> <p>All Students Grades 3-5</p> <p>Level 4 - 21%</p> <p>Level 3 - 20%</p> <p>Level 2 - 25%</p> <p>Level 1 - 34%</p>				Baseline + 2% Annually for Year 1, Year 2, and Year 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>All Students Grades 6-8</p> <p>Level 4 - 29%</p> <p>Level 3 - 17%</p> <p>Level 2 - 24%</p> <p>Level 1 - 30%</p>				
STAR Renaissance Reading Assessments	<p>In lieu of State Assessments for the 2020-21 Academic School Year, the STAR Reading Assessment was administered. TUSD will continue to administer the STAR as an ongoing growth monitoring tool.</p> <p>Spring 2021 Overall Performance Level</p> <p>All Students Grades 3-5</p> <p>Level 4 - 29%</p> <p>Level 3 - 25%</p> <p>Level 2 - 19%</p> <p>Level 1 - 27%</p> <p>All Students Grades 6-8</p> <p>Level 4 - 18%</p> <p>Level 3 - 39%</p> <p>Level 2 - 23%</p> <p>Level 1 - 20%</p>				Baseline + 2% Annually for Year 1, Year 2, and Year 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Redesignation Rate	20-21 English Learners: 16.4% IFEP Students: 23.5% Students Redesignated FEP: 5.6% State Redesignated Rate: 8.6%				Increase redesignation rate annually by 1% and growth towards meeting or exceeding state average.
EAP % Students Prepared for College ELA SBAC ELA Grade 11	The baseline for this metric is being set using 2018-2019 Data. New data will be available for the 2021-22 school year following SBAC Administration in the Spring of 2022. 2018-2019 Baseline English Language Arts State Assessment EAP - English Language Arts Ready - 56% Conditionally Ready - 20%				English Language Arts State Assessment Baseline EAP - English Language Arts Ready - 56% Conditionally Ready - 20% Maintain or Increase the overall percentage of students determined as Ready by 2% annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>EAP % Students Prepared for College Math</p> <p>SBAC Math Grade 11</p>	<p>The baseline for this metric is being set using 2018-2019 Data. New data will be available for the 2021-22 school year following SBAC Administration in the Spring of 2021.</p> <p>2018-2019 Baseline</p> <p>Mathematics State Assessment</p> <p>EAP - Mathematics Ready - 43% Conditionally Ready - 19%</p>				<p>Mathematics State Assessment</p> <p>Baseline</p> <p>EAP - Mathematics Ready - 43% Conditionally Ready - 19%</p> <p>Maintain or Increase the overall percentage of students determined as Ready by 2% annually.</p>
<p>CA Dashboard CCI Indicator</p>	<p>19-20 (Data Quest)</p> <p>% Percent Prepared</p> <p>All Students: 60.7% Economically Disadvantaged: 45.5% English Learners: 20.5% Students with Disabilities: 18.9% Foster Youth: 10.5% Homeless: 28.0%</p>				<p>Maintain or Increase overall percentage of Prepared Students on CCI Indicator annually.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC - Summative	<p>18-19</p> <p>Baseline Level 4: 16.4% Level 3: 37.77% Level 2: 30.12% Level 1: 15.71%</p> <p>19-20 - No data - ELPAC waived due to COVID 19</p>				Increase percentage of students
a-g Completion Rate	<p>Graduates Meeting UC/CSU Requirements</p> <p>19-20</p> <p>All Students: 64.8% Economically Disadvantaged: 49.1% English Learners: 27.8% Students with Disabilities: 25.7% Foster Youth: 11.8%</p>				Maintain or Increase overall percentage of a-g Completion Rate annually.
AP exams	<p>19-20</p> <p>Number of exams taken: 4,122 Percent of Exams with scores 3+: 78%</p>				Maintain or Increase overall number of students taking AP exams and the percentage of scores of 3+.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	<p>2020</p> <p>All Students - 15.2%</p> <p>English Learners - 11.5%</p> <p>SED - 12.9%</p> <p>SWD - 15.8%</p> <p>Foster Youth - 0%</p> <p>Homeless - 14.3%</p>				<p>Baseline 2020</p> <p>All Students - 15.2%</p> <p>English Learners - 11.5%</p> <p>SED - 12.9%</p> <p>SWD - 15.8%</p> <p>Foster Youth - 0%</p> <p>Homeless - 14.3%</p> <p>Maintain or increase All Students % meeting by CTE Pathway by 1% annually.</p>
Access to and Enrollment in a Broad Course of Study	<p>Local Indicator 7</p> <p>Measuring access to a broad course of study by:</p> <ul style="list-style-type: none"> • Cohort Grad rate of 95% • HS Seniors meeting a-g requirements - 64.8% <p>Measuring enrollment in abroad course of study by:</p> <ul style="list-style-type: none"> • HS students taking 4 				<p>Local Indicator 7</p> <p>Maintain or increase the below baseline:</p> <p>Measuring access to a broad course of study by:</p> <ul style="list-style-type: none"> • Cohort Grad rate of 95% • HS Seniors meeting a-g requirements - 64.8% <p>Measuring enrollment in abroad course of study by:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	years of math - 79% <ul style="list-style-type: none"> AP Exams taken by 4,122 Students 				<ul style="list-style-type: none"> HS students taking 4 years of math - 79% AP Exams taken by 4,122 Students

