

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Tamalpais Union High School District
<b>CDS Code:</b>	21654820000000
<b>LEA Contact Information:</b>	Name: Tara Taupier Position: Superintendent Phone: 4159451021
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$
<b>All Other State Funds</b>	\$
<b>All Local Funds</b>	\$
<b>All federal funds</b>	\$
<b>Total Projected Revenue</b>	\$

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$
<b>Total Budgeted Expenditures in the LCAP</b>	\$
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$
<b>Expenditures not in the LCAP</b>	\$

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	

# LCFF Budget Overview for Parents

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

CDS Code: 21654820000000

School Year: 2021-22

LEA contact information:

Tara Taupier

Superintendent

4159451021

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

Total LCFF funds  
\$0  
0 %

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

The total revenue projected for Tamalpais Union High School District is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



## LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 1		
\$ 0		
\$ 0	Total Budgeted General Fund Expenditures, \$-	Total Budgeted Expenditures in the LCAP \$-
\$ 0		
\$ 0		
\$ 0		
\$ 0		

This chart provides a quick summary of how much Tamalpais Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

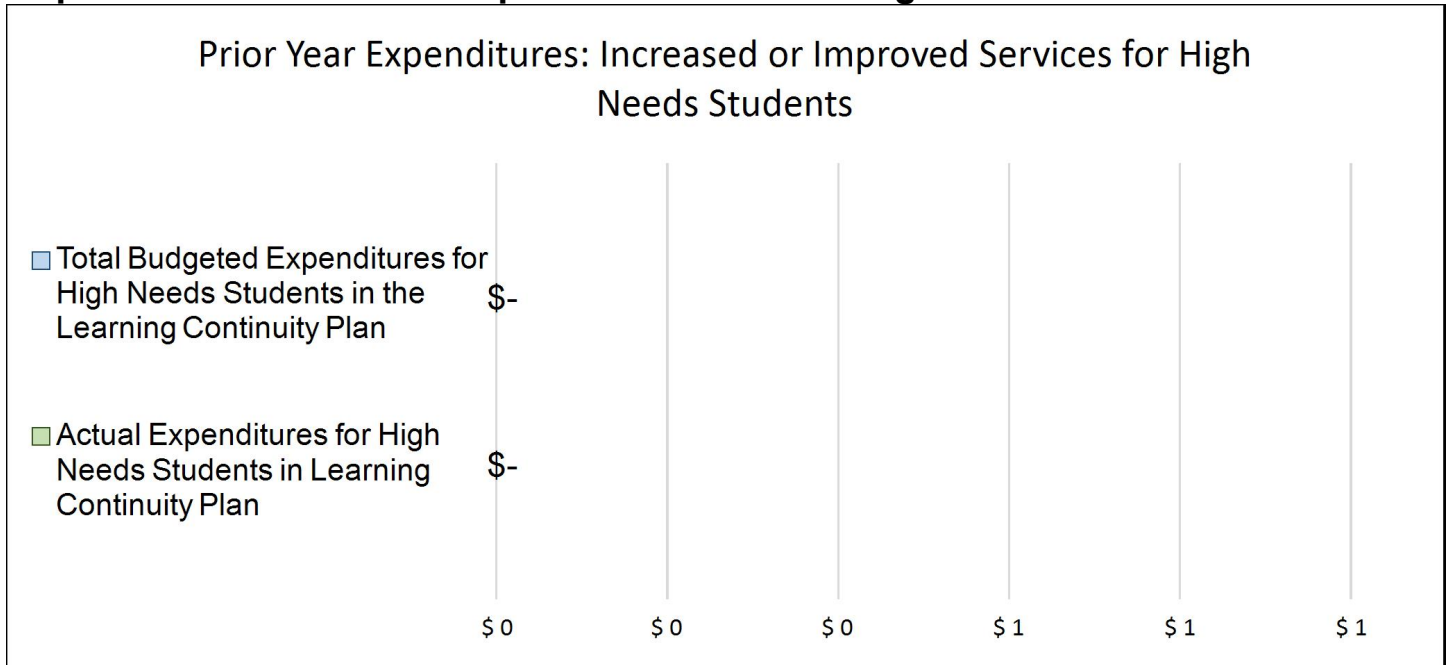
Tamalpais Union High School District plans to spend \$ for the 2021-22 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Tamalpais Union High School District is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Tamalpais Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tamalpais Union High School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



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

In 2020-21, Tamalpais Union High School District's Learning Continuity Plan budgeted \$ for planned actions to increase or improve services for high needs students. Tamalpais Union High School District actually spent \$ for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Tamalpais Union High School District	Tara Taupier Superintendent	ttaupier@tamdistrict.org 4159451021

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

# 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 Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Williams Act : 100% of our teachers are appropriately assigned and fully credentialed <b>19-20</b> Maintain 100% compliance with the Williams Act <b>Baseline</b> Maintain 100% compliance with the Williams Act	The District maintained 100% compliance
<b>Metric/Indicator</b> All core content areas will have Board adopted courses of study that align to California state standards (common core state standards and next generation science standards) <b>19-20</b> 98% of math courses and 96% of ELA courses have been updated to align with Common Core State Standards <b>Baseline</b> 95% of math courses of study have been updated to align to Common Core State Standards; 90% of our ELA courses have been updated to align to our Common Core State Standards	The District's Curriculum Council met 4 times during the 2020-21 school year to review courses of study and ensure course are aligned to the California state standards.
<b>Metric/Indicator</b>	During the 2020-21 the District continued to evaluate courses of study.

Expected	Actual
<p>The District maintains a 5 year curriculum cycle that requires courses of study and instructional materials be updated on a rotating schedule</p> <p><b>19-20</b> Maintain the current curriculum cycle to ensure all instructional materials are standards aligned and current</p> <p><b>Baseline</b> Maintain the current curriculum cycle to ensure all instructional materials are standards aligned and current</p>	
<p><b>Metric/Indicator</b> The percentage of unduplicated students who enroll in the AVID program will increase by 5%</p> <p><b>19-20</b> Currently, 12% of our AVID students are from our unduplicated student population.</p> <p><b>Baseline</b> 2% AVID students are from the unduplicated population</p>	<p>The District's AVID program is in its 5th year and 36% of the 226 students who participate are eligible for free or reduced lunch program.</p>
<p><b>Metric/Indicator</b> The percentage of students from our student groups enrolled in advanced classes will increase by 5% over 4 years</p> <p><b>19-20</b> 49% of our students from all student groups are enrolled in at least 1 AP or honors course</p> <p><b>Baseline</b> 37%</p>	<p>39% of all students in the District participated in an advanced placement class during the 2019-20 school year. % of 38%, Asian American, 22% of African American, 28% of Latino/a, 41% of White, and 41% of low socio-economic status students completed an AP course in the 2019-20 school year.</p>
<p><b>Metric/Indicator</b> Percentage of students who have passed an Advanced Placement examination</p> <p><b>19-20</b> 82% of students who took at least 1 AP exam passed with a 3 or higher</p> <p><b>Baseline</b></p>	<p>86% of students who AP exams passed with a score of 3 or higher; 88% of Asian American, 71% of African American, 88% of Latino/a, 88% of White and and 86% of two or more races who took an AP exam passed with a 3 or higher.</p>



Expected	Actual
85% of students who took an AP exam in 2017 earned a 3 or higher	
<b>Metric/Indicator</b> Recruit and retain highly qualified and diverse staff <b>19-20</b> 100% of our current staff meet the criteria for highly qualified; we continue to recruit in order to diversify our administration and teaching staffs <b>Baseline</b> Recruit and hire highly qualified classified, certificated and administrative employees 100 % of our certificated staff meet the qualifications of highly qualified.	100 % of our certificated staff meet the qualifications of highly qualified.43% of the classified staff members identify as Latino/a, African America, Asian, Pacific Islander or two or more races.16% of certificated staff members identify as Latino/a, African American, Asian, Pacific Islander or two or more races.
<b>Metric/Indicator</b> Percentage of students considered college ready as measured by the Early Assessment <b>19-20</b> 70.4% of our students were deemed college and career ready by the state dashboard <b>Baseline</b> A new baseline for 2017 was established at 60% in Math and 76% in ELA.	We do not have Early Assessment data for the 2019-20 school year. 76% of graduating seniors matriculated to either of a 2 or 4 year college in the fall immediately following graduation. 84.8% of Asian American, 67.7% of African American, 70.8% of Latino/a, 82.3% of 2 or more races, 80.5% of white students matriculated into either a 2 or 4 year college the fall immediately following high school graduation.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	Unrestricted fund 1000-1999: Certificated Personnel Salaries LCFF \$25,000	Budget Source: General unrestricted fund 1000-1999: Certificated Personnel Salaries

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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.		1000-1999: Certificated Personnel Salaries LCFF \$5,497
Continue to recruit and employ highly qualified Classroom teachers and ensure appropriate classroom support with para- educators	General unrestricted funds 0001-0999: Unrestricted: Locally Defined LCFF \$35,673,115 \$35,673,115	General Unrestricted Funds 0001-0999: Unrestricted: Locally Defined LCFF \$35,317,789  General Funds 2000-2999: Classified Personnel Salaries LCFF 234,701
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, AVID conferences and workshops and in house professional development offered by Professional Consultants that align to common core state standards as well as next generation science and next generation history social science standards.	5800: Professional/Consulting Services And Operating Expenditures Title II \$55,000	General Funds 5800: Professional/Consulting Services And Operating Expenditures Title II \$41,706
We will continue to adopt textbooks and other instructional materials that are aligned to state adopted standards.	6000-6999: Capital Outlay Lottery \$300,000	General Funds 6000-6999: Capital Outlay Lottery \$56,127
Teacher Leader program will continue to be suspended for the 2019-20 school year	Not Applicable Not Applicable \$0	Not Applicable Not Applicable \$0

## Goal Analysis

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

Despite the global pandemic, the District provided all of the services listed above.

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

Due to the pandemic and the tremendous focus on educating students remotely, we were not able to update as many courses of study as we had planned. While our Curriculum Council (the body that oversees the course revision process) met regularly, much work that falls outside of the teaching day was difficult to complete this year.

