

LCAP Year x 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Tamalpais Union High School District		
Contact Name and Title	Dr. David Yoshihara Superintendent	Email and Phone	dyoshihara@tamdistrict.org 415-945-1020

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is an extremely high performing district in a very active, supportive, and educated community. Currently 4,674 students are served in three comprehensive high schools and two alternative programs. In addition, the Adult and Community Education courses attract hundreds of community members each year. The Tam District is home to students from 19 different communities, including Bolinas-Stinson, Sausalito-Marin City, Forrest Knolls, Lagunitas, Tiburon and many other towns in southern Marin County. Our students speak more than 30 languages and participate in more than 100 student run clubs and activities. The student body is 79% white, 2.5% African American, 9.5% Latina/o, 5.7% Asian, 2.5% two or more races, .8 other/non reported and 1.2% of our students are English language learners.

The Tam District has a robust course catalogue with nearly all classes meeting the CSU/UC a-g requirements. Students are offered a full range of elective courses in all disciplines, but most specifically in the fine and performing arts, applied technologies, world languages, as well as in the core content areas. The District also offers academic support classes, an English learner support program, after school tutoring, and a partnership with Bridge the Gap College Prep at Tamalpais High School. Students are also provided access to social emotional support services through our counseling and wellness programs.

LCAP HIGHLIGHTS

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

The Tam District has identified the goals of narrowing the achievement and opportunity gaps among the subgroups of students, improving learning of all students and identifying and removing institutional barriers to equitable educational outcomes. To these ends, we are taking specific action steps to build the capacity of our staff to achieve these outcomes.

To improve student learning, we have remained committed to ensuring all students have access to a rigorous, relevant and inclusive curriculum as outline in our first goal. To support our teachers and administrators we have offered professional development in culturally and linguistically responsive instructional practices, inclusive classroom practices and engaging in necessary conversations about race.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

In the 2015-16 school year, the District experienced a narrowing of the academic achievement gap that has previously existed. Specifically, the achievement levels of African American students increased as measured by the percentage of students who scored standard met or standard exceeded on the English language arts and mathematics sections of the CAASPP assessment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The Tam District still has much work to do in order to increase the percentage of students who graduate college ready. Specifically, we must improve the learning of our English language learner students, our low socio-economic students and our special learner students. This year, the District did not meet our own benchmarks for improvement on CEDLT levels or reclassification rates for our English language learners.

Additionally, while we narrowed our achievement gap for African American students, the gap that remains is still significant and must be a specific focus of our time, resources and attention.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

While we saw an increase in achievement for our African American students, the Tam District still has persistent performance gaps among the student groups. Our African and American and Latino/a students perform lower than our white or Asian students. Also, or English language learner students and students with special learning needs perform far below our non-English language learners or non-special education designation students.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

In the 2017-18 school year, the Tam District will implement an Advancement Via Individual Determination (AVID) program at the 3 comprehensive school sites. AVID is a program designed to increase college readiness for students from low socioeconomic backgrounds as well as English language learners and first-generation college bound students. The California LCFF Dashboard data revealed a learning gap for our low socio-economic students and our students of color. The District is implementing the AVID program in response of data and staff requests for the program.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 79,865,387

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 68,412,318

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The LCAP includes all expenditures of certificated teaching and counseling staff salaries, para professional staff salaries, and instructional support expenses. The expenditures from the budget not included in LCAP are: classified salaries for positions outside of the classroom, including custodial services, secretarial services and central office personnel. Furthermore, facilities expenditures and maintenance are not included in the LCAP. Specifically, Capital Outlay, Other Services and operations, Other outgo, and Transfer of indirect costs are not included in the LCAP.

\$ 77,683,130

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Curriculum and Assessment System: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Metrics:

- The percentage of students who graduate from the Tam District UC/USC eligible will increase by 5%;
- the number of English Language Learners who are re-designated as English proficient, or who move at least 1 level on the CELDT, will increase by 10%;
- the percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase across all student populations
- The percentage of students from our underrepresented student groups enrolled in advanced classes will increase by 5%;
- the percentage of students who participate in, and demonstrate college preparedness using the EAP will increase by 5%
- Students with exceptional learning needs will show progress towards learning goals as measured by grades on their report cards.

- 79% of Tam District students who graduated in 2016 completed all UC/CSU a-g requirements. This represents a 2% increase from the previous year.
- 40% of our EL students advanced at least 1 level on the CEDLT designation. This was a decrease of 30% (this percentage represents 5 students). 15% of EL students were reclassified as English proficient, this percentage was unchanged from the previous year
- 86% of students enrolled in AP classes scored a 3 or higher on the AP exam, which represents a 0 % change over the previous year
- 37.7% of our 10-12th grade students enrolled in at least 1 advanced placement course
- 28 % of students from our unduplicated pupil count enrolled in advanced courses, which represents no change over the previous year
- 47% of students scored “ready” on the ELA portion of the EAP and 32% of students scored “ready” on the math portion of the EAP
- 21% of students with exceptional needs earned a D, F or I on the spring 2016 semester report card.

- The District's master schedules are student centered; meaning students are not denied access to a class they wish to take due to space or availability of class. Students will continue to have access to a broad course of study, the broad list of course offerings are available on our district website
- Student access to courses will be demonstrated via our student information system schedules. We will maintain the 100% rate of student enrollment in UC/CSU a-g eligible courses
- The rate of student absenteeism will decrease by 10%
- Every mathematics and English language arts teacher in the District will have at least 8 hours of professional development in implementation of the Common Core State Standards in mathematics and English language arts

- Students have access to broad, college preparatory and career technical education courses, as demonstrated by our school sites' master schedules
- The daily average attendance for the district was 90.5%, this was a slight increase over the previous year
- 72% of 11th grade students met or exceeded the standard on the ELA portion of the California Assessment of Student Performance and Progress
- 56% of 11th grade students met or exceeded the standard on the mathematics portion of the California Assessment of Student Performance and Progress
- Every teacher in the District is required to attend 3 professional learning days each year that align to the content area in which they teacher. The district will continue to provide support in delivering professional learning opportunities that focus on implementation of the CCSS. Sign in sheets and feedback forms from these professional learning days will be used to monitor attendance and progress.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED Curriculum development to align our core content courses with Common Core State Standards and UC/CSU requirements will be performed by teachers and paid at the hourly rate of pay	ACTUAL All graduation required mathematics courses of study were updated to include the Common Core State Standards. Intermediate Algebra was approved for UC/CSU mathematics credit for Algebra II. Many courses were updated in alignment with California Education Code
	BUDGETED Est. Cost: \$22,800.00 Funding Source(s): FN2130,(object code 1130.00)	ESTIMATED ACTUAL \$22, 800.00
Expenditures		

Action **2**

Actions/Services	PLANNED Classroom teachers salaries & benefits (\$33,590,802), Classroom para- educators salaries & benefits (\$1,228,000))	ACTUAL The District hired an additional 8.2 FTE in certificated personnel in the 2016-17 school year.
Expenditures	BUDGETED Est. Cost: \$34,818,802.00 Funding LCFF Base. Salaries and Benefits object codes (1100, 2100, 3101, 3202)	ESTIMATED ACTUAL \$34,818,802.00

Action **3**

Actions/Services	PLANNED Certificated Staff Professional Development: Instructional Design Facilitators (\$10,000), Conferences and Advanced Placement Training Conferences (\$80,000), Professional Consultants (In- house staff development) (\$25,000)	ACTUAL The District employed 2 instructional design facilitators this year who helped plan and deliver professional development for teachers who were new to our district. Several teachers attended conference this year, including NGSS, Advanced Placement, Innovative Teaching Conference, Visible Learning, Beyond Diversity, Culturally Responsive Instruction a, Common Core State Standards for mathematics implementation, National Council for Teachers of English, and AVID. The District hired a few outside consultants to deliver relevant professional development including: Jay McTighe, Understanding and Schooling by Design; Jeff Zweirs, Linguistically Responsive Instructional Strategies; Emily Richards, Literacy and Historical Thinking
Expenditures	BUDGETED Est. Cost: \$115,000.00 Funding Source(s): Title II A:	ESTIMATED ACTUAL \$89,000.00

Action **4**

Actions/Services	PLANNED Textbooks and other instructional materials. Instructional resources aligned to Common Core State Standards	ACTUAL The District adopted Common Core aligned Algebra I and Geometry textbooks.
Expenditures	BUDGETED Est. Cost: \$280,000.00 Funding Source(s): Lottery: instructional materials (6300)	ESTIMATED ACTUAL \$280,000.00