Actions

Action #	Title	Description	Total Funds	Contributing
1	AVID	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>AVID programs continue to be offered at all middle and high schools based on the percent of FRLP, EL, and Foster Youth. Middle schools expanded the implementation of AVID Excel to support EL students in reading and writing skills.</p>	\$95,364.00	Yes
2	MTSS Teachers	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p>	\$842,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Scope of Services: LEA-wide</p> <p>Location(s): Title 1 Schools</p> <p>MTSS Supports provided by high-quality MTSS Teachers. School sites will develop programs to increase Tier 2 and 3 Interventions in response to student needs.</p>		
3	MTSS Teachers on Special Assignment	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): Title 1 Schools</p> <p>MTSS Teachers on Special Assignment will support district-wide efforts to develop MTSS systems, tools, and resources for K-12 instructional staff. MTSS TOSAs will also work closely with site-based MTSS teachers and paraprofessionals to plan and provide direct intervention services to at-risk students. These services will be primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p>	\$756,044.00	Yes
4	PSAT Assessments	<p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All High Schools</p>	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Access to AP Test	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All High Schools</p> <p>This action will support access to a Broad Course of Study primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p>	\$75,000.00	Yes
6	Intervention Coordinator	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Sites</p> <p>The Intervention Coordinator will support LEA efforts to increase support and services to all instructional staff in the areas of unfinished learning and interventions, primarily benefiting English learners, foster youth, and low-income. The staff will coordinate district-wide intervention efforts and work together with the Educational Services team to offer professional development opportunities to staff through Learning Series and other trainings.</p>	\$153,313.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Curriculum and Intervention Teachers on Special Assignment	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Sites</p> <p>The quality of classroom instruction is improved when content knowledge, pedagogical skills, and current best practices are implemented and supported. Tustin Unified is committed to the ongoing development and alignment of district curriculum to current SBE Adopted Frameworks and State Standards, ensuring all students have access to a rigorous standard-based program. This effort includes aligned interventions for students who need supports to make growth in the program.</p> <p>The instruction-related supports and services provided through this action will include a wide array of instruction-related services. Some of these services include induction support through the OCDE program, ongoing teacher support sessions, rigorous standards training, curricular support training, ongoing professional development in all areas involving academics, behavioral, engagement, and wellness, and ongoing opportunities for collaboration with colleagues. The work of the Curriculum and Intervention TOSAs is to support teacher and site leader capacity in the implementation of a rigorous standards-based program that meets the needs of all students.</p> <p>This action includes a Behavior Support TOSA that will support teachers as they implement the social-emotional learning strategies from our TUSD roadmap. This includes the development, curating, and organization of SEL and Wellness curriculum resources.</p>	\$1,025,340.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Summer Institute/ Committees	<p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Sites</p> <p>Summer Institutes and Summer Reimagining Committee Days offered to teachers and lead teachers at each school site. The institute/committee work will focus on improving learning outcomes for all students through data analysis and strategic planning for increased supports and services.</p>	\$1,395,934.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Engagement - All students will demonstrate improved school engagement through increased attendance rates, parental participation, and demonstration of appropriate behaviors.</p> <p>State and Local Priorities addressed by this goal:</p> <p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

TUSD is committed to supporting high student engagement and wellness levels by emphasizing strong student choice, parent involvement, and social-emotional support. Increased student engagement and attendance are essential to improving academic outcomes, addressing unfinished learning needs, and college and career readiness for all students.

The following data and feedback support the purpose and goals for commuting to increasing student engagement:

STUDENT PERFORMANCE DATA

CA Dashboard identified Chronic Absenteeism as an area of improvement for all students with a status of Yellow with 5.9% of students identified as chronically absent. A review and revision of our MTSS/PBIS program, the inclusion of Challenge Success and Social-Emotional Learning Curriculum has been a focus to improve student engagement and attendance. Additionally, the Educational Services department and school site administrators will design and implement strategic plans to respond to Chronic Absenteeism.

CA Dashboard identified College/Career as an area of improvement for all students with a status of Yellow with a 2.1% decline to 61.6% of graduating students Prepared. TUSD will work closely with middle and high schools to examine the CCI Criteria with staff, educate students and family on how to become "Prepared", build pre-pathway opportunities in middle school, and focus on dual enrollment opportunities for students.

CA Dashboard identified 50.9% of English learner students as making progress towards English language proficiency as a baseline from 2018-2019. The suspension of the 2019-2020 ELPAC impacted reclassification for students, and the EL Reclassification Rate trended downward from 7% to 5% between 2019 to 2020, and English learners continue to perform lower in the core academic areas compared to English only students.

PARENT FEEDBACK DATA

LEA Needs Assessment Survey

- + I feel welcome in my child's school office. - 93%
- + The school regularly communicates with me in a language I can understand. 92.4%
 - The school offers high-quality parenting workshops during times when I can attend. 59.7%

Equity and Inclusion Survey

- + How much do you value your child having friendships with students from different races, ethnicities, or cultures? 91%
- + How much respect do staff in TUSD show you? 78%
 - How connected do you feel to staff in TUSD? 43%

To support Tustin Unified's ongoing commitment to increasing student and parent engagement, the following supports and services will be provided under Goal 2:

- Providing increased opportunities for English learners, foster youth, and low-income students through the implementation of an elementary music education program, full-day kinder program, and implementation of SEL Curriculum in TUSD, and Alternative to Suspension program to increase student re-engagement
- Provide Newcomer programs at the Elementary, Middle, and High school levels to support beginning English learners in a successful transition
- Staff ELD TOSAs to support K-12 school instructional staff as a thought partner in planning and implementing instructional support and services for English language learners
- Continue Mental Health providers (16 total), continue increased counselor support, and other services like an Addiction program and the implementation of a Wellness Curriculum
- Continue to implement parent and community engagement efforts through increasing usage of parent communication platforms like Parent Square, site-based Community Liaisons/Counselors, on-call interpreters/translators
- Provide ongoing professional learning opportunities for staff specifically supporting Social Emotional Learning, Wellness, Trauma-Informed Practices, Equity and Inclusion, and many other topics that TK-12 teachers can participate in through Learning Series
- Provide school sites with supplemental supports to support students designated as English Learners or Re-designated English Learner