## 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 Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> •The percentage of students who graduate from the Tam District UC/USC eligible will increase by 5% <b>19-20</b> 80% of our graduating students met the UC/CSU requirements. <b>Baseline</b> 79%	80% of 2020 graduates met the the UC a-g requirements.
<b>Metric/Indicator</b> The percentage of students who score at or above proficient on the Smarter Balanced ELA and mathematics assessments will increase by 3% <b>19-20</b> Maintain or improve percentage of students who score at or above standard in the Smarter Balanced Assessments <b>Baseline</b> A base line of 76% ELA, 60% math was established in 2017	The district did not administer the Smarter Balanced Assessments in the 2019-20 school year. However, comparative data from our most recent grading period (R5) show that fewer students (and a lower percentage of students) received a grade of D, F or I as compared to the R5 grading period of 2019. We did not use 2020 R5 due to a change in grading policy due to school closure in the spring of 2020 in response to the global pandemic.
<b>Metric/Indicator</b> •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 5% <b>19-20</b> 61% of our ELL students moved at least one level on the ELPAC	

Expected	Actual
<b>Baseline</b> 64%	
<b>Metric/Indicator</b> •Students with exceptional learning needs will show progress towards learning goals as measured by grades on their report cards. <b>19-20</b> 74% of students with learning differences made progress towards their IEP goals and earned passing grades. <b>Baseline</b> 43% of special education students receive a D, F or I	Data from our most recent grading period (R5) show that fewer students (and a lower percentage of students) received a grade of D, F or I as compared to the R5 grading period of 2019. We did not use 2020 R5 due to a change in grading policy due to school closure in the spring of 2020 in response to the global pandemic.
<b>Metric/Indicator</b> 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 classes. Students will continue to have access to a broad course of study, the broad list of course offerings are available on our district website <b>19-20</b> Students continue to have access to broad, college preparatory and career technical education courses, as demonstrated by our school sites' master schedules. <b>Baseline</b> Students have access to broad, college preparatory and career technical education courses, as demonstrated by our school sites' master schedules.	The District was able to maintain a full schedule of courses in a 7 period schedule for the 2019-20 school year.

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We will continue to provide academic support to students who are struggling with academic classes through academic workshop classes, after-school tutoring programs, peer mentoring program for targeted support.	LCFF 1000-1999: Certificated Personnel Salaries Supplemental \$430,943	General Fund 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$478,949

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
We have expanded our AVID program to 4 sections at each of the comprehensive school sites, one for each grade level, 9-12.	College Readiness Block Grant 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000  1000-1999: Certificated Personnel Salaries LCFF \$388,135	General Fund 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$13,768  1000-1999: Certificated Personnel Salaries LCFF \$388,721
The District will continue to provide professional development in differentiated instruction with a focus on supporting English Language Learners and non standard English language learners. The District will provide professional development specifically related to culturally and linguistically responsive pedagogical practices.	LCFF 5000-5999: Services And Other Operating Expenditures LCFF \$4,000	General Fund 5000-5999: Services And Other Operating Expenditures LCFF \$3,500
The District will continue to provide the Instructional coaching program with support from our school foundations. Survey data of teachers indicate very positive experiences with coaching and an improvement in instructional practices.	School Foundation Grants 1000- 1999: Certificated Personnel Salaries Other \$118,000  1000-1999: Certificated Personnel Salaries LCFF \$200,829	School Foundation Grants 1000- 1999: Certificated Personnel Salaries Other \$163,746  1000-1999: Certificated Personnel Salaries LCFF \$151,107
All English language learners will be provided a device to ensure access to curriculum	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$658
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.	LCFF 1000-1999: Certificated Personnel Salaries Supplemental \$375,938  \$135,008 2000-2999: Classified Personnel Salaries Supplemental \$97,856	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$385,768  2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$217,617
Student Success Network (SSN) The SSN is a collaboration among the SSN coordinator, site principal, counselors, teachers, students, parents and community partners. The SSN coordinator identifies low-income students who may be at risk of falling behind or failing classes and monitors their data on a weekly basis, including attendance, grades, missing and completed	5800: Professional/Consulting Services And Operating Expenditures Title I \$17,000	5000-5999: Services And Other Operating Expenditures Title I \$29,731

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
assignments, supports received and communications. The coordinator acts as a liaison among the various stakeholder to ensure the student is being fully supported and receiving the appropriate services.		

## Goal Analysis

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

The District provided all of the services listed above.

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

Due the closure of schools in the spring of 2020 in response to the global pandemic, it became more difficult to serve our English language learner students. While we held classes remotely, not all students had reliable access to the internet or a quiet space in which to work. As a result, we created learning hubs on our school sites and in collaboration with some of our community based organization partners. These learning hubs provided reliable internet as well as academic support.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> •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> <p><b>19-20</b> 87%</p> <p><b>Baseline</b> 84% of parents who respond felt they were encouraged to participate in the decision making process n=321</p>	<p>The District conducted several surveys during the 2019-20 school year to gather feedback on remote learning, return to in person learning and social emotional well being. 1330 parents/guardians representing approximately 30% of our students, responded to our feedback on remote learning in the late spring of 2020. Additionally, more than 300 employees out of 500 responded to a similar survey.</p>
<p><b>Metric/Indicator</b> •Results on the student, parent and teacher portion of the California Healthy Kids survey will indicate improvement in the area of communication</p> <p><b>19-20</b> We had over 1300 responses to our local survey during the 2018-19 school year.</p> <p>75% of parents who responded stated they were satisfied with the level and effectiveness of communication from the District.</p>	<p>We were not able to administer the California Healthy Kids Survey in the spring of 2020.</p>



Expected	Actual
<b>Baseline</b> 90% of parents who responded feel the district encourages them to participate with the school in some fashion	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will continue to employ a Web Page Coordinator in order to ensure pertinent information is easily accessible via our websites	1000-1999: Certificated Personnel Salaries LCFF \$20,390	1000-1999: Certificated Personnel Salaries LCFF \$20,456
The superintendent will continue to hold stakeholder community forums. The superintendent will hold 3 engagement events per semester. The superintendent will continue to meet with the school foundation presidents each month.	Not Applicable Not Applicable \$0	Not Applicable Not Applicable \$0
The District will have a Local Control and Accountability stakeholder group, which will include staff, students, parents and community members. 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.	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$0	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$0
The District will continue to record all Board of Trustee meetings and make links to the recordings available via our website.	Not Applicable Not Applicable \$7,725	5000-5999: Services And Other Operating Expenditures LCFF \$5,800

## Goal Analysis

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

The District was able to carryout the above action steps.

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

The District continued to hold meetings and to some degree ,saw an increase in participation due to the availability of Board meetings and stakeholder meetings being live streamed. While we had increased participation, the lack of in person meetings made some aspects of community engagement more difficult.

## 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 Priorities:     Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Rates of chronic absenteeism will decrease</p> <p><b>19-20</b>            The District's chronic absenteeism rate was 15.4% this past year.</p> <p><b>Baseline</b>            District chronic absenteeism rate in 2017 was 13.5%</p>	<p>The District's most recent chronic absenteeism data is from 2018-19 and show an 11.9% chronic absenteeism rate.            The following were the chronic absenteeism rates for our student groups:            African American=29.8% , N=31            American Indian/ Alaska Native=25%, N=4            Asian American=7.4%, N=21            Filipino=15.8%, N=6            Latino/a=17.8%, N=119            Pacific Islander=29.6%, N=8            White=10.4%, N=375            2 or More Races=13%, N=15</p>
<p><b>Metric/Indicator</b>            high school graduation rates for all student groups will increase</p> <p><b>19-20</b>            95%            93.9%, a 5.8% increase</p> <p><b>Baseline</b>            96.2%</p>	<p>The 2019-20 graduation rate for the 2019-20 year was 95.8%. The graduation rate improved by 2.9%. The Latino/a graduation rate improved by 5%.            The following were the graduation rates for our student groups: total number in a student group is indicated by (N)            African American=88.2%, N=17            American Indian/ Alaska Native: the N was too small to be reported            Asian American=98.7%, N=76            Filipino=the N was too small to be reported            Latino/a=96.8%, N=155</p>

Expected	Actual
<p>Latino/a graduation rates were the lowest at 91.8%</p>	<p>Pacific Islander=N was too small to be reported  White=10.4%, N=375  2 or More Races=13%, N=15  Decline to state=N was too small to report</p>
<p><b>Metric/Indicator</b>  The rates of student out of class suspension and expulsion will decrease</p> <p><b>19-20</b>  Suspension rates maintained at 2.5% for all students.  The expulsion rate maintained</p> <p><b>Baseline</b>  The overall suspension rate in 2017 was 2.3%  Expulsion rate was 0%</p>	<p>The overall suspension rate for the 2019-20 school year was 1%.  The following were the suspension rates for our student groups:  total number in a student group is indicated by (N)  African American=3.3%, N=3, total enrollment 91  American Indian/ Alaska Native: 7.1%, N=1, total enrollment 14  Asian American=0.4%, N=1, total enrollment 268  Filipino=2.9%, N=1, total enrollment 34  Latino/a=1.9%, N=14, total enrollment 735  Pacific Islander=0%, N=0, total enrollment 21  White=.8%, N=36, total enrollment=3702  2 or More Races=1.1%, N=2, total enrollment 187  Decline to state=0%, N=0, total enrollment 187</p> <p>Expulsion rates:  The overall expulsion rate for the 2019-20 school year was 0%.  There were no expulsions from the District in 2019-20.</p>
<p><b>Metric/Indicator</b>  9th graders and 11th graders who report feeling strongly that there are opportunities for meaningful participation at school will increase</p> <p><b>19-20</b>  61% of 9th graders, 63% of 11th graders report feelings strongly that there are opportunities for meaningful participation at school.</p> <p><b>Baseline</b>  67%</p>	<p>The District was not able to administer the California Healthy Kids survey in the spring of 2020. However, our Wellness and Counseling teams did wellness checkins with all 9th grade students during the 2019-20 school year and developed a Virtual Counseling and Wellness Center to provide resources to all students during the COVID-19 pandemic.</p>
<p><b>Metric/Indicator</b>  9th graders and 11th graders who report feeling happy at school will increase.</p>	<p>The District was not able to administer the California Healthy Kids survey in the spring of 2020. However, our Wellness and Counseling teams did wellness checkins with all 9th grade students during the 2019-20 school year and developed a Virtual</p>

Expected	Actual
<b>19-20</b> 69% of 9th graders and 67% of 11th graders reported feeling happy at school. <b>Baseline</b> 73%	Counseling and Wellness Center to provide resources to all students during the COVID-19 pandemic.
<b>Metric/Indicator</b> Student attendance rates will increase <b>19-20</b> Our current ADA is 94% <b>Baseline</b> District ADA is 94%	The student attendance rates increased during the last year. Our chronic absenteeism rate decreased and our ADA improved.
<b>Metric/Indicator</b> High school dropout rates will remain below 3% <b>19-20</b> We have maintained our dropout rate of below 3%. <b>Baseline</b> Dropout rate was 0.7%	The information below is from the most recent year available, which was 2018-19 The District drop out rate is 0.7% The below are the drop out rates for our student groups: African American=2.7%, N=3, total enrollment 110 American Indian/ Alaska Native=0%, N=0, total enrollment 14 Asian American=0.7%, N=2, total enrollment 293 Filipino=0%, total enrollment 38 Latino/a=1.9%, N=10, total enrollment 531 Pacific Islander=0%, N=0, total enrollment 20 White=0.5%%, N=18, total enrollment=3414 2 or More Races=0, N=0, total enrollment 46 Decline to state=0%, N=0, total enrollment 222

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$0	Did not administer \$0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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.	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$36,907  5800: Professional/Consulting Services And Operating Expenditures Title IV \$22,684	LCFF 5800: Professional/Consulting Services And Operating Expenditures LCFF \$43,000  5800: Professional/Consulting Services And Operating Expenditures Title VI \$8,270
The District will continue to contract with Bay Area Community Recourses (BACR) for counseling services for students who are dealing with social emotional issues.	5800: Professional/Consulting Services And Operating Expenditures LCFF \$338,290	5800: Professional/Consulting Services And Operating Expenditures LCFF \$374,618
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	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$389,745  2000-2999: Classified Personnel Salaries LCFF \$229,322	5800: Professional/Consulting Services And Operating Expenditures LCFF \$387,760  2000-2999: Classified Personnel Salaries LCFF \$227,923
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.	LCFF 2000-2999: Classified Personnel Salaries LCFF \$90,552	2000-2999: Classified Personnel Salaries LCFF \$81,998
The District will continue to maintain contracted ratios for counseling at 325:1. The school counselors are the main point of contact for students for academic guidance and social emotional wellbeing	LCFF 1000-1999: Certificated Personnel Salaries LCFF \$3,008,878	1000-1999: Certificated Personnel Salaries LCFF \$3,006,112

## Goal Analysis

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

The school district was able to execute all of the action steps above except for Teen Screen. The District did implement training for all students on suicide prevention and mental health wellbeing. These actions were done by our existing staff and with the support of free services from community based organizations.