Action **5**

Actions/Services	PLANNED Develop Career Technical Education courses that articulate with College of Marin in the content areas of Engineering and Computer Programing	ACTUAL Tam High School expanded the Computer Science course offerings and continued to develop a pathway for students to progress through. 3 of our Applied Technologies teachers engaged in the development of career technical education pathways in Engineering and Computer Science
	BUDGETED Est. cost: Est. Cost: \$72,000.00 Funding Source(s): Northern California Regional Career Tech Ed Grant	ESTIMATED ACTUAL \$72,000.00
Expenditures		

Action **6**

Actions/Services	PLANNED Teacher Leaders will be provided a stipend to facilitate the implementation of the district's curriculum and ensure alignment with Common Core State Standards	ACTUAL Teacher Leaders led their departments in course of study revision in compliance with California Education Code, implementation of standards, professional development in effective instructional strategies in an equitable instructional model. Every teacher was required to attend 3 full days of professional learning in their content area.
	BUDGETED Est. cost: Est. Cost: \$231,758.00 Funding Source(s): LCFF Base: object code (1160.00)	ESTIMATED ACTUAL \$231,758.00
Expenditures		

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Through the work of our Tamalpais Leadership Collaborative, we continue to focus on high quality instruction with an emphasis on having clear learning outcomes aligned to state adopted standards, common success criteria and high expectations for all students. We have focused our professional development opportunities on these specific pedagogical practices. Teachers worked collaboratively,

led by their department Teacher Leaders, to update courses of study to align with CCSS and NGSS, and evaluate and adopt standards aligned instructional materials.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The mathematics and English departments have aligned their course with the common core state standards and all but 1 mathematics course is a-g approved, while all English courses are a-g approved. The mathematics team adopted common core aligned textbooks and resources for algebra 1-2 and geometry.

Several teachers attended conferences such as the National Council on Mathematics Teachers, Next Generation Science Standards Implementation, and Advancement Via Individual Determination. All of these conferences focused on implementation of state adopted standards and high quality instructional strategies.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After doing an in-depth analysis of student data from the LCFF rubrics and dashboard, we are adding actions to this goal. Specifically, we are implementing Advancement Via Individual Excellence (AVID) program at our 3 comprehensive school sites. We believe the AVID program addresses the needs clarified in our data, that our low socio-economic students are not graduating as well prepared for college and career as are our other student group populations.

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	Instructional Programs and Practices- Ensure all students are demonstrating progress towards and proficiency in identified learning goals.
State and/or Local Priorities Addressed by this goal:	
STATE 1 2 3 <input checked="" type="checkbox"/> 4 5 6 7 8	
COE <input type="checkbox"/> 9 <input type="checkbox"/> 10	
LOCAL _____	

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics:

- The percentage of students who graduate from the Tam District UC a-g eligible will increase by 5%;
- the number of English Language Learners who are re-designated as English proficient or who improve at least 1 level on the CELDT designation will increase by 10%, due to increased support;
- the percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase across all student populations by 5%.
- the percentage of students from our unduplicated pupil count enrolled in advanced classes will increase by 5%,
- the percentage of students who participate in, and demonstrate college preparedness using the EAP will increase
- the number of students who earn a grade of D, F or I in a core content area on a semester report card will decrease by 10%.
- Student attendance rates, as measured by our student information system, will increase by 5%,
- high school graduation rates will remain near 100% and high school dropout rates will remain below 3%.
- the rates of student out of class suspension of student expulsion will decrease
- the percentage of teachers who are highly qualified and appropriately placed will remain at 100%
- The total percentage of students from all sub-group populations who score proficient or above on the English language arts and mathematics portions of the CAASSP assessments will increase by 5%.
- The number of students showing progress towards learning goals established in the district curriculum will increase as measured by a decrease in the number of students who earn a grade of D, F or I on

ACTUAL

Metrics:

- 79% of students who graduated from the Tam District eligible to attend UC/CSU schools. This represents a 2% increase from the previous year.
- 40% of our EL students advanced at least 1 level on the CEDLT designation. This was a decrease of 30% (this percentage represents 5 students). 15% of EL students were reclassified as English proficient, this percentage was unchanged from the previous year
- 86% of students enrolled in an AP class passed the AP exam with a 3 or higher, which represents a 0% change over the previous year
- 47% of students scored “ready” on the ELA portion of the EAP and 32% of students scored “ready” on the math portion of the EAP
- The daily average attendance for the district was 90.5%, this was a slight increase over the previous year
- The percentage of students who were suspended declined by 1.6 % in 2015-2016
- 100% of our teachers meet the designation of highly qualified
- All of our English language arts courses are aligned to the Common Core State Standards, all but 1 of our mathematics courses are aligned to the Common Core State Standards as demonstrated in the courses of study

either fall or spring semester report card, in a core content area.

- All of our math and English language arts courses are aligned to the Common Core State Standards.
- We will maintain a rate of near 100% of students enrolled in UC a-g approved courses.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED Academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support.	ACTUAL The District had 16 sections of academic workshop support classes across all sites, which equates to 3.2 FTE teachers assigned for academic support purposes.
	BUDGETED Est. Cost: \$294,400.00 Funding Source(s): LCFF supplemental funding object codes (1100, 2100, 3101, 3202)	ESTIMATED ACTUAL \$294,400.00 Funding Source(s): LCFF supplemental funding object codes (1100, 2100, 3101, 3202)
Expenditures		

Action 2

Actions/Services	PLANNED Provide professional development for teachers in teaching Advanced Placement Courses	ACTUAL All teachers who were new to teaching advanced placement courses attended an advanced placement institute.
	BUDGETED Est. Cost: \$10,000.00 Funding Source(s): Title II	ESTIMATED ACTUAL
Expenditures		

Action 3

Actions/Services	PLANNED Provide professional development in differentiated instruction with a focus on supporting English Language Learners	ACTUAL The District increased the amount of FTE assigned to supporting ELL students. Additionally, the District sent teachers to professional development workshops presented by Jeff Zwiers, a language acquisition expert. Mr. Zwiers also presented directly to our district wide English department on March 13, 2017.
	BUDGETED Est Cost: \$11,500.00 Funding source(s): LCFF Base object code 5200	ESTIMATED ACTUAL \$11,500.00
Action 4		
Actions/Services	PLANNED Instructional Coaches will be identified and will lead professional development in effective instructional strategies, implementation of Common Core State Standards and Next Generation Science Standards	ACTUAL The District employs 1 full time and 3 part time (.4FTE) instructional coaches. The Instructional Coaches
	BUDGETED Est. Cost: \$201,000 Funding source(s): Educator Effectiveness Grant	ESTIMATED ACTUAL Est. Cost: \$201,000 Funding source(s): Educator Effectiveness Grant
Action 5		
Actions/Services	PLANNED All English language learners will be provided a device to ensure access to curriculum	ACTUAL All English language learners were offered a Chrome book or an iPad in order to better access the curriculum.
	BUDGETED Est. Cost: \$32,500.00 Funding source(s): LCFF supplemental funding	ESTIMATED ACTUAL \$32,500.00
Action 6		
Actions/Services	PLANNED The district will increase certificated and classified staff to support English language learners. There will be an increase in .8FTE-certificated staff and 1.2 para professional classified staff. This will augment the existing .6 FTE certificated	ACTUAL The district increased the certificated staff by .8 FTE but has not yet implemented the increase in para professional support specific to EL students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Est. Cost: \$ 232,864.00	Est. Cost: \$ 186,864.00
Funding source(s): LCFF supplemental funding object codes (1100, 2100, 3101, 3202)	Funding source(s): LCFF supplemental funding object codes (1100, 2100, 3101, 3202)

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>The District used Schooling by Design model to plan and implement our goals. By starting with the end in mind, and keeping an equity focus, we were able to map backwards map our action steps. We were able to implement most of the actions steps listed above, to fidelity. The increased services to EL students were implemented and we now have an EL team that meets regularly to discuss progress of our students.</p> <p>The instructional coaches have been deployed and lead professional development for our teachers in a regular, ongoing basis. Having coaches imbedded at the comprehensive school sites allows our teachers greater access to instructional resources. The coaches have led instructional rounds to capture effective teaching practices, as well as targeted workshops and ongoing cohort professional development sessions.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>We do not yet have data; specifically we are hoping to capture the impact on learning the increased services for our EL students have had. Anecdotally, now that we have an EL support team in place, we feel have been able to better serve the students by knowing them and their needs more intimately. Similarly, we have anecdotal evidence that teachers are very pleased with the support the instructional coaches are providing. The staff has received the instructional coaches very positively and the collective capacity building they are leading encourages us.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>The District did not hire the 1.2 para educators to support EL students. The District is currently working on job descriptions for those positions in anticipation of hiring them in the coming year.</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District will partner with Pacific Education Group in the 2017-2018 school year in order to receive professional development in instructional leadership for equity. Every certificated administrator will be trained in the “Beyond Diversity” workshop as well as participate in a leadership equity retreat, during which the District administrators will establish a 3 year plan to address issues of equity and race in our district. These actions are in direct response to our persistent achievement gaps that fall along racial lines, as well as an increase in race based incidents occurring on our campuses.