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Healthy Kids Survey Data	<p>Spring 2021 Administration to 7th, 9th, and 11th Grade Students</p> <p>The data points below are overall percentages in areas that are related to the LCAP goals of Increasing Student Engagement:</p> <p>School Engagement and Supports School Connectedness - 68% Academic Motivation - 64% Caring Adult Relationships - 62% High Expectations - Adults in School - 72% Promotion of Parent involvement- 565</p>				****
Title 1 Parent Survey	<p>19-20 (Questions related to Engagement)</p> <p>Question: My child has a good attitude towards school. - 94.1% Agree or Strongly Agree</p>				Increase percentage of Agree and Strongly Agree by 1% or more annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Question: If I have a concern, I feel supported by the school principal.</p> <ul style="list-style-type: none"> 82.2% Agree or Strongly Agree <p>Question: The school provides extra support and programs for my child's individual needs.</p> <ul style="list-style-type: none"> 78.5% Agree or Strongly Agree 				
Chronic Absenteeism	2020-21 All Students Rate: 3.56%				Continue to decrease the Chronic Absenteeism Rate to a level below COE and DOE Rates.
Suspension Rates	2019-2020 (Data Quest) Tustin Unified Suspension Rate: 0.9%				Continue to decrease the Suspension Rate to a level below COE and DOE Rates.
Expulsion Rates	2020 (Data Quest) LEA, COE, DOE Comparison				Continue to decrease the Expulsion Rate to a level below COE and DOE Rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Tustin Unified 0.07%</p> <p>Orange County 0.02%</p> <p>Statewide Total 0.05%</p> <p>LEA Subgroup Rates</p> <p>English Learners 0.09%</p> <p>Foster Youth 0.00%</p> <p>Homeless Youth 0.26%</p> <p>Socioeconomically Disadvantaged .10%</p> <p>Students with Disabilities 0.11%</p>				
Middle School Dropout Rates	<p>19-20 (CALPADS) *****</p> <p>There are no data points to report for this metric.</p>				Continue to decrease the Middle School Dropout Rate to a level below COE and DOE Rates.
High School Dropout Rates	<p>2020 (Data Quest)</p> <p>LEA, COE, DOE Comparison</p> <p>Tustin Unified 2.90%</p> <p>Orange County 4.40%</p> <p>Statewide Total 7.00%</p> <p>LEA Subgroup Rates</p> <p>English Learners 6.30%</p> <p>Foster Youth 5.30%</p>				Continue to decrease the High School Dropout Rate to a level below COE and DOE Rates.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Youth 16.40% Socioeconomically Disadvantaged 3.90% Students with Disabilities 9.60%				
CORE SEL 5th Grade	20-21 FALL CORE SEL Survey The percent indicates % of students at "Mastery Level" Grade 5 Overall 72% of Students in the Healthy or Very Healthy Levels Question Group Performance Culture/Climate 92% Self-Management 89% Growth Mindset 77% Social Awareness 72% Self-Efficacy 67%				Continue to increase the percent of students at Mastery Level in each CORE SEL area.
CA Dashboard Cohort Grad Rate	19-20 (Data Quest) All Students: 94.7%				Maintain or Increase overall percentage of Cohort Grad Rate annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Economically Disadvantaged: 93.9%</p> <p>English Learners: 87.8%</p> <p>Students with Disabilities: 76.5%</p> <p>Foster Youth: 89.5%</p> <p>Homeless: 86.0%</p> <p>Asian: 96.6%</p> <p>Hispanic: 94.4%</p> <p>White: 94.2%</p>				
<p>Parent Participation in Programs for Unduplicated Pupils and Individuals with Exceptional Needs</p>	<p>Needs Assessment Parent Survey Question 2020-21</p> <p>Question - The school offers me meaningful ways to participate in my child's education. - 72.2% Agree or Strongly Agree.</p> <p>Title 1 2019-20 Survey</p> <p>Question - We take advantage of the after-school enrichment classes. - 46.4% Agreed or Disagreed.</p> <p>Local Indicator Focus Area</p>				<p>Needs Assessment Parent Survey Question</p> <p>Question - The school offers me meaningful ways to participate in my child's education. - 72.2% Agree or Strongly Agree.</p> <p>Goal - Increase by 2% annually.</p> <p>Title 1 2019-20 Survey</p> <p>Question - We take advantage of the after-school enrichment classes. - 46.4% Agreed or Disagreed.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>LEA’s progress in providing families with information and resources to support student learning and development in the home.</p> <p>Rating: 3</p>				<p>Goal - Increase by 2% annually.</p> <p>Local Indicator Focus Area</p> <p>LEA’s progress in providing families with information and resources to support student learning and development in the home.</p> <p>Goal- Rating: Maintain or make growth towards Rating 5.</p>
<p>Parent Input in Decision Making</p>	<p>Local Indicator Focus Area</p> <p>LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <p>Rating: 4</p>				<p>Local Indicator Focus Area</p> <p>LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p> <p>Goal- Rating: Maintain or make growth towards Rating 5.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Elementary Music Program	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Elementary Schools</p> <p>Continue to offer a districtwide Elementary Music Program to all 3rd-5th grade, engaging students with a foundation for a broader course of study in middle and high school.</p>	\$1,050,023.00	Yes
2	Newcomer Classes	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): Hicks Canyon Elementary School, Utt Middle School, Tustin High School</p> <p>Provide Newcomer programs at the elementary, middle, and high school levels to support English learners who have been in the US for less than 12 months. Academic supports will provide a successful transition into English-only courses, and focus on developing English language development in an academic setting.</p>	\$328,922.00	