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

The school closure in March of 2020 cut many of our students off from vital social emotional supports and resources. Without having students on campus and in proximity to those resources, our Counseling and Wellness team developed ways of providing resources virtually. The Virtual Wellness Center was developed quickly and provided students access to a breadth of local and national resources that they could utilize during a scary and isolating time. The counseling and wellness staff maintained support both in person and virtually for students who were most in need and held virtual webinars for parents and teens on how to maintain mental wellbeing during the pandemic. The virtual wellness center was a huge success. Further, the counseling and wellness team did wellness checks on every 9th grade student.

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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



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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<b>Learning Hubs</b> The District established learning centers on school campuses for students for whom distance learning from home is exceedingly difficult. For some students, a lack of internet access or strong enough cell service for a hotspot to function properly hinders their ability to participate in distance learning. The learning hubs consist of stable cohorts of no more than 14 students and 2 adults. Students in the learning hubs may also access other supports from adults outside of their hub, including, but not limited to, speech and language, therapeutic counseling, and occupational therapy.	\$180,000	\$131,044	Yes
<b>Personal Protective Equipment (PPE) for staff and students</b> Each staff member and student will be required to wear a face covering while on campus. The District has purchased both cloth and disposable face masks to be distributed upon a return to in-person instruction. Further, the District has purchased hand sanitation stations, additional cleaning supplies, plexiglass barriers for counselors and office staff. The complete list of PPE and COVID-19 mitigation equipment is posted above.	\$76,636	\$77,520	No

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

There are no substantive differences

## Analysis of In-Person Instructional Offerings

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

The Tam District offered in person instruction for all students beginning on March 2, 2021. Due to space restrictions and peak enrollment, the District initially launched in person instruction in a hybrid learning model with a 3-cohort rotation. This allowed 1/3 of all students to be on campus 2 days a week and 2/3 of students to be on campus 1 day each week, in a rotating schedule. Students who were in remote learning participated in live instruction for their full schedule via the online conferencing platform, zoom. Beginning on April 13th, the District opened to 100% in person instruction. We allowed students to choose to remain fully remote, at that time we had approximately 82% of our students return to full time in person instruction. At this point, more than 90% of our students are learning full time in person.

The District surveyed staff, students and parents/guardians in the spring of 2020 and again in the fall of 2020 to determine their concerns about remote learning as well as concerns about returning to in person instruction. The feedback we recieved informed how we approached hybrid learning and how quickly we transitioned to 100% in person learning.

The greatest concerns raised by parents/guardians and students are captured below:

Question: What is your greatest concern with regards to remaining in distance learning: (Fall 2020 survey)

- 75% of parents who responded state the social emotional wellbeing of their student
- 49% of parents who responded stated there was too much screen time
- 44% of parents who responded stated their student falling behind academically

Question: What is your greatest concern with regards to returning to in-person instruction (Fall 2020 survey)

- 71.9% of parents who responded stated that their student contracting COVID-19
- 20.1 % of parents who responded stated adjusting a hybrid learning model
- 3% of parents who responded stated that transportation

Question. What challenges have you faced in accessing distance learning? (Fall 2020 survey)

- 38.7% no difficulties
- 38.6% navigating different learning platforms
- 30.1% stable internet connectivity
- 25.3% difficulty understanding the assignments

Question: What is working well in distance learning?

- 64.3% later start time
- 43.7% school work load seems balanced
- 36.9% using google classroom/Canvas to organize work
- 32.3% clear weekly learning plans



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Distance Learning Leads</p> <p>The role of these leads will be to:</p> <p>Assist teachers to build comfort and capacity to use technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students with special focus on those students most at risk in a remote environment.</p> <p>Provide training and support for staff on the various district-provided technology platforms and applications used in distance Learning</p> <p>Partner with existing support program coordinators - case managers, avid, ELD - to support the needs of these students with digital tools and access to curriculum.</p> <p>Provide training and support for staff on best practices associated with remote distance learning environments</p> <p>Provide training for parents on the various technology platforms being used to deliver instruction</p> <p>Provide support for individual teachers for the facilitation of distance learning</p>	250,247	264,547	No
Student/Staff Chromebooks and Laptops	778,723	710,159	No
<p>Kajeet Internet Hotspots</p> <p>Hotspots are provided to students who do not have internet access in their home.</p>	57,558	24,300	Yes
<p>Online Curriculum Platforms</p> <p>The District purchased several online curriculum platforms to augment and accelerate learning. Specifically, the District purchased Canvas as a learning management system, Derivita for supplemental mathematics curriculum, Big Idea Math online curriculum to</p>	134,956	333,465	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
compliment the currently adopted mathematics curriculum, as well as the following: Edpuzzle, Labster, Kami, Nearpod, Padlet, PLT4M, and Peardeck.			
Professional Development for all Certificated Staff (6-10 hours per teacher/counselor) The professional development offerings are listed above in this section.	208,212	151,339	No
Translation and interpretation services for ELL families The District translated all major communications into Spanish, which is most common language other than English spoken in our students' homes. Additionally, the new mass communication system, ParentSquare translates all communications into the primary home language.	2,000	4,193	Yes

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

There are no substantive differences between planned action and budgeted expenditures

## Analysis of the Distance Learning Program

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

### Continuity of Instruction:

The Tam District implemented a distance learning model in the fall of 2020 that included providing a Chromebook to every student, providing a hotspot to those without internet, and opening 26 learning hubs that accommodated up to 15 students each. The Tam District ran learning hubs on each school campus as well as supported several learning hubs that were housed at local community based organizations such as The Hannah Project, Bridge the Gap College Prep, Bolinas-Stinson School district. Students were required to attend all classes live, via the online learning platforms or Zoom or Google Meet. Every school had a modified block schedule in which all 7 periods met on Mondays and then 2 more times during the week on a rotating 75 minute block schedule. All

schools offered their full schedule and all classes. Students were also provided the opportunity to learn asynchronously for the semester using the online content delivery platform, Acellus.

The District moved to a hybrid learning model on March 2, 2021. The hybrid model separated students into 3 stable cohorts who rotated onto campus. Due to space restrictions and at that time a 6 foot distancing requirement, the District could not fit all students in a 50%-50% split. On April 13, 2021, the District offered 100% in-person learning to all students.

#### Access to Devices and Connectivity:

The Tam District has implemented a 1:1 device to student program with Chromebook devices. As mentioned above, we provided hotspots to students and also had learning hubs with internet access.

#### Pupil Participation and Progress:

Each teacher created a weekly learning plan that was posted on Monday and discussed during the Monday class period. Students were provided what was required of them during the week. Grades were maintained and communicated and at each grading period, the school site administration did an analysis of the grades to determine the trend in D, F and I grades being assigned. Additional supports were provided to students and every site was able to decrease the number of D, F and I grades received by students over the course of 1st semester and from the first to the third grading period of 2nd semester.

#### Distance Learning Professional Development:

The District employed Distance Learning Lead teachers this year whose responsibility was to provide on going professional development and support to fellow teachers specific to distance learning. The certificated staff were provided additional paid professional development hours prior to the start of school in August of 2020 and there was an hour of collaboration time built into the schedule each week.

#### Staff Roles and Responsibilities:

Distance Learning Leads were identified for each school site. While this position provided our teaching staff direct support, the goal of this position was to ensure a student-centered approach that allowed all of our students, especially our underserved students, to equitably participate in the distance learning environment.

The role of these leads was:

Assist teachers to build comfort and capacity to use technology effectively for assessing student learning, differentiating instruction, and

providing rigorous, relevant, and engaging learning experiences for all students with special focus on those students most at risk in a remote environment.

Provide training and support for staff on the various district-provided technology platforms and applications used in distance Learning Partner with existing support program coordinators - case managers, avid, ELD - to support the needs of these students with digital tools and

access to curriculum.

Provide training and support for staff on best practices associated with remote distance learning environments

Provide training for parents on the various technology platforms being used to deliver instruction  
Provide support for individual teachers for the facilitation of distance learning

**Building/Grounds Maintenance:**

Installation and maintenance of COVID-19 related fixtures on work sites. Maintained safe, orderly campuses with proper upkeep.

Food Services Director: Organized food distribution while the District was in remote learning and coordinated COVID compliant food delivery once students had returned to campus for in person learning.

Health Specialist: Wellness checks of students and/or staff who are placed in isolation during a school day; monitored isolation tent; conducted contact tracing and communicated with parents/guardians regarding health of their student, including notifications regarding potential exposure to COVID-19, quarantine correspondence, tracking quarantine compliance and return to school invitations. Assisted with monitoring the daily health screening reports.

**Custodians:**

Conducted deep cleaning tasks associated with COVID-19 prevention; removed and stored excess furniture during hybrid learning and returned furniture to classrooms once the District returned to 100% in person learning.

**Paraprofessional Special Education:**

Monitored students and assisted in on-line instruction including real-time meetings with students via interactive technologies.

**Campus Supervisor:**

Monitored students during break and lunch to ensure social distancing between students/students and staff, and ensure students are wearing face coverings pursuant to public health recommendations/orders. Accompanied students who had to leave the classroom to go elsewhere on campus, meet with a parent for early pickup, and bio-breaks.

**Paraprofessional:**

Assisted in on-line instruction including real-time meetings with students via interactive technologies.

**Classroom Monitors:**

Supervised students in classrooms where the teacher had to deliver instruction remotely due to health concerns related to COVID-19.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Virtual Summer Learning Session The District also conducted a summer learning session for students who earned an incomplete or a failing grade during the school closure due to COVID-19 response. Students were provided 1:1 or small group instruction and support provided by certificated employees within the District.	35,623	66,750	No
Distance Learning Instructional Leadership Team (DLILT) certificated staff meeting time The DLILT will monitor progress of teaching and learning and gather feedback for improving services for students and supporting staff.	9,600	4,529	No
	61,477	68,865	No

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

There are not substantive differences between the planned actions and the budgeted expenditures.