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Community Relations- Improve communication and relationship with the community and stakeholder groups.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metrics:

- Local survey to all stakeholders on communication will indicate an increase in effectiveness of district communication in the gathering of input, two-way communication, and implementation of input into district decision making processes
- Results on the student, parent and teacher portion of the California Healthy Kids survey will indicate improvement in the area of communication
- Administration at the site and district level will solicit feedback on their communication of pertinent information at least 2 times a year via school site councils, Teacher Leader body and staff meetings
- The district will solicit feedback on the effectiveness of this form of

ACTUAL

Metrics:

- As a result of feedback from our community, the superintendent implemented a parent advisory group that is comprised of 1 parent representative from each school site. The advisory group sets those agendas for information they wish for the superintendent to share. The format allows for 2-way communication in which the superintendent also hears concerns and gathers input on issues and decision. These parents report back to existing parent organization such as the PTSA.
- The District implemented the Healthy Kids Survey, the Climate Survey and parent survey in the spring of 2016.
- The District video tapes each board meeting and provides links to all board meeting video casts on the district website

communication via survey from parents as well

- 61% of parents, who responded to the survey, agree or strongly agree that the school seeks parental input before making major decisions.
- 88% of parents who responded to the survey had attended a school related event in the last year
- 93% of parents who responded agreed or strongly agreed that the school sites keep parents well informed about school related activities

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	Web Page Coordinator stipend (\$6,000)	The District employed a Web page coordinator
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Est. Cost: \$6,000.00 Funding Source(s): LCFF Base object code 1900	\$6000.00 Funding Source(s): LCFF Base object code 1900

Action 2

Actions/Services	PLANNED	ACTUAL
	The superintendent will hold stakeholder meetings (parent, teacher and student) at each site throughout the year	The superintendent met quarterly with the Superintendent's Parent Advisory Committee, which had 8 parent representatives (2 from each of the comprehensive sites and 1 from each of the alternative sites).
Expenditures	BUDGETED	ESTIMATED ACTUAL
	Est. Cost: \$0	

Action 3

Actions/Services	PLANNED The district has convened a Budget Study Committee. This committee has 35 members from the broad stakeholder groups including: students, parents, community members, teachers, classified staff, counselors, Union representatives, English language learner parents, administrators and district office staff. This committee helps define priorities for the district in order to determine how to allocate the district's resources.	ACTUAL The district budget study committee did not meet in 2016-17. This committee was replaced with a Facilities Master Plan Committee with a similar composition. The purpose of this group was to determine facility needs and priorities due to enrollment growth. This committee met 5 times for 2 hours at a time.
	BUDGETED Est. Cost: \$15,066.00 Funding Source(s): LCFF Base	ESTIMATED ACTUAL \$7500.00
Action 4		
Actions/Services	PLANNED Videotaping of Board of Trustees meetings: In an effort increase the accessibility of information the Board will videotape their meetings. Links to the videos will be made available on the District website.	ACTUAL All Board of Trustees regular meetings commencing with the May 10, 2016 meeting have been filmed and a link to the videos is posted on the District's main website.
	BUDGETED Est. Cost: \$4000.00 Funding Source(s): LCFF Base	ESTIMATED ACTUAL \$4000.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>The District was successful in implementing the above-described measures. The board meeting videos are available via our website, making the meetings more accessible to the public. The District has also taken strides to ensure our website information is current and reliable. While we did not have a Budget Study Committee, we continued to have decision-making committees that include broad stakeholders. This year, the District developed a Facilities Master Plan, which drafted a plan to address the growing student enrollment and aging facilities concerns. The committee established priorities for the District in how best to meet the facilities needs of all students.</p> <p>The superintendent also met quarterly with is parent advisory committee, which is comprised of 1-2 parents from each of our 5 school sites. The parents provide feedback and bring forth questions and concerns from their site parent groups. The principals at each site, also have parent advisory committees that inform the superintendent.</p> <p>This year, as we begin the process of implementing Next Generation Science Standards, we held several parent engagement events to provide parents with information and to gather their input. Parents who could not attend one of the events were able to submit their feedback on the proposed changes to our science program via survey. The survey was emailed to parents, along with informational materials. The survey was also available on our websites.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We have heard, anecdotally, that parents feel better informed than they have in the past. There are multiple pathways for parents to contribute their voice and to hear important information regarding the District. We believe our efforts are making an impact.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Per our goal of increasing parent communication, the District will adopt or devise a local survey to directly elicit feedback from parents about communication of pertinent information and their ability to participate in decision-making processes.</p>

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Student Wellness- Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric:

- Student attendance rates will increase, high school graduation rates will increase and high school dropout rates will decrease.
- The rates of student out of class suspension and expulsion will decrease by 5%.
- A greater percentage of students will report feeling safe and valued at school
- A greater percentage of students will report having at least 1 meaningful relationship with an adult at school
- student performance on local assessments will demonstrate improvement in student learning
- Gains will be shown on the CA Healthy Kids Survey,
- local surveys and polls related to school connectedness and school safety will be utilized to inform strategic planning, and other key data areas (i.e. school attendance rates, chronic absenteeism, dropout rates, suspension and expulsion rates, and graduation rates) will be utilized to improve student academic and social wellbeing including: 9th graders and 11th graders who feel strongly that there are opportunities for meaningful participation at school. 9th graders and 11th graders feel that they have a caring relationship with an adult at school. 9th graders and 11th graders who feel happy at school. 9th

ACTUAL

Metric:

- The average daily attendance in the District is 90.4%, that is a slight increase over last year
- Out of class suspensions have, overall, decreased over the last 2 years
- Per the CHKS, 83% of 9th grade and 90% of 11th grade students report feeling safe at school as compared to 84% of 9th grade and 88% of 11th grade students reporting the same at the last administration of the survey
- Per the CHKS, 68% of 9th grade and 64% of 11th grade students report feeling they are part of the school as compared to 64% of 9th grade and 61% of 11th grade students reported feeling connected at the last administration of the survey
- The District saw a slight decrease in student performance on the CAASPP assessments from 2015-2016

graders and 11th graders who feel like a part of their school.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED Teen Screen (Family Service Agency). Each year, the District administers the Teen Screen survey in order to determine the overall emotional wellbeing of our students.	ACTUAL The District implemented Teen Screen at each of the comprehensive sites and conducted follow up meetings with students.
	BUDGETED Est. Cost: \$24,000.00 Funding Source(s): LCFF Base object code 5800	ESTIMATED ACTUAL \$24, 000.00

Action 2

Actions/Services	PLANNED Dynamic Solutions for Youth- The District has partnered with Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.	ACTUAL The District's partnership with Dynamic Solutions for Youth continued this year. This organization helped facilitate small group discussions around race, equity and success. The organization also provided support services to students of color at each of the school sites.
	BUDGETED Est. Cost: \$57,200.00 Funding Source(s): LCFF Base Student Services object code 5800	ESTIMATED ACTUAL \$57,200.00

Action 3

Actions/Services

PLANNED

Bay Area Community Resources- The District contracts with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues.

ACTUAL

BACR provided counseling services to students at each of our school sites.