Action #	Title	Description	Total Funds	Contributing
3	Services and Supports for English Learners	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Sites</p> <p>In support of student and family engagement, provide services and supports to English Learner families through the Office of Language Acquisition Staff. Services include interpreters, sign language, translation of district and school documents.</p> <p>Actions under this goal include:</p> <ul style="list-style-type: none"> • Staffing of OLA Center Employees to support English Learners • Costs for interpretation, sign language, and translation services 	\$623,816.00	Yes
4	Targeted Parent and Student Engagement (Community Liaisons and Counselors)	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): Title 1 Schools</p> <p>Engaging families of underserved communities and schools is critical to student achievement. The continuation of Community Liaison and counseling staff to support Title 1 school efforts will be critical to improving ongoing engagement and achievement.</p>	\$574,910.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	Social Emotional Learning and Student Wellness	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students will benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>Students will be supported with additional resources for Social-Emotional Health and academic support through the following actions:</p> <ul style="list-style-type: none"> • Continue with Mental Health providers (16 total) • Continue Counselors at each High School • Offer CareSolace (Addiction Program) • Continue to increase engagement of students and families: District Wellness Curriculum and Challenge Success • Develop site/teacher capacity to provide instruction and support around student Wellness (Wellness Champion Stipends) 	\$2,218,358.00	Yes
6	Professional Development	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students will benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>Provide ongoing professional learning opportunities for administrators</p>	\$1,265,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and staff through a blend of Tustin Unified developed Learning Series and hired consultants.</p> <p>The supports and services outlined in this action are:</p> <ul style="list-style-type: none"> • Professional Development for Staff through TUSD offered Learning Series • Trauma-Informed Practices training for Staff and Administrators • Focused Leadership professional development for administrators • Professional Development in Culturally Responsive and Inclusive Education • Specialized training in reading for intervention teachers in a specialized reading intervention program (Orton Gilligham) 		
7	Increase Site Supports and Services for English Learners and Redesignated English Learners	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>Site Supplemental funds to support school-wide efforts for English Learners and Redesignated English Learners. These supports include supplemental funding to improve the programs and a district social worker to connect English Learners to supports and Services.</p>	\$953,234.00	Yes
8	Alternative to Suspension	<p>Students to be Served: Program will support all students.</p> <p>Scope of Services: LEA-wide</p>	\$135,651.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Location(s): All Schools</p> <p>The ATS (Alternative to Suspension) program was launched in August 2019 to provide academic and social skills instruction to students in grades 7-12 who would otherwise be suspended from school. With parent consent, for the days that the student would have been suspended, he or she instead attended ATS, located at the Hillview/Tustin Adult School campus taught by a district office TOSA and supported with counseling by a CWA Social Worker or COSA. In addition, social skills lessons were provided by partner agencies Western Youth Services and OC Health.</p> <p>During the 20-21 school year ATS was open 4 days a week but with the pandemic and hybrid instruction the numbers of students referred was low, which was expected. Through May 14, 2021 a total of 18 students were referred to ATS. Of the 18 students, two students were referred more than once. This year with 18 students completing the ATS program we prevented a total 36 days of suspension. This intervention was needed during hybrid instruction as we were able to assist students in a smaller setting with social, emotional concerns, made referrals to appropriate agencies and initiated more parent meetings with students who were struggling academically and behaviorally.</p>		
9	Positive Behavior Support Staff	<p>Students to be Served: Program will support all students.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>Hire 18 Positive Behavior support staff at all elementary sites to support general education students in the classroom and within the school setting. The PBSS para educators will focus on SEL resources and strategies with the following support goals:</p>	\$609,539.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Support and strengthen existing SEL/behavior practices at the school site • Provide strategies and tools for classroom teachers to support students' behavioral goals • Provide ongoing support to classroom teachers • Provide SEL resources to classroom teachers 		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	<p>Conditions of Learning - All students will participate in a broad course of study through a standards-aligned curriculum taught by highly qualified teachers in safe conditions of learning.</p> <p>State and Local Priorities addressed by this goal:</p> <p>Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Tustin Unified is committed to being a highly functional organization and will provide strong basic services including highly qualified teachers, strong facilities, instructional materials, and other services to support student learning; ensuring equitable opportunities for every student.

In addition to ensuring students receive basic services that are essential to overall outcomes, actions and services have been outlined in Goal 3 to increase support and services to help students do well academically and become prepared for college and career. Some of these actions and services are:

- Instructional Materials and increased access to physical and digital texts through school libraries (SORA)
- Class Size Reduction for TK-12
- Kindergarten Paraeducators to provide ongoing support based on student need
- Attendance Clerk to monitor and work with families to improve student engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Misassignments (SARC)	Total Teacher Misassignments 2020-21: 1 2019-20: 48				Maintain or reduce the total number of teacher misassignments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Subject Area Competence (SARC)	Percent Teaching Outside Subject Area of Competence (with full credential) 2020-21: 4.87% 2019-20: 5.26%				Maintain or Reduce percent teaching staff outside the Subject Area of Competence (with full credential) annually.
Highly Qualified Teachers (SARC)	Highly Qualified Teachers - All Schools in District 2020-21: 100% 2019-20: 100%				100% Highly Qualified Teachers at All Schools District
Teacher Vacancies (SARC)	Unfilled Vacancies 2020-21: 0 2019-20: 0				0 - Maintain
Instructional Materials (SARC)	Percent of Students Lacking Own Assigned Copy of Textbook 2020-21: 0% 2019-20: 0%				0% - Maintain
Facilities (SARC)	Percent of Schools with Overall Facility Rating of Exemplary 2020-21: 100% 2019-20: 100%				100% - Maintain
Implementation of State Standards	LEA's progress in implementing policies				Desired Outcomes

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks.</p> <p>2020-21 Local Indicator Ratings: ELA CCSS - 5 ELD - 3 Mathematics CCSS - 5 NGSS - 3 History-Social Science - 2</p>				<p>Local Indicator Rating: Maintain or make growth towards Level 5- Full Implementation in the following areas:</p> <p>ELA CCSS -5 ELD - 5 Mathematics CCSS -5 NGSS -4 History-Social Science -4</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increased Access to School Library and Texts	<p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>In support of increased access and strong literacy development, continue site-level funding for library books and increase SORA digital text access.</p>	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Class Size Reduction	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>Reduction to Elementary, Middle, and High School class size teacher to student ratios. This class size reduction will support increased access to best first instruction with teachers.</p>	\$5,743,133.00	Yes
3	Kindergarten Para Professionals	<p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>Kindergarten paraprofessionals to support the implementation of a strong early literacy and math program by supporting student engagement and instruction.</p>	\$1,149,806.00	Yes
4	LEA Attendance Clerk/Secretary	<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement</p> <p>Students to be Served: Program primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.</p>	\$83,605.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>The LEA Attendance Clerk/Secretary will support re-engagement by supporting students and families of students who are chronically absent or have low engagement. The clerk will focus on connecting with school sites and families to support district re-engagement efforts.</p>		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	<p>Improved Pupil Outcomes for Students with Disabilities (SWD) - TUSD will continue to provide a rigorous and appropriate academic program for all students with disabilities to prepare them for college and career opportunities.</p> <p>State and Local Priorities addressed by this goal:</p> <p>Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

Strong achievement for all special education students continues to be a priority for Tustin Unified School District. Tustin will continue to provide a rigorous and appropriate academic program for all students with disabilities to prepare them for college and career opportunities.