## Analysis of Pupil Learning Loss

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

The district provided professional development and support for teachers and staff during the 2020-21 school year to address learning loss and accelerate learning progress in a distance learning model to improve tier 1 instruction. Professional Development focused on two key areas: Engagement and Feedback. Utilizing the key ideas from Zaretta Hammond's webinar series Moving Beyond the Packet, teachers engaged in thinking critically about increasing student engagement in Distance Learning and being culturally responsive. In June 2020, 112 teachers completed the Zaretta Hammond workshop that focused on culturally responsive engagement strategies and appropriate cognitive tasks for students based on age and grade level. Zaretta



Hammond's work focuses on creating independent learners who can accelerate their own learning and development. Additionally, all staff participated in an anti-racism training that was followed up on throughout the year. One hundred and ninety teachers volunteered to attend an additional 4 hours of professional learning to build consistency in delivery of instruction, consistency in content and platforms and develop cycles of inquiry to ensure student progress with their grade level or subject area teams. At the end of semester 1, there were fewer grades of D, F and I issued to students than at the same time period on 2019, prior to the school closure due to COVID.

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

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

The District maintains a robust counseling and wellness program. Throughout the spring and fall of 2020, District counseling and wellness established and maintained a virtual counseling and wellness site with resources for students and families. Further, some tele health appointments were established for those who most needed the support.

Redwood High School has 6 full time counselors, Tamalpais High School has 5 full time counselors, Drake High School (Archie Williams) has 4.2 counselors, Tamiscal has a .9 counselor and San Andreas has 1 counselor. The District employs 9 full time psychologists and a Director of Wellness, who coordinates services for students. Each comprehensive school site also has a wellness coordinator and a wellness outreach specialist. Additionally, the District contracts with Bay Area Community Resources to provide therapeutic counseling services at each of our school sites. During distance learning, our wellness and counseling teams continued to meet with students virtually and provide supports through the virtual wellness and counseling website.

During the week of August 10th, all teachers participated in professional learning specific to the current context. Included in the professional learning was trauma informed practices and racial justice based practices. Additionally, the District engaged all students in community building exercises and routines over the first 3 days of school in which teachers and administrators shared resources and connected with students. The Wellness and Counseling program conducted wellness checkin with every 9th grade students during the 2020-21 school year, given that they were in a new school and were more likely to not have strong connections to other classmates or teachers.

The Wellness and Counseling program conducted parent education events regularly through out the school year, specifically around helping students cope with the isolation caused by COVID and helping students transition back to in person instruction in March of 2021. Wellness and Counseling conducted student wellness groups that included:

Express Yourself Art Journaling group

Narratives of Color

The Heirs Society

Escape the Vape Group

Q Groups for LGBTQ+ Students (with The Spahr Center)

More specific information about Wellness and Counseling activities to support students and families mental health and social emotional wellbeing:

- 10 Parent/Caregiver Education events, including “Re-entry - Beyond the Academics” presentation with over 400 parents
- Offered 3-part series to TUHSD Student Services Staff: Cultural Ally Training (with the Center for Culturally Responsive Clinical Training)

- Implemented district-wide 9-12 Suicide Prevention Training - Kognito
- Implemented district-wide 9-12 Sexual Harassment Prevention + Consent Training - SafeSchools

## Analysis of Pupil and Family Engagement and Outreach

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

The Tam District conducted a survey in the fall of 2020 asking a series of questions regarding distance learning, hybrid learning and return to in person learning, we sent 26 written updates to families, students and staff, held 4 town halls, 3 listening session and made 11 presentations to the Board of Trustees during public meetings from July 2020-June 2021. The District's mass communication system has the ability to translate communications into multiple language, all board meetings provided Spanish translation via zoom online conferencing platform.

The challenges were most acute with families who had to relocate during COVID or who had to send the students to live with relatives. Our administration and counseling teams were able to contact families individually and make arrangements to keep students enrolled and attending classes remotely. For our Spanish speaking families, which is our largest group of families for whom English is not the home language, we had Spanish speaking staff reach out individually to ensure they had information necessary to keep students enrolled and attending school.

The fall survey, which was conducted in English and Spanish, results are listed below.

- 60% of parents who responded reported feeling comfortable sending students back to school sites with the county on the Red Tier (substantial)
- 13.7 % of parents who responded reported they would feel comfortable only if the county moved to the Orange Tier (moderate)
- 12.2% of parents who responded reported they would feel comfortable sending their student to in-person learning only if the county moved to the Yellow Tier (minimal)
- 14% of parents who responded want their student to remain in distance learning for the year

What is your greatest concern about returning to in-person instruction?

- 71.9% of parents who responded stated that their student contracting COVID-19
- 20.1 % of parents who responded stated adjusting a hybrid learning model
- 3% of parents who responded stated that transportation

What is your greatest concern about remaining in distance learning?

75% of parents who responded state the social emotional wellbeing of their student

49% of parents who responded stated that screen time

44% of parents who responded stated that falling behind academically

How are you feeling about your student(s) experience with distance learning?

- 11.2% very good
- 45.2% good
- 18.7% not sure yet
- 17.5 not good (some things are going well but overall not good)
- 7.4% this isn't working for my student(s)

On March 3, 2021, we opened to in person learning in a hybrid fashion with about 88% of students choosing to return to in person learning in the hybrid model. On April 13, 2021 to full time in person learning with approximately 82% of students choosing to return to full time in person learning. Students were provided the option to return to full time learning at any point during the remainder of the semester. We currently, as of June 4th, have more than 90% of students attending full time in person.

## Analysis of School Nutrition

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

The District continued to provide nutritional services to students beginning in March of 2020. Shelf stable meals were prepared for COVID compliant pick up at the Redwood campus 2 days a week. There were also some meals that were delivered to families who did not have a means to pick them up. Additionally, the District became the site of a popup food pantry, which distributed over 100 bags of the groceries per week. Over the summer, the District continued to provide food to any student under the age of 18 who requested it. The nutritional services team send regular updates to our families in English and Spanish and also collaborated with our community based organizations to ensure our families were receiving the information regarding food availability. The District continued to provide shelf stable meals throughout the fall of 2020 and also provided meals to all students who were attending remote learning on site in the learning hubs.

When the District returned to full time in person learning, the nutritional services staff faced challenges of providing as many as 600 meals per comprehensive site per day. Due to staffing as well as some supply restrictions, ensuring we had enough food to serve all students who wanted meal was difficult at times,

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	English Language Learner (ELL) program and staffing The staffing is specific to the ELL students and the ratios are 1:15, as opposed to 1:32 in the general education classes. During COVID, our ELL staff reached out directly to all students and families to ensure they were aware of the fall plan and had the materials needed to begin the school year.	\$516,116	524,802	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	AVID program and staffing AVID supports students who are first generation college going or for those who need more support in learning academic skills in order to be successful in college and career. AVID is targeted to socio-economically disadvantaged students, but serves all students as well.	\$371,096	377,993	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Academic Workshop (AW) program and staffing Academic workshop is a support class for students who may need additional support to complete school tasks. The course serves any student struggling to manage and complete school work or for whom completing work outside the school day is unduly difficult.	\$423,537	431,264	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Success Network at Tamalpais High School staffing The Success Network is a site-based collective impact group at Tamalpais High School whose mission is to increase the achievement of all	\$20,768	23,500	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	students while accelerating the growth of students of color, students with low socio-economic status, English Language Learners, special education students, and foster youth and to improve student learning and professional practice by engaging in collective cycles of inquiry.			

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

There are no substantive differences between the planned actions and the budgeted expenditures.

## Overall Analysis

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

The District will remain in a 1:1 student to device learning model moving forward as it provides students greater access to learning. However, the greatest impact of implementing in-person and distance learning was ensure we have proper systems of support in place so that all students can be successful. Due to the glaring differences in resources available to our students and to the lack of differentiation on our part in order to meet the needs of all students, the district has committed to developing a multi-tiered system of support. The purpose of this system of support is to ensure we have consistent, highly effective instructional practices in place in every classroom. Highly effective strategies include being culturally responsive and aware of the impact of trauma on student experiences. Further, all staff will have the tools to properly differentiate their instruction to support diverse learners in their classroom. Quality first instruction is key to building a successful learning system. Once that is in place, we must make sure all teachers know how and where to seek further support if a student continues to struggle to learn successfully. Having to teach students during distance learning made us more aware than ever of the disparate resources available to our students, which highlighted the need for the school and district to provide additional resources for those who need them the most in order to ensure all students have the same positive learning outcomes.

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

As stated above, the District is focusing on developing a multi-tiered system of support. Such a system is predicated on having consistent, formative assessment data available to track student progress. Using the Student Success Network model, student

progress will be monitored through common assessments and mastery of standards as assessed by teachers. One positive aspect of the COVID closure, is that the District and schools learned more about each student's individual circumstance and allowed us to personalize the learning approach for those students. We will continue to provide individualized educational opportunities. The District has also adopted a data analysis software, Panorama that will provide timely, ongoing student progress data allowing the school site teams to respond in time to provide support before a student has fallen behind in their learning.

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

There were no substantive differences between the described actions and services contributing towards meeting the increased services requirement.

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

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

The Tam District has been engaged in professional learning in trauma informed, antiracist and culturally responsive practices or the past 5 years but despite those efforts, we have not meaningfully improved the outcomes for our students of color, socioeconomically disadvantaged youth, or our English Language Learners. While we have seen pockets of improvements, most specifically the decrease in suspension rates for all students but most specifically for our African American students. Graduation rates have remained steady but we lost some ground in the UC a-g eligibility rates for our student groups. Further, during 3 listening sessions during the summer of 2020 we heard from many current and former students that they did not feel our school campuses were inclusive welcoming learning environments. We heard about both implicit and explicit bias in the classrooms and hallways. Due to the data, which reflects the stories we heard from our students and families, we added a 5th goal to our LCAP that explicitly speaks to creating more inclusive learning environments, on every level. Goal #5 includes the continuation of our Racial Justice Task Force (RJTF), which is comprised of students, staff and family and communities members. They provide recommendation on policy, practice and programming. Specific to the recommendations made by the RJTF, the District will research and implement restorative practices for disciplinary issues, will revamp our approach to professional learning and explore and implement a community liaison at each comprehensive school site. In addition, the District will undergo an audit of our courses of study for inclusion of multiple perspectives and inclusive content and materials.

The District has expanded the Student Success Network (SSN) from Tam High to Redwood High School due to the efficacy of the SSN at Tam High in improving the outcomes for our socioeconomically disadvantaged and students of color. The SSN uses a cycle of inquiry to review student data, and connect the student with appropriate resources before the issues become insurmountable. As a District, our plan is to scale the SSN to Archie Williams High School as well in order to provide the specific supports that have proven effective. To further support of our students, the District is focused on developing a multi-tiered system of support that is consistent across all school sites. The purpose is to have resources in place that are readily available and known to staff, students and families. The primary goal is to ensure all teachers have the skills and knowledge to implement effective, research based instructional practices and that all teachers know how to effectively support all students to be successful in their classroom. With a system of support in place, teachers and staff will understand where to go for additional support, should a student require it. Systematizing our supports and practices, aligning those with our values of inclusivity and antiracism, will provide greater opportunity for our students to succeed and to erase the predictability of outcomes based on race, socioeconomic status or home language.



## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	77,527,424.00	41,645,322.00
	35,673,115.00	0.00
LCFF	40,405,163.00	40,248,982.00
LCFF Supplemental and Concentration	4,000.00	1,096,760.00
Lottery	300,000.00	56,127.00
Not Applicable	7,725.00	0.00
Other	118,000.00	163,746.00
Supplemental	924,737.00	0.00
Title I	17,000.00	29,731.00
Title II	55,000.00	41,706.00
Title IV	22,684.00	0.00
Title VI	0.00	8,270.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	77,527,424.00	41,645,322.00
	35,673,115.00	0.00
0001-0999: Unrestricted: Locally Defined	35,673,115.00	35,317,789.00
1000-1999: Certificated Personnel Salaries	4,957,858.00	4,600,356.00
2000-2999: Classified Personnel Salaries	417,730.00	762,239.00
4000-4999: Books And Supplies	4,000.00	658.00
5000-5999: Services And Other Operating Expenditures	24,000.00	52,799.00
5800: Professional/Consulting Services And Operating Expenditures	469,881.00	855,354.00
6000-6999: Capital Outlay	300,000.00	56,127.00
Not Applicable	7,725.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	77,527,424.00	41,645,322.00
		35,673,115.00	0.00
0001-0999: Unrestricted: Locally Defined	LCFF	35,673,115.00	35,317,789.00
1000-1999: Certificated Personnel Salaries	LCFF	4,032,977.00	3,571,893.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	864,717.00
1000-1999: Certificated Personnel Salaries	Other	118,000.00	163,746.00
1000-1999: Certificated Personnel Salaries	Supplemental	806,881.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	319,874.00	544,622.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	217,617.00
2000-2999: Classified Personnel Salaries	Supplemental	97,856.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	4,000.00	658.00
5000-5999: Services And Other Operating Expenditures	LCFF	4,000.00	9,300.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	13,768.00
5000-5999: Services And Other Operating Expenditures	Supplemental	20,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	29,731.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	375,197.00	805,378.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	55,000.00	41,706.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	22,684.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title VI	0.00	8,270.00
6000-6999: Capital Outlay	Lottery	300,000.00	56,127.00
Not Applicable	Not Applicable	7,725.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	71,726,230.00	35,655,820.00
Goal 2	1,656,701.00	1,833,565.00
Goal 3	28,115.00	26,256.00
Goal 4	4,116,378.00	4,129,681.00

\* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$256,636.00	\$208,564.00
Distance Learning Program	\$1,431,696.00	\$1,488,003.00
Pupil Learning Loss	\$106,700.00	\$140,144.00
Additional Actions and Plan Requirements	\$1,331,517.00	\$1,357,559.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,126,549.00	\$3,194,270.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$76,636.00	\$77,520.00
Distance Learning Program	\$1,372,138.00	\$1,459,510.00
Pupil Learning Loss	\$106,700.00	\$140,144.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,555,474.00	\$1,677,174.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$180,000.00	\$131,044.00
Distance Learning Program	\$59,558.00	\$28,493.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$1,331,517.00	\$1,357,559.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,571,075.00	\$1,517,096.00

# Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tamalpais Union High School District	Tara Taupier Superintendent	ttaupier@tamdistrict.org 4159451021

## Plan Summary [2021-22]

### General Information

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

THE TAMALPAIS UNION HIGH SCHOOL DISTRICT is a high performing district in a very active, supportive, and educated community. Currently 5039 students are served in three comprehensive high schools and two alternative programs. In addition, the Adult Education courses attract hundreds of community members each year. The Tam District is home to students from 19 different communities, including Bolinas-Stinson, Mill Valley, Sausalito-Marin City, Forrest Knolls, Lagunitas, Woodacre, San Anselmo, Fairfax, San Geronimo, Nicascio, Muir Beach, Belvedere, Tiburon, Ross, Larkspur, Corte Madera, Greenbrea, and Kentfield. Our students speak more than 30 languages and participate in more than 100 student run clubs and activities. The student body is 70% white, 1.9% African American, 14.2% Latina/o, 4.7% Asian, 4.3% two or more races, 3.6% not reported, 0.3% Pacific Islander, 0.3% Native American/Alaska Native and 1.9% of our students are designated English language learners.

The Tam District has a robust course catalog 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.

### Reflections: Successes

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

The Tam District has identified the goals of narrowing the opportunity and subsequent achievement gaps among the student groups, 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.

In reflection on the 2018-19, 2019-20 and 220-21 school years, the following data demonstrate our areas of success and areas of growth. The categories discussed below are from the California State Dashboard system, which categorizes school performance by colors: red, orange, yellow, green and blue, in order from lowest performance (red) to highest performance (blue). For the data below, the District used the California School Dashboard, Data Quest and local data.

The information listed below is from the California school dashboard's most recent year available, which was the 208-19 school year.

Areas of success include:

- graduation rates for the District slightly increased by 0.3% to 95.3%, which earned the District a blue rating on the dashboard.
- suspension rates for African American students dropped by 10%, from 13.3% in 2018-19 to 3.3% in 2019-20 low socioeconomic and Latino/a students decreased over the previous year, placing both groups into the green category on the California dashboard.
- as a District, we scored in the blue category for college and career ready with 70.4% of students classified as college and career ready, as compared to 42.2% of all students in the state

ELA: In aggregate, TUHSD students scored 56.6 points above standard, which was a 5.3 point increase over the previous year.

- Students with disabilities and low socioeconomic students were in the yellow category, which was an improvement over the previous year for both students groups
- Latino/a, Asian and White students scored in the green category
- No students scored in the blue category

Mathematics: In aggregate, TUHSD students scored 19.1 points above standard, which was a 9.8 point increase over the previous year.

- No student groups were placed into the red category on the dashboard
- students with disabilities scored in the orange category, showing a slight improvement over the previous year
- English learners scored in the yellow category
- Latino/a, Asian and socioeconomically disadvantaged students scored in the green category, showing improvement over the previous year
- White students scored in the blue category, showing. improvement over the previous year

Areas of growth:

- The graduation rates for Latino/a and low socioeconomic students did not improve enough, resulting in a yellow rating on the dashboard.
- Students with disabilities had a graduation rate of 83.9, which was a decrease of 1.9%, resulting in an orange rating on the dashboard.

- 68.3% of graduating students were deemed college and career ready on the California State dashboard, which was a decrease of 2.1% from the previous year.

#### ELA:

- students designated as English Learners scored 88.4 points below standard, which was a 0.2 point decrease from the previous year resulting in a red category placement

#### School site data:

#### Areas of Success:

##### Tam High:

- Graduation rates maintained at 97.6%, earning a blue category placement on the dashboard
- Latino/a students scored 24.7 points above standard on the ELA portion of the Smarter Balanced Assessment, which was a 51.6 point increase over the previous year resulting in placement in the green category
- Latino/a students scored 25.7 points above average on the math portion of the Smarter Balanced Assessment, which was a 36.8 point increase over the previous year resulting in placement in the green category

##### Redwood High:

- Graduation rates increased by 2.7% to 98% resulting in a blue category placement
- Latino/a student graduation rates increased by 2.7% to 98.1% resulting in placement in the blue category
- Socioeconomically disadvantage student graduation rates increased by 7.3% to 97.6% resulting in placement in the blue category
- White student graduation rates increased by 2.4% to 97.5% , resulting in placement in the blue category
- all students achievement on the English Language Arts portion of the Smarter Balanced Assessment improved by 3 points, to 63.4 points above standard, resulting in placement in the green category
- 77.5% of students were deemed college and career ready, an increase of 4.9 percent, placing them in the blue category

##### Drake High (Archie Williams HS):

- all student performance in the ELA portion of the Smarter Balanced increased by 29.5 points, scoring 73.2 points above standard and earning them a blue category placement
- all student performance in the math portion of the Smarter Balanced increased by 40.6 points, scoring 31.7 points above standard and earning them a blue category placement
- Graduation rates maintained at 95%, earning a blue category placement

##### San Andreas High:

- College and Career readiness increased by 7.2% to 10.7%, which resulted in placement in the yellow category
- Student suspension rates decreased by 3.8% to 2.5%, resulting in a green category placement

Tamiscal High:

- 61.2% of students were deemed college and career ready, an increase of 7.7% from the previous year
- there were no suspensions at Tamiscal, placing them in the blue category

## Reflections: Identified Need

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

Areas of Growth: The District continues to see a gap in opportunities in advanced classes as well as achievement outcomes among our student groups. These gaps are persistent and predictable. The gaps fall along racial and socio-economic lines, indicating that we, as a District, are not doing all we can to provide proper support in an inclusive learning environment.

Tam High:

- 71.7% of students were deemed college and career ready, which represents a decrease of 3.2%, resulting in placement in the green category on the California State dashboard
- Overall student achievement in the ELA Smarter Balanced Assessment declined by 9.1 points. Because the overall achievement was 51.9 points above standard, the ELA score placed in the green category

Redwood High:

- Overall student suspension increased by 0.5%, resulting in an orange category placement
- Suspension rates for all student groups was up slightly

Drake High (Archie Williams):

- Graduation rates for socioeconomically disadvantaged students declined by 3.7% to 86.3% resulting in an orange category placement
- College and Career readiness among all student groups declined by 6% to 64.1% resulting in an orange category placement

San Andreas High:

- Graduation rates declined by 4% to 73.2% resulting in placement in the orange category

Tamiscal High:

- Mathematics performance on the Smarter Balanced Assessment declined by 9.2 points resulting in a yellow category placement

- 49% of graduating students were deemed college and career ready in the spring of 2019, which was a decline of 12.2% over the previous year and resulting in a orange category placement

## LCAP Highlights

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

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 outlined 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. Our second goal is specific to building and retaining strong educators in our district. The District has also recommitted to building strong relationships with our families and community members and thus, have expanded our goal three, community relations and communication. Given the increase in need for social-emotional support for students across all student groups, the district has maintained our counseling and wellness goal and programing. The district has also added a specific goal for equity and access. Goal five outlines the steps the district is currently taking and will continue to take to improve the racial climate on our campuses, including the convening of the Racial Justice Task Force, which will propose policies, practices and programs to meet the outcomes identified in goal five to the superintendent and board of education. Additionally, the district will conduct an equity audit of our curriculum and instruction materials, build a system of support to include restorative practices.

## Comprehensive Support and Improvement

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

### Schools Identified

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

NA

### Support for Identified Schools

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

NA

### Monitoring and Evaluating Effectiveness

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

NA





# Stakeholder Engagement

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

The District has an LCAP committee that is comprised of parents, English Language learner parents, classified employees, certificated employees, board members, representatives of the classified and certificated labor unions (CSEA and TFT), the Senior Director of Student Services, which includes special education, and an alternative school principal, and is facilitated by the superintendent. The committee met nine times between September 2020 and May of 2021, agendas for each meeting are posted on the District website. During those meetings, the committee reviewed student achievement data, attendance data, graduation data, advanced class participation and success data, college matriculation data, suspension and expulsion data as well as student survey data, all disaggregated by race, gender, socio-economic status and English language learner status.