Expenditures

BUDGETED

Est. Cost: \$386,250.00
Funding Source(s): LCFF Base Student Services object code 5800

ESTIMATED ACTUAL

\$386,250.00

Action **4**

Actions/Services

PLANNED

Continue to develop the wellness program that will, in concert with the counseling staff, coordinate services to students for social emotional wellbeing. Wellness Director (\$156,822) Wellness Coordinator at Redwood High School (\$125,877), Wellness certificated position at Drake High School (\$98,220) and Wellness certificated position at Tam High School (.8) to begin in January 2017 (\$54,835). Wellness Outreach Worker at Redwood (\$80,242), Wellness classified position at Drake (.8) to begin in January 2017 (\$34,768). The Wellness center will coordinate services to students for social emotional well being

ACTUAL

The District implemented a Wellness program at Drake High School this year and hired a Wellness Coordinator in August and a Wellness Outreach Specialist in January.

The Wellness Program at Tam High was not implemented this year but is scheduled to begin implementation in August of 2017. Tam High will hire a Wellness Coordinator and a Wellness Outreach Worker in August 2017.

Expenditures

BUDGETED

Est. Cost: \$550,764.00
Funding Source(s): LCFF Base Student Services Object code (1200, 1300, 2200, 3101,3202)

ESTIMATED ACTUAL

\$495,929.00

Action **5**

Actions/Services

PLANNED

Health Services (\$106,187), The district provides a school health technician who distributes her time among the comprehensive sites. She also maintains student health records.

ACTUAL

The District employed 1 health technician and 1 supervisory school nurse.

Expenditures	BUDGETED Est. Cost: \$106,187.00 LCFF Base Student Services	ESTIMATED ACTUAL \$120, 187.00
--------------	--	--

Action **6**

Actions/Services	PLANNED Counseling staff salaries and benefits: certificated: (\$1,824,549.00), classified: (\$280,745.00)	ACTUAL The District continued its counseling ratios of no more than 325:1.
------------------	--	--

Expenditures	BUDGETED Est. Cost: \$2,112,878.00 LCFF Base Salaries and Benefits object codes (1200, 2100, 3101, 3202)	ESTIMATED ACTUAL Certificated: (\$1,824,549.00), classified: (\$280,745.00)
--------------	---	---

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>The District expanded the Wellness Program to Drake High School this year. The Wellness Programs at Redwood and Drake High Schools conducted suicide prevention and affirmative consent campaigns at their respective sites.</p> <p>The District administered Teen Screen to most District students and followed up with students who were deemed at risk. Additionally, the District continued its partnership with BACR and at most of our school sites, the services are in high demand, often requiring a wait list.</p> <p>Overall, the District is seeking and identifying resources to support the social-emotional wellbeing of our students. We are making strides in our culturally responsiveness for our students and ensuring that all students feel safe and welcome on our campuses.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The District carried out the action steps as planned; however, we have not yet realized the improvements as established by the metrics. Specifically, the California Healthy Kids Survey (CHKS) results indicate only a slight improvement in the overall social-emotional health of our students.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material difference we saw this this item was the Tam High Wellness Coordinator. This position was not hired for; therefore, we saw a reduction in the overall expense for this item.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District has convened an Attendance Committee to review current and past attendance data as well as results from the CHKS and from these data, recommend to the Board of Trustees an attendance policy update and or change.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The District convened a stakeholder group of approximately 30 participants for the Facilities Master Plan process. This process was focused on facility's needs, but included identifying priority areas for the District. This group met 5 times for 2 hours at a time between October 2016 and March 2017.

The District held several stakeholder meetings around curriculum and instruction. Most specifically, the District convened a science task force to plan for an implement the Next Generation Science Standards. As State Priority Area 2 clearly identifies implementing courses of study that are aligned to the California adopted standards, we felt it necessary to gather input from staff, students, parents and community members. The District conducted 5 parent and community engagement meetings in the evenings for 2 hours. The meetings took place between November 2016-March 2017. Parents, students and staff were asked to complete surveys to provide the district with input on curriculum, instruction and course offerings. The input was reviewed by district office staff and adjustments were made to curriculum offerings. Furthermore, each site's school site council, which have representation of parents and students from all student groups, including unduplicated students, as well as certificated and classified staff who represented our two bargaining units (CSEA and TFT), reviewed the LCAP goals and were asked to provide input on goals and actions steps within the LCAP.

The Educational Services Department met with the Superintendent's Parent Advisory Committee in March of 2017 to gather feedback on the LCAP and new accountability systems. Additionally, Educational Services made presentations at each of the school sites on the LCAP goals and new accountability. Finally, the District provided an opportunity to complete a LCAP feedback survey via Google forms. The survey was available to all community members for three weeks on the District website. There was low participation on the survey, so the District will look for ways to improve communication about the survey and other ways in which the community can provide feedback.

The LCAP update was discussed at 2 public Board meetings, on March 28, 2017 and on April 4, 2017.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

There were changes made to action steps to achieve the existing goals in TUHSD LCAP for the upcoming year. Specifically, new action steps have been added to directly address chronic absenteeism. Feedback from various stakeholder groups, including teachers, counselors and classified staff indicated that there was a high level of interest in improving attendance rates for all student groups, but most specifically our low SES students and English learners have the highest rates of chronic absenteeism and therefore are the groups identified for targeted intervention. The District has convened an Attendance Committee in order to gather and review data and make a policy recommendation to the Board that addresses chronic absenteeism by January of 2018.

Another important change to the LCAP as a result of stakeholder engagement was the implementation of AVID to address college and career readiness for specifically for our low SES students and students of color.

The District has also created a social Studies Task Force in order to begin the process of implementing the Next Generation Social Studies Framework to ensure compliance with the adherence to state adopted standards and frameworks.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

☐ New
 ☐ Modified
 ☒ Unchanged

Goal 1

Curriculum and Assessment System: Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas.

[State and/or Local Priorities Addressed by this goal:](#)

STATE x1 x 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 x 7 x 8
 COE ☐ 9 ☐ 10
 LOCAL _____

[Identified Need](#)

21% of our students do not graduate eligible to attend the UC/CSU system. By ensuring all students have access to rigorous courses and relevant and engaging learning experiences will improve college readiness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> The percentage of students who graduate from the Tam District UC/USC eligible will increase by 5% 	79%	80%	82%	84%
<ul style="list-style-type: none"> the 	39% of students enroll in AP	42% of students will enroll in	44% of students will enroll in	46% of students will enroll in

percentage of students who take and pass the Advanced Placement exams, with a score of 3 or higher, will increase across all student populations	courses, of those 85% pass the exam with a 3 or higher	AP courses 87% of those taking an AP class will pass the exam with a 3 or higher	AP courses 88% of those taking an AP class will pass the exam with a 3 or higher	AP courses 89% of those taking an AP class will pass the exam with a 3 or higher
<ul style="list-style-type: none"> The percentage of students from our student groups enrolled in advanced classes will increase by 5% over 4 years 	36%	37%	39%	41%
<ul style="list-style-type: none"> the number of English Language Learners who are re-designated as English proficient, or who move at least 1 level on the CELDT, will increase by 10% 	64%	66%	68%	69%

due to adoption of curriculum and courses of study that align to the state adopted standards for ELD.				
<ul style="list-style-type: none"> the % of students who meet or exceed the standard on the CAASPP assessments in ELA and mathematics will increase by 5% 	72% ELA 56% mathematics	77% ELA 61% mathematics	82% ELA 66% mathematics	87% ELA 71% mathematics
<ul style="list-style-type: none"> The District will maintain 100% compliance with the Williams Act for sufficient instructional materials. 	100 % compliance with the Williams Act as evidenced by the Williams Report to the Board of Trustees each semester of the school year	100% of the students in the District, as determined by the Williams Report for each semester, will have access to California state standards aligned curriculum and instructional materials.	100% of the students in the District, as determined by the Williams Report for each semester, will have access to California state standards aligned curriculum and instructional materials.	100% of the students in the District, as determined by the Williams Report for each semester, will have access to California state standards aligned curriculum and instructional materials.
<ul style="list-style-type: none"> The District will maintain 100% 	100% of teachers teach only in their credentialed area as indicated by the California	100% of teachers teach only in their	100% of teachers teach only in their	100% of teachers teach only in their