A few of the actions outlined in Goal 4 are:

- Special Education Inclusion Coordinator
- Alternative to Suspension Teacher
- Inclusion Para Educators and SAI Para Educators
- Increased Specialized Academic Instructor Supports
- Full Inclusion Teacher on Special Assignment

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
STAR Reading Assessment	In lieu of State Assessments for the 2020-21 Academic School Year, the				All students will continue to make growth towards goals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>STAR Reading Assessment was administered. TUSD will continue to administer the STAR as an ongoing growth monitoring tool.</p> <p>Spring 2021 Overall Performance Level</p> <p>All Students Grades 3-5 Level 4 - 29% Level 3 - 25% Level 2 - 19% Level 1 - 27%</p> <p>SWD Grades 3-5 Level 4 - 12% Level 3 - 15% Level 2 - 17% Level 1 - 56%</p> <p>All Students Grades 6-8 Level 4 - 18% Level 3 - 39% Level 2 - 23% Level 1 - 20%</p> <p>SWD Grades 6-8 Level 4 - 5% Level 3 - 17% Level 2 - 21% Level 1 - 57%</p>				<p>and progress towards grade level standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>STAR Math Assessment</p>	<p>In lieu of State Assessments for the 2020-21 Academic School Year, the STAR Math Assessment was administered. TUSD will continue to administer the STAR as an ongoing growth monitoring tool.</p> <p>Spring 2021 Overall Performance Level</p> <p>All Students Grades 3-5 Level 4 - 21% Level 3 - 20 % Level 2 - 25% Level 1 - 34%</p> <p>SWD Grades 3-5 Level 4 - 10% Level 3 - 9% Level 2 - 19% Level 1 - 62%</p> <p>All Students Grades 6-8 Level 4 - 29% Level 3 - 17 % Level 2 - 24% Level 1 - 30%</p>				<p>All students will continue to make growth towards goals and progress towards grade level standards.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD Grades 6-8 Level 4 - 8% Level 3 - 7% Level 2 - 17% Level 1 - 68%				
Least Restrictive Environment	<p>The Least Restrictive Environment indicator is from data submitted to CDE for the 2018-2019 school year. Each year, CDE establishes 2 separate state-wide targets related to whether pre-school students ages three through five (including five-year-old kindergartners) with disabilities are in school with typical peers during their school day.</p> <p>For the 2018-2019 school year, the pre-school targets are as follows:</p> <p>a). A minimum of 32.9.0% of students with disabilities ages three through five must be in an early childhood learning</p>				TUSD will continue to show improvement in Least Restrictive Environment for Students with Disabilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>program with typical peers. TUSD the target with 52.0% of students with disabilities ages three through five in an early childhood learning program with typical peers.</p> <p>b.) Less than 31.4% of students with disabilities ages three through five can attend an early childhood learning program separated from typical peers. TUSD did not meet this target. 43.1% of students with disabilities ages three through five attend an early childhood learning program separated from typical peers.</p>				
California Dashboard Cohort Graduation Rate	<p>2019 CA Dashboard</p> <p>All Students: 94.7%</p> <p>Students with Disabilities: 76.5%</p>				Maintain or increase the percent of students with disabilities cohort graduation rate annually.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA Dashboard CCI Indicator	19-20 CA Dashboard % Percent Prepared All Students: 60.7% Students with Disabilities: 18.9%				Maintain or Increase overall percentage of Prepared Students on CCI Indicator annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Education Support Certificated Staff	<p>Students to be Served: Program primarily directed towards Students with Disabilities, but other students may benefit.</p> <p>Scope of Services: LEA-wide</p> <p>Location(s): All Schools</p> <p>The following instructional and support staff will be staffed to support strong achievement for all special education students:</p> <ul style="list-style-type: none"> • Special Education Inclusion Coordinator to support access to a broad course of study • Full Inclusion Teacher on Special Assignment who will work with schools in supporting individuals with exceptional needs engage in a board course of study 	\$345,798.00	No
2	Special Education Classified Support Staff	<p>Students to be Served: Program primarily directed towards Students with Disabilities, but other students may benefit.</p> <p>Scope of Services: LEA-wide</p>	\$1,343,881.00	No

Action #	Title	Description	Total Funds	Contributing
		Location(s): All Schools The following instructional and support staff will be staffed to support strong achievement for all special education students: <ul style="list-style-type: none"> • Inclusion Para Educators • PBI Support Aides 		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.72%	\$18,074,046.00

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

Required Descriptions

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

Goal 1- AVID - AVID programs continue to be offered at all middle and high schools based on the percent of FRLP, EL, and Foster Youth. Middle schools expanded the implementation of AVID Excel to support EL students in reading and writing skills.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation of AVID, the LEA hopes to see continued growth in the academic achievement for all unduplicated students participating in AVID.

Goal 1- MTSS Teachers - MTSS Supports provided by high-quality MTSS Teachers. School sites will develop programs to increase Tier 2 and 3 Interventions in response to student needs.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to additional instruction and supports to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services

identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of MTSS, the LEA hopes to see continued growth in the academic achievement for all unduplicated students participating receiving Academic, Behavioral, and Social-Emotional supports through MTSS.