In addition to these meetings, the District held three listening sessions during the summer and fall of 2020 that resulted in the formation of the Racial Justice Task Force (RJTF), which currently has more than fifty members including community based partner representatives, parents/guardians, students, certificated and classified staff members and community members. The listening sessions at over five hundred total participants from the District communities including current and former students, staff members, parents/guardians, community members, Board of Trustee representatives and administrators. The Racial Justice Task Force has nine subcommittees, one of which is an LCAP subcommittee. The superintendent and Chief Financial Officer both met with the LCAP subcommittee of the RJTF twice and several members of the RJTF joined LCAP committee meetings during the spring of 2021. The District surveyed students in the AVID and Students Organized for Anti-Racism (SOAR/SLAM/STAAR) programs and had a student speak to the LCAP committee about their experience in the SOAR program.

The TUHSD Director of Special Education met monthly with county SELPA to review the impact of the SELPA plan on student outcomes. Additionally, the TUHSD Superintendent served on the SELPA subcommittee that reviewed an external audit of the SELPA offerings for the purpose of ensuring we are best meeting the needs of our students in the most efficient manner. The District recently added new counseling enriched classes to our special education programming based on review of our SELPA plan and audit.

The draft LCAP was sent to all parents, students and staff with a google form for feedback as well.

A summary of the feedback provided by specific stakeholder groups.

The feedback from many stakeholders groups focused on the need to provide more inclusive learning environments for our student groups and to specifically address bias, racism and antisemitism through educational opportunities. Another area of consistent feedback was addressing social-emotional needs of students. Specifically in light of the COVID 19 pandemic, our community members felt strongly that the district must continue to provide counseling and wellness services. A consistent theme across feedback from our stakeholder groups was access to rigorous learning opportunities with robust course offerings. The District provides a wide array of elective course in which students can explore areas of interest more deeply.

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

The most direct impact stakeholder feedback had on the LCAP was the creation of a fifth goal that is specific to improving racial equity in the District by building stronger relationships with our students and families of color, maintaining a racial justice task force and developing an antiracist policy. The Board of Trustees passed an antiracist education resolution in August of 2020 that provided guidance to the District for actions to take to create more inclusive learning environments and curricula. The Racial Justice Task Force has a subcommittee dedicated to policy and will make policy recommendations to the superintendent and board of trustees.

# Goals and Actions

## Goal

Goal #	Description
1	<p>Guarantee all students have access to rigorous, relevant and engaging curriculum in all content areas in clean, well functioning facilities.</p> <p>State Priority areas:</p> <ol style="list-style-type: none"> <li>1. Basic (Condition of Learning)</li> <li>2. State Standards (Conditions of Learning)</li> <li>7. Course Access (Conditions of Learning)</li> </ol>

An explanation of why the LEA has developed this goal.

Goal one addresses the basic educational needs of all students to ensure they have the opportunities to pursue whatever college or career they choose. Having well functioning facilities is vital to the educational experiences.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act : 100% of our teachers are appropriately assigned and fully credentialed	100% compliance				Maintained 100% compliance
All core content areas will have Board adopted courses of study that align to California state standards (common core state standards and next generation science standards, next	98% of courses are currently aligned				100% of courses will be aligned to California State adopted standards and frameworks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
generation history social science)					
The District maintains a 5 year curriculum cycle that requires courses of study and instructional materials be updated on a rotating schedule.	Maintain the 5 year curriculum cycle				All core content area courses of study will have been updated within the last 5 years
Evaluate the current condition of our facilities for both short and long term planning to ensure we are maintaining well functioning facilities.	Facilities are well maintained and up to date				The District will have developed an updated Facilities Master Plan
The District will increase the number of Career Technical Education (CTE) courses offered to our students.	We currently have CTE courses in Computer Sciences, Engineering and Automotive technology.				The District will have identified specific CTE pathways in existing areas and identify new areas for CTE course offerings.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Broad Course of Study Offerings with Highly Qualified Educators	All courses in our core content areas are aligned with the California state adopted standards, as well as with UC/CSU requirements. Courses are updated every 5 years in compliance with California Education Code. The District offers students seven periods of classes each semester.	\$29,764,956.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>The District offers courses in Career Technical Education (CTE) in the areas of computer sciences, engineering, construction technology and automotive technology.</p> <p>Recruit and retain highly qualified, diverse classroom teachers, counselors, administrators and ensure appropriate classroom support with para-educators.</p> <p>The District has: 249.74 FTE in teachers (general education; additional teacher FTE is listed in subsequent goals and action steps )</p>		
<b>2</b>	1.2 Diversification of Staff	Human Resources to develop a three year plan to increase the diversity of the teaching, administrative and counseling staff.		No
<b>3</b>	1.3 Instructional Materials	Adopt textbooks and other instructional materials that are aligned to state adopted standards, are culturally inclusive and accessible to all learners.	\$280,000.00	No
<b>4</b>	1.4 Maintenance of Facilities	<p>Maintain clean, well maintained facilities and grounds</p> <p>The District has:</p> <p>21.625 FTE custodial staff</p> <p>10 FTE maintenance and grounds staff</p> <p>1.0 FTE Director of Maintenance and Operations</p>	\$4,210,589.00	No

Action #	Title	Description	Total Funds	Contributing
5	1.5 Information Technology	Provide technology tools for staff and students to access curricular resource via the internet, 1:1 devices, technology platforms and hardware The District has: 1.0 FTE Senior Director of Information Technology 4.0 FTE Systems Support Specialist 3.0 FTE Network Support Specialist	\$1,305,300.00	No
6	1.6 Career Technical Education Offering Expansion	The District will support existing teachers in obtaining additional credentials in the areas of computer science and engineering in order to expand/increase our CTE course offerings and pathways. The Tam District currently has 0.50 FTE in CTE courses funded by the CTE Pathways grant.	\$70,514.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	Improve the learning outcomes of all students while narrowing the opportunity gaps among our student groups

An explanation of why the LEA has developed this goal.

Goal two is our primary learning goal. The District strives to provide high level learning opportunities for all students and to disrupt the current pattern of enrollment in advanced classes and academic outcomes. The primary goal is for all students to have access and opportunity to excel in all course, especially advanced classes.

State Priority Areas:

Priority 4:Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of students from our student groups enrolled in advanced classes will increase by 5% over 4 years	39% for the 2019-20 school year				Increase to more than 50% of students from all student groups will be enrolled and successful in at least 1 advanced class
Percentage of students who have passed an Advanced Placement examination	86% of students who took an AP exam in 2020 passed with a 3 or higher				More students will have access to AP classes and exams and the passing percentage rate will increase to 90%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students considered college ready as measured by the Early Assessment	63.8% of students were deemed college and career ready on the California School Dashboard				The percentage of students being deemed college and career ready will increase to 75% of higher.
The percentage of students who graduate from the Tam District UC/USC eligible will increase by at least 5%. Specifically, our economically disadvantaged, African American and Latino/a students eligibility will increase at a greater rate in order to narrow the gap among student groups.	80% of all students who graduated in 2020 were UC a-g eligible				The percentage of all students who graduate UC a-g eligible will increase by at least 5%; the gap among student groups will narrow, with all groups students increasing in eligibility
The percentage of students who score at or above proficient on the Smarter Balanced ELA and mathematics assessments will increase by at least 5 points.	In 2019, all students scored 56.6 points above standard on the ELA portion of the Smarter Balanced Assessment: English Language Learners were the only student group in the Red category.				All student achievement on the ELA portion of the Smarter Balanced Assessment will have increased by 5 points: our English Language Learner population will have improved scores on the ELA portion of the Smarter Balanced by at least 10 points.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	In 2019, all students scored 19.1 points above standard with our students with learning differences and our English Language learners scoring significantly below the standard				Students with learning differences and English Language Learning students will score at least 20 points higher on the next administration of the assessment.
The number of English Language Learners who are re-designated as English proficient, or who move at least 1 level on the ELPAC, will increase by 5%	52.2% of English Language Learning students were making progress towards English Language proficiency in the 2019-20 school year. This was deemed low level of proficiency by the state.				More than 60% of English Language Learners will be making progress towards English Language Proficiency.
All students will show academic progress towards learning goals as measured by grades on their report cards. The percentage of students with exceptional learning needs, low socioeconomic status students, African American, and Latino/a will show progress towards	At the end of semester 1, 2020-2021 school year: 37% of African American, 9% of Asian, 26% of Latino/a, 11% of White and 17% of students who identify as other or 2 or more races earned a D, F or Incomplete on the report card.				The percentage of all students earning a D, F or Incomplete at the end of each semester will decrease by at least 10% and there will be no gaps among the student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
learning goals as measured by grades on their report cards.					
Student graduation rates will remain high and there will be no gap in graduation rates among our student groups.	In 2019, 95.2% of 12th grade students graduated. The state graduation rate for the same year was 85.8%. There were no student groups who were in the red category on the state dashboard for graduation rates. Students with exceptional needs had the lowest graduation rates at 83.5%.				The graduation rate for all students will increase by at least 2%. There will be no gap among the student groups.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	2.1 Multi-Tiered System of Support (MTSS)	Develop and implement a comprehensive plan of academic and social emotional support. Building off existing programs and structures, develop a systemized approach to ensuring all students have quality instruction, level 1 intervention in the classroom, level 2 intervention that may require more support outside of the classroom and resources for level 3, intensive support.	\$25,000.00	No
<b>2</b>	2.2 Academic Workshop	We will continue to provide academic support to students who are struggling with academic classes through academic workshop classes, after school tutoring programs, peer mentoring programs for targeted support.	\$288,776.00	Yes