<p>compliance with the California Education Department requirement that teachers are assigned to teach only within their area of credential and that all teachers possess a Crosscultural, Language and Academic Development certificate.</p>	<p>Basic Education Data Collection system (CBEDS) report</p>	<p>credentialed area as indicated by CBEDS report</p>	<p>credentialed area as indicated by CBEDS report</p>	<p>credentialed area as indicated by CBEDS report</p>
<ul style="list-style-type: none"> District teachers have access to state standards aligned instructional materials that are vetted through a curriculum council to ensure compliance. 	<ul style="list-style-type: none"> All teachers in the District are provided state standard aligned instructional materials and resources. The District Curriculum Council reviews all instructional materials requests for alignment to standards. These materials are shared among District teachers. The District adopted state standards 	<ul style="list-style-type: none"> All teachers in the District are provided state standard aligned instructional materials and resources. The District Curriculum Council reviews all instructional materials requests for alignment to standards. These materials are shared among District teachers. 	<ul style="list-style-type: none"> All teachers in the District are provided state standard aligned instructional materials and resources. The District Curriculum Council reviews all instructional materials requests for alignment to standards. These materials are shared among District teachers. 	<ul style="list-style-type: none"> All teachers in the District are provided state standard aligned instructional materials and resources. The District Curriculum Council reviews all instructional materials requests for alignment to standards. These materials are shared among District teachers.

	aligned mathematics materials in Algebra 1, Geometry and Advanced Algebra.			
<ul style="list-style-type: none"> Our students have access to a broad course of study that includes classes in applied technologies, Fine & performing arts, English language arts, world languages, mathematics, science, history and social sciences, physical education 	<ul style="list-style-type: none"> In 2017-18 the District will establish a baseline for enrollment of students from our various student groups within course across all instructional departments 	<ul style="list-style-type: none"> Based upon data collected in 2017-18 the District will either maintain or increase the percentages of students accessing these courses. We will use master schedules and report cards from our students to measure progress on this metric. 	<ul style="list-style-type: none"> Based upon data collected in 2018-19 the District will either maintain or increase the percentages of students accessing these courses. We will use master schedules and report cards from our students to measure progress on this metric. 	<ul style="list-style-type: none"> Based upon data collected in 2019-20 the District will either maintain or increase the percentages of students accessing these courses. We will use master schedules and report cards from our students to measure progress on this metric.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES**2017-18**

☐ New ☒ Modified ☐ Unchanged

We will continue to align our core content courses with the California state adopted standards, as well as with UC/CSU requirements. The updating of courses will be performed by teachers and paid for the time.

The District has created a Science Task Force, made up of teachers and administrators, and this group will write the 3 new courses of study for the new Next Generation Science Standards. The first course of study will be developed during 2017-2018.

The District has created a History Social Science Task Force, made up of teachers and administrators, and this group will develop an understanding of the new

2018-19

☐ New ☒ Modified ☐ Unchanged

We will continue to align our core content courses with the California state adopted standards, as well as with UC/CSU requirements. The updating of courses will be performed by teachers and paid for the time.

The Science Task Force, made up of teachers and administrators, will continue to write the courses of study for the new Next Generation Science Standards. The second of 3 new courses of study will be developed during 2018-2019.

The District has created a History Social Science Task Force, made up of teachers and

2019-20

☐ New ☒ Modified ☐ Unchanged

We will continue to align our core content courses with the California state adopted standards, as well as with UC/CSU requirements. The updating of courses will be performed by teachers and paid for the time.

The Science Task Force, made up of teachers and administrators, will continue to write the courses of study for the new Next Generation Science Standards. The third of 3 new courses of study will be developed during 2019-2020.

The District has created a History Social Science Task Force, made up of teachers and

Next Generation History Social Science framework and work to ensure the District's social studies courses of study align to the new framework

administrators, and this group will develop an understanding of the new Next Generation History Social Science framework and update existing courses of study to ensure the District's social studies courses of study align to the new framework

administrators, and this group will develop an understanding of the new Next Generation History Social Science framework and develop professional development opportunities for other social studies teachers to engage in the pedagogical practices that align to the framework

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
Est. Cost: \$22,800.00	Est. Cost: \$22,800.00	Est. Cost: \$22,800.00
Source	Source	Source
Unrestricted fund	Unrestricted fund	Unrestricted fund
Budget Reference	Budget Reference	Budget Reference
FN2130, object code 1130.00	FN2130, object code 1130.00	FN2130, object code 1130.00

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18☐ New ☒ Modified ☐ Unchanged

Continue to recruit and employ highly qualified Classroom teachers and ensure appropriate classroom support with para- educators

2018-19☐ New ☐ Modified ☒ Unchanged

Continue to recruit and employ highly qualified Classroom teachers and ensure appropriate classroom support with para- educators

2019-20☐ New ☐ Modified ☒ Unchanged

Continue to recruit and employ highly qualified Classroom teachers and ensure appropriate classroom support with para- educators

BUDGETED EXPENDITURES**2017-18****Amount** \$33,590,802, and \$1,228,000**Source** LCFF Base General unrestricted funds**Budget Reference** (1000)**2018-19****Amount** \$33,590,802, and \$1,228,000**Source** LCFF Base General unrestricted funds**Budget Reference** (1000)**2019-20****Amount** \$33,590,802, and \$1,228,000**Source** LCFF Base General unrestricted funds**Budget Reference** (1000)**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18****2018-19****2019-20**

☐ New ☒ Modified ☐ Unchanged

Continue to offer Certificated Staff Professional Development opportunities that align to our District goals. Professional develop is offered via Conferences including Advanced Placement Training Conferences and in house professional development offered by Professional Consultants.

☐ New ☐ Modified ☒ Unchanged

Continue to offer Certificated Staff Professional Development opportunities that align to our District goals. Professional develop is offered via Conferences including Advanced Placement Training Conferences and in house professional development offered by Professional Consultants.

☐ New ☐ Modified ☒ Unchanged

Continue to offer Certificated Staff Professional Development opportunities that align to our District goals. Professional develop is offered via Conferences including Advanced Placement Training Conferences and in house professional development offered by Professional Consultants.

BUDGETED EXPENDITURES

2017-18

Amount	\$105,000
Source	Title II
Budget Reference	Certificated Professional Staff Development (4035)

2018-19

Amount	\$105,000
Source	Title II
Budget Reference	Certificated Professional Staff Development (4035)

2019-20

Amount	\$105, 000
Source	Title II
Budget Reference	Certificated Professional Staff Development (4035)

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☒ Modified ☐ Unchanged

We will continue to adopt textbooks and other instructional materials that are aligned to state adopted standards.

☐ New ☐ Modified ☒ Unchanged

We will continue to adopt textbooks and other instructional materials that are aligned to state adopted standards.

☐ New ☐ Modified ☒ Unchanged

We will continue to adopt textbooks and other instructional materials that are aligned to state adopted standards.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount <div>\$280,000.00</div>	Amount <div>\$280,000.00</div>	Amount <div>\$280,000.00</div>
Source <div>Lottery: instructional materials</div>	Source <div>Lottery: instructional materials</div>	Source <div>Lottery: instructional materials</div>
Budget Reference <div>(6300)</div>	Budget Reference <div>(6300)</div>	Budget Reference <div>(6300)</div>

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ School wide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Teacher Leaders will be provided a stipend to facilitate the implementation of the district's curriculum, ensure alignment with California adopted standards and support colleagues to improve overall instruction.

Teacher Leaders will be provided a stipend to facilitate the implementation of the district's curriculum, ensure alignment with California adopted standards and support colleagues to improve overall instruction.

Teacher Leaders will be provided a stipend to facilitate the implementation of the district's curriculum, ensure alignment with California adopted standards and support colleagues to improve overall instruction.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$231,758.00	Amount	\$231,758.00	Amount	\$231,758.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	(1160.00)	Budget Reference	(1160.00)	Budget Reference	(1160.00)

☐ New

X Modified

☐ Unchanged

Goal 2

Instructional Programs and Practices- Improve the learning of all students while narrowing the achievement gaps among our student groups