Goal 1- MTSS Teachers on Special Assignment- MTSS Teachers on Special Assignment will support district-wide efforts to develop MTSS systems, tools, and resources for K-12 instructional staff. MTSS TOSAs will also work closely with site-based MTSS teachers and paraprofessionals to plan and provide direct intervention services to at-risk students. These services will be primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to additional instruction and supports to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation of MTSS Teachers on Special Assignment, the LEA hopes to closely monitor and support continued growth in the academic achievement for all unduplicated students participating receiving Academic, Behavioral, and Social-Emotional supports through MTSS.

Goal 1- Access to AP Tests - This action will support access to a Broad Course of Study primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation of Access to AP Tests, the LEA hopes see increased opportunity and engagement of unduplicated students in a rigorous course of study to support ongoing academic achievement.

Goal 1- Access to PSAT Tests - This action will support access to college preparedness opportunities, primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students perform far below peers in the same grade level in English, Math, and Science. Unduplicated students also performed lower than peers on CCI indicators. The

actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of Access to PSAT Tests, a high stakes test experience for college and scholarship opportunities, the LEA hopes see increased opportunity and engagement of unduplicated students in a rigorous course of study to support ongoing academic achievement.

Goal 1- District Intervention Coordinator- The Intervention Coordinator will support LEA efforts to increase support and services to all instructional staff in the areas of unfinished learning and interventions, primarily benefiting English learners, foster youth, and low-income. The staff will coordinate district-wide intervention efforts and work together with the Educational Services team to offer professional development opportunities to staff through Learning Series and other trainings.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well

With the implementation of District Intervention Coordinator, the LEA hopes see increased opportunity and engagement in site based MTSS interventions of unduplicated students to support ongoing academic achievement.

Goal 1- Curriculum and Intervention Teachers on Special Assignment will support district-wide efforts to develop MTSS systems, tools, and resources for K-12 curriculum and instruction efforts. TOSAs will also work closely with site-based teachers and paraprofessionals to plan and provide direct curriculum and intervention supports. These services will be primarily directed towards English Learners, Foster Youth, Low Income, but other students benefit as well.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to additional instruction and supports to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation of Curriculum and Intervention Teachers on Special Assignment, the LEA hopes to closely support curriculum and instruction, monitor and support continued growth in the academic achievement for all unduplicated students participating receiving Academic, Behavioral, and Social-Emotional supports through MTSS.

Goal 1- Summer Professional Development and School Site Committees - Provide ongoing professional learning opportunities for administrators and staff through a blend of Tustin Unified developed Learning Series and hired consultants to target the needs of foster youth, English learners, and low-income students first. Professional development and School Site Committee work will focus on supports and services to serve students under the MTSS umbrella and focus on various topics for academic, behavioral, student wellness, and social-emotional needs of students.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. Our school leaders and teachers play a key role in engaging and supporting our students, thus the need for ongoing professional development for staff. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school, but benefit other students as well. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of ongoing Professional Development, the LEA hopes to see continued growth in best practices to support the needs of our unduplicated students.

Goal 2- Targeted Parent and Student Engagement (Community Liaisons and Counselors) - Engaging families of underserved communities and schools is critical to student achievement. The continuation of Community Liaison and counseling staff to support Title 1 school efforts will be critical to improving ongoing engagement and achievement.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation of Targeted Parent and Student Engagement work through Community Liaisons and Counselors, the LEA hopes to see continued growth in family engagement and academic achievement for all unduplicated students.

Goal 2- Social Emotional Learning and Student Wellness - Students will be supported with additional resources for Social-Emotional Health and academic support.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are

intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of Social Emotional Learning and Student Wellness actions, the LEA hopes to see continued growth in the academic achievement for all unduplicated students district-wide.

Goal 2- Professional Development - Provide ongoing professional learning opportunities for administrators and staff through a blend of Tustin Unified developed Learning Series and hired consultants to target the needs of foster youth, English learners, and low-income students first. Professional development will focus on topics like trauma-informed practices, equity and inclusion, culturally relevant instruction, and specialized reading interventions.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. Our school leaders and teachers play a key role in engaging and supporting our students, thus the need for ongoing professional development for staff. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of ongoing Professional Development, the LEA hopes to see continued growth in best practices to support the needs of our unduplicated students.

Goal 2- Increase Site Supports and Services for English Learners and Redesignated English Learners - Site Supplemental funds to support school-wide efforts for English Learners and Redesignated English Learners. These supports include supplemental funding to improve the programs and a district social worker to connect English Learners to supports and Services.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students, and specifically English language learners, perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

In increasing site supplemental funds to support school-wide efforts in support ELL and RFEP students, the LEA hopes to see increased opportunity and engagement of English learners and their families in the school community to support ongoing academic achievement.

Goal 2- Positive Behavior Support Staff will support the reengagement of students and teach, model, and reinforce appropriate behaviors within the school community and develop skills to engage in the academic setting. The successful reengagement of students in the school and classroom environment will increase access to best first instruction with teachers.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of Positive Behavior Support Staff, the LEA hopes to see continued growth in the academic achievement for all unduplicated students, as Tustin Unified continues to focus on student wellness and behavioral interventions under the MTSS umbrella to help improve the student experience.

Goal 2- Services and Supports for English Learners - In support of student and family engagement, provide services and supports to English Learner families through the Office of Language Acquisition Staff. Services include interpreters, sign language, translation of district and school documents. (OLA Staffing and Translations/Interpretations)

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students, and specifically English language learners, perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. Schools will outline the use of these funds in their School Plan for Student Achievement and include references to the Action and Goals when submitting purchases through the Colbi system. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation of Services and Supports for English Learners, the LEA hopes to see increased opportunity and engagement of English learners and their families in the school community to support ongoing academic achievement.