Action #	Title	Description	Total Funds	Contributing
		There are 2.6 FTE in Academic workshop teachers and Academic workshop currently serves 150 students		
<b>3</b>	2.3 Advancement Via Individual Determination (AVID)	<p>AVID is a four year academic elective course that serves 200-225 students per year in college readiness and success. During the 9th and 10th grade years AVID students receive instruction through a rigorous college preparatory curriculum. Students participate in tutor facilitated study groups, motivational activities and academic survival skills. The 9th and 10th grade AVID courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, preparation for college entrance and placement exams, college study skills, test taking strategies, note-taking and research. The AVID 9th and 10th grade AVID curriculum also focuses on college and career awareness through work in class, guest speakers and field trips to colleges. The AVID elective teachers are provided with professional development, are expected to engage in family outreach, and to provide students the opportunity to visit college campuses.</p> <p>AVID serves 226 students in the current year with 2.4 teaching FTE, 36% or 81 students are identified as unduplicated</p>	\$262,669.00	Yes
<b>4</b>	2.4 Instructional Coaching	Instructional Coaches lead professional development in effective instructional strategies for all staff, provide support to teachers who are new to the district, and support site administrators in identifying effective professional learning opportunities for staff. The District employs 5 site based instructional coaches who are master teachers in the district and are paid a stipend. The District also employs a 1.0 FTE instructional coach who is a teacher on special assignment.	\$205,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	2.5 Professional Learning	<p>Professional learning is offered via instructional coaches, peer workshops, local workshops and conferences. The District will provide professional development in:</p> <ul style="list-style-type: none"> <li>Differentiated instruction with a focus on supporting English Language Learners and non standard English language learners</li> <li>Culturally and linguistically responsive pedagogical practices</li> <li>Trauma informed practices</li> <li>Restorative practices</li> <li>Advanced Placement Training</li> <li>High impact instructional strategies</li> <li>Effective implementation of common core state standards</li> <li>Effective implementation in next generation science and next generation history social science standards</li> <li>Effective assessment strategies</li> <li>Using assessment data to inform instruction</li> </ul> <p>The District has 2 full days of professional learning and 2 half days of professional learning built into the work year calendar.</p>	\$161,000.00	No
6	2.6 English Language Learner Program	<p>The district will maintain the increased certificated and classified staff to support English language learners. There was an increase of .8FTE-certificated staff in 2016-17 and an increase of 1.2 paraprofessional classified staff in 2017-18. The ELL team provides English language development, pushin support services in general education classes, professional development to general education teachers and parent outreach and communication.</p> <p>The District has</p> <ul style="list-style-type: none"> <li>1.8FTE teachers (certificated)</li> <li>3.0 FTE paraprofessional (classified)</li> </ul>	\$568,467.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>The District has a target of all ELL students moving at least 1 level on the English Language Proficiency Assessments (ELPAC) that is administered each year.</p> <p>The District ELL program currently serves 104 students</p>		
7	2.7 Tam High Ascent Program	Tam High Ascent, originally known as “Summer Bridge” or “Transitions”, to better serve underserved students. The program is voluntary and intended for students matriculating from the smaller feeders schools including MLKJr Academy, Willow Creek and Bolinas-Stinson School. Ascent is held during the summer prior to 9th grade year, and connects students with the high school campus, academic expectations and resources and supports that are available. It is an eight day program that serves approximately 30 students a year.	\$12,000.00	Yes
8	2.8 COMPASS Program:	COMPASS is an elective class wherein students are supported in their academic, social, and emotional development as they transition to high school. In partnership with College of Marin, all COMPASS students earn 1 college credit each year. They meet weekly with a College of Marin counselor who provides guidance and information centered around a student’s interests and life goals. The focus is on college and career readiness through awareness. The COMPASS program serves 80 students a year.		Yes
9	2.9 Instructional Leadership Team	<p>Maintain a highly qualified administration and instructional leadership team while striving to increase the diversify of the administration team. The District has:</p> <p>13 FTE in site based administration (certificated)</p> <p>1.0 FTE in Assistant Superintendent of Educational Services (certificated)</p> <p>1.0 FTE in Administrative Assistant to Educational Services (classified)</p>	\$2,689,527.00	No

Action #	Title	Description	Total Funds	Contributing
<b>10</b>	2.10 Special Education Programming	<p>Provide high quality, accessible educational opportunities in the least restrictive environment for students with individual education plans. The District will maintain the state identified ratios of 28:1 for resource classrooms, 16:1 in counseling enriched classrooms and 20:1 in special day classes.</p> <p>The District will maintain state identified paraeducator staffing ratios for special education.</p> <p>The District has:</p> <ul style="list-style-type: none"> <li>30.4 FTE certificated teachers</li> <li>1.0 FTE administrator (administrator)</li> <li>9.4 FTE psychologist (administrator)</li> <li>1.0 speech and language (certificated)</li> <li>1.0 administrative assistant (classified)</li> </ul>	\$16,905,060.00	No
<b>11</b>	2.11 Pathways Program	<p>Pathways is an optional 12th grade program that serves 48 students and provides an alternative experience to help them transition to college and prepare for life after high school, while also helping them finish their graduation requirements.</p> <p>Pathways students take 2-3 courses at College of Marin each semester and participate in an internship in a career area of interest.</p>	\$189,000.00	No
<b>12</b>	2.12 Edgenuity online learning platform	<p>Edgenuity is an online learning platform that provides students with flexibility in making up missed content, accelerating or accessing courses that they may not have been able to otherwise. Edgenuity provides UC a-g, NCAA, California state standards aligned courses and content that is offered in 60 languages.</p>	\$129,000.00	No

# Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
3	Improve communication and relationship with the community and stakeholder groups

An explanation of why the LEA has developed this goal.

Goal three addresses the following state priority areas Priority 3: Parental Involvement (Engagement). Further, the District held several listening sessions this year as well as convened a parent advisory and consistent feedback was to improve communication and relationship building among the families of the District.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	73% of parents who responded to the California School Parent Survey stated they agreed or strongly agreed that the school/district encourage their participation in the decision making process. These results are from the spring 2018 administration of the survey as there was				90% of parents who complete the survey will respond that they agree or strongly agree that the district encourages their participation in the decision making process.
Results on the student, parent and teacher portion of the California Healthy	75% of parents who responded to TUHSD local survey reported being				90% of parents and students who respond to the California Healthy Kids Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Kids survey will indicate improvement in the area of communication	satisfied or very satisfied with the communication from the District.				will report being satisfied or very satisfied with district communications.
Parent participation in committee work will increase due to improved communication.	Currently, we have nine parent volunteers on the LCAP committee.				The district will fill all available slots on the LCAP committee.

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1</b>	3.1 Community Liaison	Develop and implement a shared community liaison position that would serve our families whose primary language is other than English, and our families who may not have regular access to traditional avenues of school engagement. The District will explore developing a shared position for each of our comprehensive school sites and their feeder districts.		No
<b>2</b>	3.2 Web Coordinator	The District will maintain a Web Page Coordinator in order to ensure pertinent information is easily accessible via our websites. All websites can be translated into multiple languages.	\$16,000.00	No
<b>3</b>	3.3 Mass Communication Tool	The District utilizes a mass communication system, Parent Square, that can be translated into multiple languages for communicating with students and parents/guardians about relevant information.	\$24,520.00	No
<b>4</b>	3.4 Parent Advisory Committee	The superintendent will continue the parent advisory committee, which consists of 8 parents representing the school sites. The group meets		No

Action #	Title	Description	Total Funds	Contributing
		quarterly to provide feedback to the superintendent and also to learn about various initiatives and work going on in the District.		
<b>5</b>	3.5 Student Information System (SIS)	<p>The District will adopt a new student information system and a single learning management system in order to streamline access to information for our students and families. Consolidating these platforms will also provide more efficient workflow for teachers and staff. The District's data and SIS is maintained by our Data Specialists and Data Analyst.</p> <p>The District has:  1.0 FTE in Lead Data Specialist  3.0 FTE in Data Specialist  1.0 FTE in Data Analyst</p>	\$782,327.00	No
<b>6</b>	3.6 Attendance Communication	<p>The District maintains attendance clerks with whom our parents/guardians communicate for student absences. The attendance clerks coordinate daily attendance and send communications to parents/guardians when students have an unexcused absence.</p> <p>The district has:  3.75 FTE in attendance clerks</p>	\$346,700.00	No
<b>7</b>	3.7 Trustee Meeting Recordings		\$10,000.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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# Goals and Actions

## Goal

Goal #	Description
4	Cultivate resilience, independence and social-emotional growth in all students through a comprehensive system of intervention focused on building a community where trauma is met with compassion and each individual feels safe, valued, and known

An explanation of why the LEA has developed this goal.

Social emotional wellbeing is foundational to student learning. There is much recent research that indicates students who feel unsafe in their learning environment or who are struggling with mental health issues are less capable of learning due to brain function interruption. Learning environment must attend to the whole student and provide proper supports for students to be able to learn.

Goal four addresses the following state priority areas:

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Engagement (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rates of chronic absenteeism will decrease	For the most recent year of available date, 2018-19, the District's chronic absenteeism rate is 11.6%. Below are the chronic absenteeism rates for each school in the district for the 2018-19 school year. Redwood HS 6.5 %				By 2023-24 the chronic absenteeism rate will have dropped to below 10 percent over all and will drop below 10% for each high school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	San Andreas HS 80.5% Archie Williams HS 11.9% Tamalpais HS 15.1% Tamiscal HS 11.3%				
High school graduation rates for all student groups will increase	The overall graduation rate for 2018-19 school year was 95.2%. The graduation rates for low socioeconomic status students was 88.8% and the graduation rate for Latino/a students was 92.5%, the graduation rate for students with exceptional learning needs was 83.9%.				The graduation rates for all student groups will increase to 96% or higher and the gap among student groups will be eliminated.
The rates of student out of class suspension and expulsion will decrease	The District's overall suspension rate was 1.0% in 2019-20, down from 2.6% in 2018-19. The suspension rate for African American students dropped from 13.3% to 3.3% and between 2018-19 and 2019-20.				The suspension rates for all student groups will drop to 1% or lower.
9th graders and 11th graders who report	74% of 9th grade students and 72% of				The rate of 9th and 11th grade students who report feeling

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feeling connected to school will increase	11th grade students reported feeling connected to school. The data are from the 2018 administration of the California Healthy Kids Survey				connected to school will increase by 10%
9th graders and 11th graders who report feeling strongly that there are opportunities for meaningful participation at school will increase	57% of 9th grade students and 59% of 11th grade students reported having meaningful opportunities for participation in school. The data are from the 2018 administration of the California Healthy Kids Survey				The percentage of 9th and 11th grade students who report having meaningful learning opportunities will increase by 10%.
9th graders and 11th graders who report feeling happy at school will increase.	69% of 9th grade students and 69% of 11th grade students reported feeling happy at school on the 2018 administration of the California Healthy Kids Survey				The percentage of 9th and 11th grade students who report feeling happy at school will increase by 10%.
The percentage of 9th and 11th grade students who report feeling safe at school will increase.	In the 2018 administration of the California Healthy Kids Survey, the following were the				At least 90% of all student groups will report feeling safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	result of the question, I feel safe at school: 60% of African American 9th grade students and 54% of 11th grade African American students; 65% of 9th and 73% of 11th grade Latina/o students; 66% of 9th and 78% of 11th grade Asian students, 68% of 9th and 76% of 11th grade White students and 70% of 9th and 79% of 11th grade students who identify as 2 or more races reported feeling safe at school.				
The percentage of 9th and 11th grade students who report feeling chronic sadness or hopelessness will decrease	In the 2018 administration of the California Healthy Kids Survey, 29% of 9th and 35% of 11th grade students reported feelings of chronic sadness or hopelessness in the previous 12 months.				The percentage of students who report feeling chronically sad or hopeless will decrease to less than 10%. Students will report knowing where they can find support at school.
The percentage of 9th and 11th grade students who report having used alcohol in	n the 2018 administration of the California Healthy Kids Survey, 23% of				Fewer than 10% of 9th and 35% of 11th graders will report having consumed



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
past 30 days will decrease.	9th grade students and 47% of 11th grade students reported having consumed alcohol on at least 1 day out of the previous 30 days.				alcohol in the previous 30 days.
The percentage of 9th and 11th grade students who report having used cannabis in past 30 days will decrease.	n the 2018 administration of the California Healthy Kids Survey, 22% of 9th and 40% of 11th grade students reported having used cannabis at least one day out of the previous 30 days.				Fewer than 10% of 9th and 20% of 11th graders will report having used cannabis in the previous 30 days.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Counseling and Wellness Program	<p>The District will provide wellness and counseling programs that coordinate services to students for social emotional wellbeing. The Wellness center will coordinate services to students for social emotional wellbeing, substance use and abuse, mental health and sexual health.</p> <p>The school counselors are the main point of contact for students for academic guidance and social emotional wellbeing.</p> <p>The District has:  1.0 FTE Senior Director of Student Services  17 FTE Counselors  3.0 FTE Counseling Secretaries  1.0 FTE Registrars</p>	\$3,592,466.00	No