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 x 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Currently, 79% of our students graduate eligible to attend a UC or CSU school of higher education. We believe this statistic can be improved upon. Furthermore, standardized state and local data show differences in level of achievement among our student groups. These gaps have persisted over many years and are predictable based on a student's socio-economic status and race or ethnicity.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> The percentage of students who graduate from the Tam District UC/USC eligible will increase by 5% 	79%	81%	83%	84%
<ul style="list-style-type: none"> All student groups will show gains in UC/CSU eligibility 	39% of low SES students graduated UC/CSU eligible in 2015	42%	45%	48%
<ul style="list-style-type: none"> the number of English Language Learners who 	64%	66%	68%	69%

are re-designated as English proficient, or who move at least 1 level on the CELDT, will increase by 5%				
<ul style="list-style-type: none"> Students with exceptional learning needs will show progress towards learning goals as measured by grades on their report cards. 	43% of special education students receive a D, F or I	40%	38%	36%
<ul style="list-style-type: none"> the percentage of students who participate in, and demonstrate college preparedness using the EAP will increase by 5% 	73%	74%	76%	78%
<ul style="list-style-type: none"> The overall student average score on the CAASPP English Language assessment will increase by 5% The overall student average score on the CAASPP mathematics assessment will increase by 5% African American student scores on the CAASPP English Language Arts 	<p>CAASPP Results: 2016</p> <p>All students At or above Standard:</p> <p>ELA 72 % math 56%</p> <p>African American students at or above standard:</p> <p>ELA 23%</p>	<p>All student scores at or above standard:</p> <p>ELA 77% Math 61%</p> <p>African American student scores at or above standard:</p> <p>ELA 33%</p>	<p>All student scores at or above standard:</p> <p>ELA 82% Math 66%</p> <p>African American student scores at or above standard:</p> <p>ELA 43%</p>	<p>All student scores at or above standard:</p> <p>ELA 87% Math 71%</p> <p>African American student scores at or above standard:</p> <p>ELA 53%</p>

<p>assessment will increase 10%</p> <ul style="list-style-type: none"> African American student scores on the CAASPP mathematics assessment will increase 10% Low SES student scores on the CAASPP English Language assessment will increase 8% Low SES student scores on the CAASPP mathematics assessment will increase 8% Latino/a student scores on the CAASPP English Language Arts assessment will increase 8% Latino/a student scores on the mathematics CAASPP assessment will increase 8% 	<p>Math 17%</p> <p>Low SES student scores at or above standard: ELA 35%</p> <p>Math 23%</p> <p>Latino/a student scores at or above standard: ELA 47%</p> <p>math: 32%</p>	<p>Math 27%</p> <p>Low SES student scores at or above standard: ELA 43%</p> <p>Math 31%</p> <p>Latino/a student scores at or above standard: ELA 55%</p> <p>math: 40%</p>	<p>Math 37%</p> <p>Low SES student scores at or above standard: ELA 51%</p> <p>Math 39%</p> <p>Latino/a student scores at or above standard: ELA 63%</p> <p>math: 48%</p>	<p>Math 47%</p> <p>Low SES student scores at or above standard: ELA 59%</p> <p>Math 47%</p> <p>Latino/a student scores at or above standard: ELA 71%</p> <p>math: 56%</p>
---	---	---	---	---

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners ☒ Foster Youth ☒ Low IncomeScope of Services☐ LEA-wide ☐ School wide **OR** ☒ Limited to Unduplicated Student Group(s)Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

We will continue to provide academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support.

2018-19☐ New ☐ Modified ☒ Unchanged

We will continue to provide academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support.

2019-20☐ New ☐ Modified ☒ Unchanged

We will continue to provide academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support.

BUDGETED EXPENDITURES**2017-18**

Amount

\$294,400.00

Source

LCFF supplemental

2018-19

Amount

\$303,232.00

Source

LCFF supplemental

2019-20

Amount

\$312,328.96

Source

LCFF supplemental

Budget
Reference

(1100, 2100, 3101, 3202)

Budget
Reference

(1100, 2100, 3101, 3202)

Budget
Reference

(1100, 2100, 3101, 3202)

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All☐

Students with Disabilities

☐

[Specific Student Group(s)] _____

Location(s)☐ All schools☐

Specific Schools: __

Specific Schools: Redwood, Tamaplais , Drake

☐

Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐

English Learners

☐

Foster Youth

☐

Low Income

Scope of Services☐

LEA-wide

☐

School wide

OR

Limited to Unduplicated Student Group(s)

Location(s)

All schools

☒

Specific Schools: Redwood, Tamaplais, Drake

☐

Specific Grade spans: _____

ACTIONS/SERVICES**2017-18**X New ☐ Modified ☐ Unchanged

The District will implement a new program to support college and career readiness for our student groups, most specifically to support our low SES students. Advancement Via Individual Determination (AVID) will be implemented at each of the 3 comprehensive school sites. AVID will begin with 1 section at each site in the 2017-2018 school year.

2018-19☐ New ☒ Modified ☐ Unchanged

We will continue to provide academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support. If deemed impactful, AVID will expand to 2 sections per comprehensive site in the 2018-19 school year

2019-20☐ New ☒ Modified ☐ Unchanged

We will continue to provide academic support will be provided to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring program for targeted support. If the program is deemed worthy to continue, AVID will expand to 3 sections at each of the comprehensive school sites.

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount	\$50,300	Amount	\$10,800	Amount	\$10,800
Source	State Funding: College Readiness Block Grant	Source	State Funding: College Readiness Block Grant	Source	State Funding: College Readiness Block Grant
Budget Reference	Object code (7338)	Budget Reference	Object code (7338)	Budget Reference	Object code (7338)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

LEA-wide ☐ School wide **OR** X Limited to Unduplicated Student Group(s)

Location(s)

X All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified X Unchanged

The District will continue to provide professional development in differentiated instruction with a focus on supporting English Language Learners and nonstandard English language learners. The District will provide professional development specifically related to culturally and linguistically responsive pedagogical practices.

2018-19

☐ New X Modified ☐ Unchanged

The District will continue to provide professional development in differentiated instruction with a focus on supporting English Language Learners and nonstandard English language learners. The District will provide professional development specifically related to culturally and linguistically responsive pedagogical

2019-20

☐ New X Modified ☐ Unchanged

The District will continue to provide professional development in differentiated instruction with a focus on supporting English Language Learners and nonstandard English language learners. The District will provide professional development specifically related to culturally and linguistically responsive pedagogical practices.

practices.

BUDGETED EXPENDITURES**2017-18**

Amount

\$11,500

Source

LCFF Base

Budget
Reference

(5200)

2018-19

Amount

\$11,500

Source

LCFF Base

Budget
Reference

(5200)

2019-20

Amount

\$11,500

Source

LCFF Base

Budget
Reference

(5200)

Action

4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All☐ Students with Disabilities☐ [Specific Student Group(s)] _____Location(s)☒ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners☐ Foster Youth☐ Low IncomeScope of Services☒ LEA-wide☐ School wide**OR**☐ Limited to Unduplicated Student Group(s)Location(s)☒ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☒ Modified ☐ Unchanged**2018-19**☐ New ☒ Modified ☐ Unchanged**2019-20**☐ New ☒ Modified ☐ Unchanged

The District will continue to employ Instructional Coaches who lead professional development in effective instructional strategies, implementation of Common Core State Standards and Next Generation Science Standards and Next Generation Social Studies framework

The District will continue to employ Instructional Coaches who lead professional development in effective instructional strategies, implementation of Common Core State Standards and Next Generation Science Standards and Next Generation Social Studies framework

The District will evaluate the impact of the Instructional coaching program and determine whether or not to continue to fund it after the Educator Effectiveness grant has expired.

BUDGETED EXPENDITURES

2017-18

Amount

\$201,000

Source

Educator Effectiveness Grant

Budget
Reference

(6264)

2018-19

Amount

\$201,000

Source

Educator Effectiveness Grant

Budget
Reference

(6264)

2019-20

Amount

\$201,000

Source

Educator Effectiveness Grant

Budget
Reference

(6264)

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide Group(s) ☐ School wide **OR** X Limited to Unduplicated Student

Location(s)

X All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged

☐ New ☐ Modified ☒ Unchanged
PLANNED

All English language learners will be provided a device to ensure access to curriculum

All English language learners will be provided a device to ensure access to curriculum

All English language learners will be provided a device to ensure access to curriculum

BUDGETED

Est. Cost:

Funding source(s): LCFF supplemental funding

2017-18**2018-19****2019-20**

Amount

\$32,500.00

Amount

\$32,500.00

Amount

\$32,500.00

Source

LCFF supplemental

Source

LCFF supplemental

Source

LCFF supplemental

Budget Reference

Title III (4210)

Budget
Reference

Title III (4210)

Budget
Reference

Title III (4210)

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide Group(s) ☐ School wide **OR** ☒ limited to Unduplicated Student

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES**2017-18****2018-19****2019-20**
☐ New ☒ Modified ☐ Unchanged

☐ New ☒ Modified ☐ Unchanged

☐ New ☐ Modified ☒ Unchanged

PLANNED

The district will maintain the increased certificated and classified staff to support English language learners. There was an increase in .8FTE-certificated staff in 2016-17 and there will be an increase of 1.2 para professional classified staff.