Goal 2- Social Emotional Learning and Student Wellness

Students will be supported with additional resources for Social-Emotional Health and academic support through the following actions:

- Continue with Mental Health providers (16 total)
- Continue Counselors at each High School
- Offer CareSolace (Addiction Program)
- Continue to increase engagement of students and families: District Wellness Curriculum and Challenge Success

- Develop site/teacher capacity to provide instruction and support around student Wellness (Wellness Champion Stipends)

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of Social Emotional Learning and Student Wellness, the LEA hopes to see continued growth in the academic achievement, behavioral, and social-emotional wellness for all unduplicated students. Tustin Unified continues to focus on student wellness and behavioral interventions under the MTSS umbrella to help improve the student trajectory primarily for unduplicated students.

Goal 2- Elementary Music Program - Continue to offer a districtwide Elementary Music Program to all 3rd-5th grade, engaging students with a foundation for a broader course of study in middle and high school.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of the Elementary Music Program, the LEA hopes to see continued growth in the academic achievement for all unduplicated students participating in visual and performing arts.

Goal 2- Alternative to Suspension (ATS) will support the reengagement of students and transition back to the school environment through behavioral, wellness, and academic supports for students who are in need of alternatives to suspension. This action will target the needs of foster youth, English learners, and low-income students first, but benefit other students as well.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. Education research consistently shows that high rates of suspension are related to a number of negative outcomes for suspended students including elevated rates of school dropout, poor school climate, and low academic achievement.

The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school, but benefit other students as well. The total percentage of English Learner,

Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of Alternative to Suspension, the LEA hopes to see continued growth in best practices to support the needs of our unduplicated students in reengaging successfully in the school community.

Goal 3- Class Size Reduction - Reduction to Elementary, Middle, and High School class size teacher to student ratios. This class size reduction will support increased access to best first instruction with teachers.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. Class size reduction will increase student access to the best first instruction and opportunities for engagement with the teacher(s). The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation of Class Size Reduction, the LEA hopes to see continued growth in the academic achievement for all unduplicated students. As Tustin Unified continues to focus on MTSS and student supports, Class Size Reduction will help improve the student experience. Specifically, teachers in smaller classes can diagnose and track student learning and differentiate instruction in response to student needs. In smaller classes, students spend less time off-task or disengaged from the work of the class, and they have greater access to the best first instruction and classroom tools and resources. Research also suggests that smaller class sizes can help students develop a greater ability to adapt to intellectual and educational challenges (Bedard & Kuhn, 2006; Dee & West, 2011; Fleming, Toutant, & Raptis, 2002).

Goal 3- LEA Attendance Clerk/Secretary - The LEA Attendance Clerk/Secretary will support re-engagement by supporting students and families of students who are chronically absent or have low engagement. The clerk will focus on connecting with school sites and families to support district re-engagement efforts.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, specifically our Chronic Absenteeism Indicator, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners.

With the implementation an LEA attendance clerk/secretary, the LEA hopes to see continued growth and reengagement of students in the area of attendance.

Goal 3- Kinder Para-educator Staff will support the engagement of students and teach, model, and reinforce appropriate behaviors within the school community for our youngest learners and develop skills to engage in the academic setting early in the students' academic career. The successful engagement of students in the school and classroom environment will increase access to best first instruction with teachers.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of Kinder Para-educator Staff, the LEA hopes to see a strong foundation developed for students, ensuring continued growth in academic, behavioral, and social-emotional wellness of unduplicated students.

Goal 3- Increased Access to School Library and Texts - Increase access to texts for students to engage in reading and literacy development.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students perform far below peers in the same grade level in English, Math, and Science. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, and English learners, but benefit other students as well.

With the implementation of increased access to texts in school libraries, the LEA hopes to see increased literacy engagement in unduplicated students to support ongoing academic achievement as evidenced by district reading assessments.

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

The Tustin Unified School District is committed to providing an engaging and rigorous educational experience for all students. The Advisory Committees, District English Learner Advisory Committee, and other stakeholders have provided ideas on how these unique needs can be met, and TUSD has carefully planned and aligned its resources to increase or improve services for unduplicated pupils over the next few years. Tustin Unified has met the required funding to increase or improve services for unduplicated students. We continue to invest heavily in our students needing additional supports and services. The actions outlined are being provided districtwide and principally directed towards the needs of low-income students, English Learners, and foster youth.

As supported by an analysis of student data and 2019 CA Dashboard Indicator Performance, our unduplicated students face the highest risk of suffering learning loss, experiencing social-emotional trauma, and becoming disengaged. The actions and services listed above are intentional efforts to better support our unduplicated students that may otherwise not have the opportunities or access to programs to be successful in school. The total percentage of English Learner, Foster Youth, and Low-Income students served is 42% and the actions and services identified in the LCAP are primarily directed towards socioeconomically disadvantaged students, Foster Youth, students with disabilities, and English learners.

All actions indicated in this LCAP to increase and/or improve services for English Learners, Foster Youth, and/or Low-Income students and have been developed based on state and local data, identified needs, and stakeholder feedback. The actions help the district meet goals on the State and Local Priorities in the following ways:

- Priority 1 Basic Conditions: increased access to text in libraries and through a virtual library, attendance clerk who will work closely to monitor student engagement and connect with schools to offer resources
- Priority 2 State Standards: smaller class sizes which allow teachers to focus on individualized needs to support student growth towards proficiency in state standards, kinder paraeducators to support students in accessing lessons designed to teach state standards
- Priority 3 Parental Involvement: community liaison in support of unduplicated families by increasing communication and family engagement, engage families of English learners with the support of additional translation and support services, additional funding to sites in order to provide increased opportunities for parent engagement
- Priority 4 Pupil Achievement: newcomer classes, professional development, access to AP all support increased performance on standardized assessments and ensure that pupils are college and career ready, district MTSS staff and intervention coordinator to support the identification of students who are in need of additional supports
- Priority 5 Pupil Engagement: attendance clerk to support improved attendance rates, chronic absenteeism, and drop out rates, district MTSS staff and intervention coordinator to support the identification of students who are in need of additional supports,
- Priority 6 School Climate: social-emotional learning and student wellness, MTSS, and interventions actions will improve school climate by putting in place a system and resources to improve suspension rates, expulsion rates, and school-wide safety for all students
- Priority 7 Course Access: increase services and supports so schools are able to differentiate instruction, services, and resources to respond effectively to the diverse needs of their students, ongoing professional development to support educator content knowledge and strategies which improves teaching and learning the various way which

students learn, supports and services so ensure course access and MTSS systems to monitor students in order to determine if students are making growth