The district will maintain the increased certificated and classified staff to support English language learners. There was an increase in .8FTE-certificated staff in 2016-17 and an increase of 1.2 para professional classified staff in 2017-18.

The district will maintain the increased certificated and classified staff to support English language learners. There was an increase in .8FTE-certificated staff in 2016-17 and an increase of 1.2 para professional classified staff in 2017-18.

Amount

Est. Cost: \$ 284,864.00

Amount

Est. Cost: \$ 284,864.00

Amount

Est. Cost: \$ 284,864.00

Source

LCFF supplemental funding

Source

LCFF supplemental funding

Source

LCFF supplemental funding

Budget Reference

(1100, 2100, 3101, 3202)

Budget Reference

(1100, 2100, 3101, 3202)

Budget Reference

(1100, 2100, 3101, 3202)

☐ New☐ Modified☒ Unchanged

Goal 3

Community Relations- Improve communication and relationship with the community and stakeholder groups.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The District has received information from certain stakeholder groups that they feel information is not as readily available as it could be. As relationships are the cornerstone of positive learning environments, the District feels it essential to build positive, productive relationships with all stakeholders.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Local survey to all stakeholders on communication will indicate an increase in effectiveness of district communication in the gathering of input, two-way communication, and implementation of input into district decision making processes 	<p>61% of parents who respond felt they were encouraged to participate in the decision-making process</p> <p>n=471</p>	65%	70%	75%
<ul style="list-style-type: none"> Results on the student, parent and teacher portion of the California Healthy Kids survey will indicate improvement in the area of communication 	<p>75% of parents who responded feel the district encourages them to participate with the school in some fashion</p> <p>n=472</p>	<p>78% of parents will respond to local surveys and report feeling satisfied with district communication.</p> <p>Parents from students will respond with similar rates</p>	<p>80% of parents will respond to local surveys and report feeling satisfied with district communication.</p> <p>Parents from students will respond with similar rates</p>	<p>82% of parents will respond to local surveys and report feeling satisfied with district communication.</p> <p>Parents from students will respond with similar rates</p>

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

X All

☐

Students with Disabilities

☐

[Specific Student Group(s)] _____

Location(s)

X All schools

☐

Specific Schools: _____

☐

Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐

English Learners

☐

Foster Youth

☐

Low Income

Scope of Services☐

LEA-wide

☐

Schoolwide

OR☐

Limited to Unduplicated Student Group(s)

Location(s)☐

All schools

☐

Specific Schools: _____

☐

Specific Grade spans: _____

ACTIONS/SERVICES**2017-18**☐ New☐ Modified☐ Unchanged

The District will continue to employ a Web Page Coordinator in order to ensure pertinent information is easily accessible via our websites.

2018-19☐ New☐ Modified☐ Unchanged

The District will continue to employ a Web Page Coordinator in order to ensure pertinent information is easily accessible via our websites

2019-20☐ New☐ Modified☐ Unchanged

The District will continue to employ a Web Page Coordinator in order to ensure pertinent information is easily accessible via our websites

BUDGETED EXPENDITURES**2017-18**

Amount

(\$6,000)

Source

LCFF base

Budget
ReferenceCertificated extra service
(1930)**2018-19**

Amount

(\$6,000)

Source

LCFF base

Budget
Reference

Certificated extra service 1930)

2019-20

Amount

(\$6,000)

Source

LCFF base

Budget
Reference

Certificated extra service (1930)

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	X All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	X All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☒ Unchanged

The superintendent will continue his parent advisory committee, which is comprised of 8 representative parents from the school sites. The group meets quarterly to provide feedback to the superintendent and also to learn about various initiatives and work going on in the District.

2018-19
☐ New ☐ Modified ☒ Unchanged

The superintendent will continue his parent advisory committee, which is comprised of 8 representative parents from the school sites. The group meets quarterly to provide feedback to the superintendent and also to learn about various initiatives and work going on in the District.

2019-20
☐ New ☐ Modified ☒ Unchanged

The superintendent will continue his parent advisory committee, which is comprised of 8 representative parents from the school sites. The group meets quarterly to provide feedback to the superintendent and also to learn about various initiatives and work going on in the District.

BUDGETED EXPENDITURES**2017-18**

Amount

\$0

Source

Budget
Reference**2018-19**

Amount

\$0

Source

Budget
Reference**2019-20**

Amount

\$0

Source

Budget
Reference

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☒ Modified ☐ Unchanged

The District will convene a new LCAP Study Committee in the coming year. The purpose of this committee will be to review LCAP goals and action steps using the Dashboard and 5 x 5 rubric data and make recommendations to update the LCAP.

2018-19☐ New ☒ Modified ☐ Unchanged

The District will continue to have a LCAP Study Committee. The purpose of this committee will be to review LCAP goals and action steps using the Dashboard and 5 x 5 rubric data and make recommendations to update the LCAP.

2019-20☐ New ☐ Modified ☒ Unchanged

The District will continue to have a LCAP Study Committee. The purpose of this committee will be to review LCAP goals and action steps using the Dashboard and 5 x 5 rubric data and make recommendations to update the LCAP.

BUDGETED EXPENDITURES**2017-18**

Amount

\$15,600.00

Source

LCFF base

Budget

Object code (4319)

2018-19

Amount

\$15,600.00

Source

LCFF base

Budget

Object code (4319)

2019-20

Amount

\$15,600.00

Source

LCFF base

Budget

Object code (4319)

Reference

Reference

Reference

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

The District will continue to record all Board of Trustee meetings and make links to the recordings available via our website.

2018-19

☐ New ☐ Modified ☒ Unchanged

The District will continue to record all Board of Trustee meetings and make links to the recordings available via our website.

2019-20

☐ New ☐ Modified ☒ Unchanged

The District will continue to record all Board of Trustee meetings and make links to the recordings available via our website.

BUDGETED EXPENDITURES

2017-18

Amount

\$4000.00

Source

LCFF Base

Budget
Reference

LCFF Base

2018-19

Amount

\$4000.00

Source

LCFF Base

Budget
Reference

LCFF Base

2019-20

Amount

\$4000.00

Source

LCFF Base

Budget
Reference

LCFF Base

☐ New

X Modified

x Unchanged

Goal 4

Student Wellness- Support each student's emotional and social growth and work towards a community where all students feel safe and valued and develop a system of intervention to support the academic and behavioral success of all students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 3 ☐ 4 x 5 x 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

The District's results from the California Healthy Kids Survey indicate that we are not yet making significant gains in reducing feelings of anxiety and depression among our students. Furthermore, students from TUHSD report higher levels of alcohol and drug use than other like communities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<ul style="list-style-type: none"> Student attendance rates will increase Student chronic absenteeism will decrease by 3% overall and by at least 10% for identified student groups 	District ADA is 90.5% Chronic absenteeism rate is 13% for all students; 38% for low SES and 30% for African American students	ADA will reach 92% Chronic absenteeism: 10% for all 28% for low SES 24% for African American 18% for EL students	ADA will reach 94% Chronic absenteeism 8% for all 22% for low SES 18% for African American 15% for EL students	ADA will reach 96% Chronic absenteeism: 6% for all 15% for low SES 13% for African American 13% for EL students

	EL students 23%			
<ul style="list-style-type: none"> high school graduation rates for all student groups will increase 	96.2% Latino/a graduation rates were the lowest at 91.8%	97% overall 94% Latino/a	98% overall 96% Latino/a	99% 99%
<ul style="list-style-type: none"> high school dropout rates will decrease 	2.3%	2%	1.7%	1.4%
<ul style="list-style-type: none"> The rates of student out of class suspension and expulsion will decrease. 	2015-2016 suspension rate was 2.7% for all students; 5.3% for African American students; 4.3% for low socioeconomic status students; 2.2% for Latino/a students; 3.6% for students with disabilities	All suspension rates will decrease to 2.5% or less	All suspension rates will decrease to 2.0% or less	All suspension rates will decrease to 1.5% or less
<ul style="list-style-type: none"> 9th graders and 11th graders who report feeling strongly that there are opportunities for meaningful participation at school will increase 	67%	69%	71%	73%
<ul style="list-style-type: none"> 9th graders and 11th graders who report feeling happy at school will increase. 	73%	75%	77%	79%

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____Location(s)☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

Teen Screen (Family Service Agency). Each year, the District administers the Teen Screen survey in order to determine the overall emotional wellbeing of our students.