- Priority 8 Other Pupil Outcomes: MTSS offers a framework and resources that aligns MTSS with the State Standards and the systems necessary for academic, behavioral, and social success

In order to satisfy the requirement to increase or improve services for English learners, foster youth, and low-income students, the Tustin Unified School District is addressing the requirement to increase or improve services for English learners, foster youth, and low-income students through the actions described above, as well as the following actions which are provided in a targeted manner to English learners, foster youth, and low-income students:

Actions provided beyond what all other students receive to unduplicated students are: Action 1.1 AVID, Action 1.5 Access to AP, Action 2.2 Newcomer Classes, Action 2.3 Services and Supports for English Learners, Action 2.4 Community Liaisons, and Action 2.7 Increased Site Support for English Learners and Redesignated learners.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$20,578,300.00				\$20,969,929.00

Totals:	Total Personnel	Total Non-personnel
Totals:		

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	AVID	\$95,364.00				\$95,364.00
1	2	English Learners Foster Youth Low Income	MTSS Teachers	\$842,289.00				\$842,289.00
1	3	English Learners Foster Youth Low Income	MTSS Teachers on Special Assignment	\$756,044.00				\$756,044.00
1	4	English Learners Foster Youth Low Income	PSAT Assessments	\$150,000.00				\$150,000.00
1	5	English Learners Foster Youth Low Income	Access to AP Test	\$75,000.00				\$75,000.00
1	6	English Learners Foster Youth Low Income	Intervention Coordinator	\$153,313.00				\$153,313.00
1	7	English Learners Foster Youth Low Income	Curriculum and Intervention Teachers on Special Assignment	\$962,633.00			\$62,707.00	\$1,025,340.00
1	8	English Learners Foster Youth Low Income	Summer Institute/ Committees	\$1,395,934.00				\$1,395,934.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Elementary Music Program	\$1,050,023.00				\$1,050,023.00
2	2		Newcomer Classes				\$328,922.00	\$328,922.00
2	3	English Learners Foster Youth Low Income	Services and Supports for English Learners	\$623,816.00				\$623,816.00
2	4	English Learners Foster Youth Low Income	Targeted Parent and Student Engagement (Community Liaisons and Counselors)	\$574,910.00				\$574,910.00
2	5	English Learners Foster Youth Low Income	Social Emotional Learning and Student Wellness	\$2,218,358.00				\$2,218,358.00
2	6	English Learners Foster Youth Low Income	Professional Development	\$1,265,969.00				\$1,265,969.00
2	7	English Learners	Increase Site Supports and Services for English Learners and Redesignated English Learners	\$953,234.00				\$953,234.00
2	8	English Learners Foster Youth Low Income	Alternative to Suspension	\$135,651.00				\$135,651.00
2	9	English Learners Foster Youth Low Income	Positive Behavior Support Staff	\$609,539.00				\$609,539.00
3	1	English Learners Foster Youth Low Income	Increased Access to School Library and Texts	\$50,000.00				\$50,000.00
3	2	English Learners	Class Size Reduction	\$5,743,133.00				\$5,743,133.00
3	3	English Learners Foster Youth Low Income	Kindergarten Para Professionals	\$1,149,806.00				\$1,149,806.00
3	4	English Learners Foster Youth	LEA Attendance Clerk/Secretary	\$83,605.00				\$83,605.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	Students with Disabilities	Special Education Support Certificated Staff	\$345,798.00				\$345,798.00
4	2	Students with Disabilities	Special Education Classified Support Staff	\$1,343,881.00				\$1,343,881.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$18,888,621.00	\$0.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	AVID	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools 6-12	\$95,364.00	\$95,364.00
1	2	MTSS Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools TK-5	\$842,289.00	\$842,289.00
1	3	MTSS Teachers on Special Assignment	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools TK-12	\$756,044.00	\$756,044.00
1	4	PSAT Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: High Schools Only 11th	\$150,000.00	\$150,000.00
1	5	Access to AP Test	Schoolwide	English Learners Foster Youth Low Income	All Schools 9-12	\$75,000.00	\$75,000.00
1	6	Intervention Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	\$153,313.00	\$153,313.00
1	7	Curriculum and Intervention Teachers on Special Assignment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$962,633.00	\$1,025,340.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	Summer Institute/ Committees	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,395,934.00	\$1,395,934.00
2	1	Elementary Music Program	LEA-wide	English Learners Foster Youth Low Income	All Schools 3-5	\$1,050,023.00	\$1,050,023.00
2	3	Services and Supports for English Learners	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$623,816.00	\$623,816.00
2	4	Targeted Parent and Student Engagement (Community Liaisons and Counselors)	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Title 1 Schools	\$574,910.00	\$574,910.00
2	5	Social Emotional Learning and Student Wellness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,218,358.00	\$2,218,358.00
2	6	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,265,969.00	\$1,265,969.00
2	7	Increase Site Supports and Services for English Learners and Redesignated English Learners	Schoolwide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$953,234.00	\$953,234.00
2	8	Alternative to Suspension	LEA-wide	English Learners Foster Youth Low Income	All Schools 6-12	\$135,651.00	\$135,651.00
2	9	Positive Behavior Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Elementary Schools	\$609,539.00	\$609,539.00
3	1	Increased Access to School Library and Texts	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	2	Class Size Reduction	LEA-wide	English Learners	All Schools	\$5,743,133.00	\$5,743,133.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Kindergarten Para Professionals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,149,806.00	\$1,149,806.00
3	4	LEA Attendance Clerk/Secretary	LEA-wide	English Learners Foster Youth	All Schools Specific Schools: District Office	\$83,605.00	\$83,605.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.