2018-19☐ New ☐ Modified ☒ Unchanged

Teen Screen (Family Service Agency). Each year, the District administers the Teen Screen survey in order to determine the overall emotional wellbeing of our students.

2019-20☐ New ☐ Modified ☒ Unchanged

Teen Screen (Family Service Agency). Each year, the District administers the Teen Screen survey in order to determine the overall emotional wellbeing of our students.

BUDGETED EXPENDITURES**2017-18**

Amount

\$24,000

Source

LCFF Base

2018-19

Amount

\$24,000

Source

2019-20

Amount

\$24,000

Source

Budget
ReferencePupil Services object code
(5849)Budget
ReferencePupil Services object code
(5849)Budget
Reference

Pupil Services object code (5849)

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be ServedAll ☐ Students with Disabilities X [Specific Student Group(s)] Students of ColorLocation(s)X All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____ACTIONS/SERVICES**2017-18**☐ New ☐ Modified X Unchanged

Dynamic Solutions for Youth- The District has partnered with Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.

2018-19☐ New ☐ Modified X Unchanged

Dynamic Solutions for Youth- The District has partnered with Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.

2019-20☐ New ☐ Modified X Unchanged

Dynamic Solutions for Youth- The District has partnered with Dynamic Solutions for Youth as an alternative program for students who are facing disciplinary action. Students perform community service during suspension days and learn strategies for dealing with difficult situations. The goal is to reduce the number of suspension days for students.

BUDGETED EXPENDITURES**2017-18****2018-19****2019-20**

Amount	\$58,710.00	Amount	\$58,710.00	Amount	\$58,710.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Pupil Services object code (5849)	Budget Reference	Pupil Services object code (5849)	Budget Reference	Pupil Services object code (5849)

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

PLANNED

The District will continue to contract with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues.

2018-19

☐ New ☐ Modified ☒ Unchanged

The District will continue to contract with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues.

2019-20

☐ New ☐ Modified ☒ Unchanged

The District will continue to contract with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$386,250.00	Amount	\$386,250.00	Amount	\$386,250.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Object Code 5800	Budget Reference	Object Code 5800	Budget Reference	Object Code 5800

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

PLANNED

Continue to develop the wellness program that will, in concert with the counseling staff, coordinate services to students for social emotional wellbeing. The District will hire a Wellness Coordinator and Wellness Outreach Specialist at Tamalpais High school in the 2017-18 school year. The Wellness center will coordinate services to students for social emotional well being

2018-19

☐ New ☒ Modified ☐ Unchanged

Continue to develop the wellness program that will, in concert with the counseling staff, coordinate services to students for social emotional wellbeing. The Wellness center will coordinate services to students for social emotional well being

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to develop the wellness program that will, in concert with the counseling staff, coordinate services to students for social emotional wellbeing. The Wellness center will coordinate services to students for social emotional well being

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$697,381.00	Amount	\$697,381.00	Amount	\$697,381.00
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Object Codes 200, 1300, 2200, 3101,3202	Budget Reference	Object Codes 200, 1300, 2200, 3101,3202	Budget Reference	Object Codes 200, 1300, 2200, 3101,3202

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
PLANNED Health Services (\$106,187), The district provides a school health technician who distributes her time among the comprehensive sites. She also maintains	Health Services (\$106,187), The district provides a school health technician who distributes her time among the comprehensive sites. She also maintains	Health Services (\$106,187), The district provides a school health technician who distributes her time among the comprehensive sites. She also

student health records.

student health records.

maintains student health records.

BUDGETED EXPENDITURES**2017-18**

Amount

\$106,187.00

Source

LCFF Base

Budget Reference

Object codes 1200

2018-19

Amount

\$109,372.00

Source

LCFF Base

Budget
Reference

Object Codes 1200

2019-20

Amount

\$109,372.00

Source

LCFF Base

Budget
Reference

Object Codes 1200

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All☐ Students with Disabilities☐ [Specific Student Group(s)] _____Location(s)☒ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners☐ Foster Youth☐ Low IncomeScope of Services☐ LEA-wide☐ Schoolwide**OR**☐ Limited to Unduplicated Student Group(s)Location(s)☐ All schools☐ Specific Schools: _____☐ Specific Grade spans: _____**ACTIONS/SERVICES****2017-18**X New ☐ Modified ☐ Unchanged**2018-19**☐ New X Modified ☐ Unchanged**2019-20**☐ New X Modified ☐ Unchanged**PLANNED**

The District has convened an Attendance committee to review current and historical attendance data and

The District 's attendance committee will review attendance data as a means of monitoring the effectiveness of the new

The District 's attendance committee will continue to review attendance data as a means of monitoring the effectiveness of the new

make a recommendation for board policy update in order to address chronic absenteeism.

policy.

policy.

BUDGETED EXPENDITURES

2017-18

Amount

\$4,200.00

Source

LCFF Base

Budget Reference

Object codes 1200, 2100, 3101, 3202

2018-19

Amount

\$4,200.00

Source

LCFF Base

Budget Reference

Object codes 1200, 2100, 3101, 3202

2019-20

Amount

\$4,200.00

Source

LCFF Base

Budget Reference

Object codes 1200, 2100, 3101, 3202

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All

☐ Students with Disabilities

☐ [Specific Student Group(s)] _____

Location(s)

☒ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners

☐ Foster Youth

☐ Low Income

Scope of Services

☐ LEA-wide

☐ Schoolwide

OR

☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools

☐ Specific Schools: _____

☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

PLANNED

The District will continue to maintain contracted ratios for counseling at 325:1. The school counselors

2018-19

☐ New ☐ Modified ☒ Unchanged

The District will continue to maintain contracted ratios for counseling at 325:1. The school counselors are the main point

2019-20

☐ New ☐ Modified ☒ Unchanged

The District will continue to maintain contracted ratios for counseling at 325:1. The school counselors are the main point of contact for

are the main point of contact for students for academic guidance and social emotional wellbeing.

of contact for students for academic guidance and social emotional wellbeing

students for academic guidance and social emotional wellbeing

BUDGETED EXPENDITURES

2017-18

Amount

\$2,168,452.82

Source

LCFF Base

Budget Reference

Object codes 1200, 2100, 3101, 3202

2018-19

Amount

\$2,168,452.82

Source

LCFF Base

Budget Reference

Object codes 1200, 2100, 3101, 3202

2019-20

Amount

\$2,168,452.82

Source

LCFF Base

Budget Reference

Object codes 1200, 2100, 3101, 3202

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

X2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$580,410.

Percentage to Increase or Improve Services:

1.4 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Action 1: The District provides academic support classes for our low-socio economic students, foster youth and other student groups. \$299,000 in certificated staffing FTE. This action step is embedded in Goal 2 of our plan. This represents an increase of 14% increase in services based upon the cost of additional services provided compared to the base cost. Academic Workshop is targeted at our students who are in the greatest need of support, mainly our low socio-economic students, our foster youth, our English language learners and those who would be the first in their family to attend college. Academic workshop provides targeted support for students in all academic areas, and it geared to meet each student where they are in their learning process. The goal is to ensure all students have the proper support to be college and career ready.

Action 2: Each English language learner will be provided a device in order for greater access to the curriculum. \$32,000. This action is located in Goal 2 of our plan. This represents a 33% increase in services for our ELL students based upon an expansion of this service. Providing each ELL student with a device allows the student to have greater access to curriculum via on demand translation of materials so that they can learn content in their home language while also building their English language skills.

Action 3: Increased staffing for English language learners. In the 2016-17 school year the District increased certificated staffing dedicated solely to serving the needs of English Language Learners by .8 FTE (an increase of \$92,000). We will continue to employee the additional staffing which augments the existing .6 FTE for English language learners for a total expenditure of \$161,000 in certificated staffing. The District will also add 1.2 FTE in para professional positions for the sole purpose of supporting English language learners. The total expenditure for FTE for English language learners is \$284,864.00. This action is identified in Goal 1 of our plan. This increase in staffing is predicated on research that indicate a meaningful relationship with an adult on campus greatly increases a student's chances of academic success. By increasing staffing and thus increasing the number and amount of adult contacts on site we increase the likelihood of a student making a meaningful connection with an adult. This represents approximately 28% increase in services.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved](#)

[Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

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 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?