Action #	Title	Description	Total Funds	Contributing
		1.0 FTE Director of Wellness 2.8 FTE Wellness coordinators 2.8 FTE Wellness outreach specialists		
<b>2</b>	4.2 Health Services	The district provides a school health technician who distributes their time among the comprehensive sites. This position also maintains student health records and communicates with families when health concerns arise.  The District has: 2.0 FTE Health Technicians	\$212,000.00	No
<b>3</b>	4.3 Marin Recovery Solutions	Counseling services for students with a focus on addiction issues at San Andreas High School  San Andreas' enrollment is currently 91 students	\$50,575.00	No
<b>4</b>	4.4 Dynamic Solutions for Youth	Dynamic Solutions for Youth (DSY-Keith Jackson) Mr. Jackson works across 4 school sites in the District with students, mostly students of color, to provide mentoring, self-advocacy, mediation and academic support.  DSY works with a number of students on an as needed and ongoing basis	\$75,000.00	No
<b>5</b>	4.5 Therapeutic Counseling	The District contracts with Bay Area Community Resources (BACR) for non-mandated therapeutic counseling services for students who	\$458,820.00	No

Action #	Title	Description	Total Funds	Contributing
		are dealing with social emotional issues. The District has licensed, pre-licensed and intern level counselors.		
6	4.6 Student Task Forces for the Prevention of Sexual Harassment and Assault	Each comprehensive high school has created student task forces that are developing workshops, surveying peers and creating educational campaigns for their peers. The purpose is to inform and improve the climate and culture of the school by raising awareness of the devastating impact sexual harassment and assault can have on a person. The Task forces work with site administration and wellness and counseling ensure students are aware of ways to report and what supports are available to them and to provide ongoing education to all students to prevent sexual harassment and assault.		No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	Eliminate the predictability of current outcomes of our students of color, ELL, and socioeconomically disadvantaged students by removing the opportunity gaps in our system.

An explanation of why the LEA has developed this goal.

The Tam District has had persistent opportunity and resultant achievement gaps. These gaps fall along racial, socioeconomic and language lines. The District is committed to taking action to correct the gaps among our student groups by identifying barriers and taking them down.

Goal five address the following California State Priority areas:

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The % of African American, Latino/a, Asian, Filipino and Native American students who report feeling safe and included at school will increase.	In the 2018 administration of the California Healthy Kids Survey, 60% of 9th and 54% of 11th grade African American students, 65% of 9th and 73% of 11th grade Latino/a students, 66% of 9th and 78% of 11th grade Asian students and 70% of 9th and 79% of 11th grade students who identify as 2 or more races				90% of all students, grade 9 and 11 in all student groups will report feeling safe at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	reported feeling safe at school.				
Reports of racist, antisemitic and other forms of bias and hate motivated behavior will decrease significantly.	In the 2018 administration of the California Healthy Kids Survey, 36% of 9th and 69% of 11th grade African American students, 34% of 9th and 34% of 11th grade Latino/a students, 34% of 9th and 15% of 11th grade Asian students, and 34% of 9th and 30% of 11th grade students who identify as 2 or more races reported being harassed as school based on their race or ethnicity in the past 12 months.				No students will report being harassed in the past 12 months based on their race or ethnicity.
Student reports of being mistreated by adults on campus based on race, ethnicity, or nationality will decrease.	In the 2018 administration of the California Healthy Kids Survey, 8% of 9th grader students and 8% of 11th grade students reported being mistreated by adults on campus based on their race, ethnicity or nationality.				No students will report being mistreated by adults on campus based on their race, ethnicity or nationality.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student achievement as measured by grades of D, F or Incomplete on the semester report cards will show no gap among the students groups.	<p>During the 2018-19 school year, at the semester 1 report card, 46% of African American, 12% of Asian, 27% of Latino/a, 18% of students who identify as 2 or more races and 12% of White students had at least 1 D, F or Incomplete grade.</p> <p>During the 2020-21 school year, at the semester 1 report card, 37% of African American, 9% of Asian, 26% of Latino/a, 17% of students who identify as 2 or more races and 11% of White students had at least 1 D, F or Incomplete grade.</p>				The percentage of all students earning a D, F or Incomplete at the Semester 1 report card will decrease by 50% and there will be no gap among the student groups.
Student enrollment in advanced classes will be representative of the student population.	In the 2020-21 school year, African American, Latino/a, socioeconomically disadvantaged and English Language learning students were				The student enrollment and success in advanced classes will reflect the student population demographics.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	underrepresented in advanced classes.				
An increased percentage of English Language learners will made progress towards proficiency.	Currently, 52.2% of English Language learners made progress towards English Language proficiency.				75% of English Language learners will made progress towards proficiency.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	5.1 Student Leadership for the Anti Racist Movements! (SLAM!)	<p>SLAM is an antiracist, student centered program that includes a course at each of the comprehensive high schools. The class follows the Tam District Ethnic Studies course of study and is augmented by district wide meetings with other students in the program and facilitated by Race-Work facilitators. The teacher-facilitators are provided additional professional development in implementing antiracist curriculum.</p> <p>SLAM currently serves 100 students</p>	\$140,000.00	No
2	5.2 Student Success Network (SSN)	The SSN is a collaboration among the SSN coordinator, site principal, counselors, teachers, students, parents and community partners. The SSN coordinator identifies low income students who may be at risk of falling behind or failing classes and monitors their data on a weekly basis, including attendance, grades, missing and completed assignments, supports received and communications. The coordinator acts as a liaison among the various stakeholders to ensure the student is being fully supported and receiving the appropriate services.	\$81,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The SSN currently serves 180 students at Tam and Redwood High Schools		
<b>3</b>	5.3 English Language Learner Program	<p>The district will maintain the increased certificated and classified staff to support English language learners. There was an increase of .8FTE-certificated staff in 2016-17 and an increase of 1.2 paraprofessional classified staff in 2017-18. The ELL team provides English language development, pushin support services in general education classes, professional development to general education teachers and parent outreach and communication.</p> <p>The District has a target of all ELL students moving at least 1 level on the English Language Proficiency Assessments (ELPAC) that is administered each year.</p> <p>The District ELL program currently serves 104 students</p>	\$568,467.00	Yes
<b>4</b>	5.4 Restorative Practices	Develop a restorative practices model of addressing behavior and conflict on campus. Research and select a model to implement and adapt to our system. Have all staff trained and a plan developed and implemented by June of 2023.	\$25,000.00	No
<b>5</b>	5.5 Racial Justice Task Force	<p>A Racial Justice Task Force, consisting of parents/guardians, students, and staff will continue to meet to review and recommend practices, policies and procedures for creating an antiracist school system.</p> <p>Currently the cost of this program is embedded in salary of certificated and classified staffing</p>		No



Action #	Title	Description	Total Funds	Contributing
6	5.6 Mandated lessons for all students	All students are required to receive mandated lessons each year. The lessons are developed by the ADL, Teaching for Justice and other educational organizations that create content for building awareness of bias and the impact of racism and antisemitism on our communities and country. The lessons include understanding bias and how it is formed and the impact it can have on decision making, recognizing and addressing racism and antisemitism, learning to be an up-stander and not a bystander. The goal of these lesson is to raise awareness of our students in order to be a more inclusive and welcoming learning community.		No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.10%	1,054,086

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

### Required Descriptions

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

The TUHSD Supplemental Local Control Funding Formula Funding Plan is aligned with the LCAP and will address the needs of targeted students: English Learners, Low-income students and Foster Youth. Based on unduplicated counts, supplemental funding expenditures is budgeted to be \$1,5054,086 in 2021-2022. The following expenditure plan and actions will increase and improve services, are principally directed to unduplicated students, and will be effective and support meeting District broad goals and measurable outcomes for all students and particularly unduplicated students.

#### LCFF Supplemental Funding – 2021-2022 Budget

The District also uses LCFF Base, Expanded Learning Opportunities and Title I funding to supplement services to District English Learners, Foster Youth, and students who qualify for free and reduced lunch. The following supplemental services are proven effective in the academic educational literature and through cycles of inquiry in TUHSD. Alternatives were considered and were not implemented due to a cost/benefit analysis and/or lack of support in the literature, TUHSD stakeholder input or TUHSD cycles of inquiry results.

#### LCFF Supplemental Funding:

##### English Language Learner Program Goal 5.3

Our English Language Learner program provides academic and social emotional supports to students whose home language is not English. The program has increased staffing in order to provide push-in support in general education classrooms.

Valenzuela, A. "Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring". Albany, SUNY Press, 1999.

Hatti, J. "Visible Learning for Teachers" NY, NY, Routledge, 2012.

The estimated cost of the program is \$568,467.00

#### LCFF Supplemental Funding:

##### Academic Workshop: Goal 2.2

Academic workshop is a course provided to our students, but principally targeted to our socioeconomically disadvantaged and foster youth for the purposes of providing academic support, social-emotional support, college and career counseling and assistance and help navigating the school system. The courses are taught by certificated teachers, students earn a grade and credit for the course and are provided small class size in order to have 1:1 support time each week. The academic workshop courses provide academic skill building, review of content for deeper understanding, test preparation, SAT/ ACT access and career exploration. Research has shown that students who are first generation college going may need additional support in gaining access to knowledge about processes and procedures necessary to attend colleges or advance into a career. The cost of Academic Workshop is \$288,776.00

#### LCFF Funding

##### Advancement Via Individual Determination (AVID) Goal 2.3

AVID is a four year academic elective course that serves 200-225 students per year in college readiness and success. During the 9th and 10th grade years AVID students receive instruction through a rigorous college preparatory curriculum. Students participate in tutor facilitated study groups, motivational activities and academic survival skills. The 9th and 10th grade AVID courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, preparation for college entrance and placement exams, college study skills, test taking strategies, note-taking and research. The AVID 9th and 10th grade AVID curriculum also focuses on college and career awareness through work in class, guest speakers and field trips to colleges. The AVID elective teachers are provided with professional development, are expected to engage in family outreach, and to provide students the opportunity to visit college campuses.

Estimated costs are: \$262,669.00

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

The following actions that are found LCAP Goal #2 and LCAP Goal #5 are provided on a limited basis to our English Language Learners, foster youth, and socioeconomically disadvantaged students. These services are provided based on the following data: our socioeconomically disadvantaged students and our English Language Learners have our lowest graduation rates and some of our lowest achievement rates. The academic support classes and the related addition certificated staffing provide additional teacher-student mentoring and relationship opportunities to ensure students have a connection to school and at least one trusted adult on campus. Evidence that these services are most effective use of the Supplemental and Concentration Grant Funds include improved graduation rates for our socioeconomically disadvantaged youth and increased progress in English Language proficiency for our ELL youth, as demonstrated on the California School Dashboard for the Tamalpais Union High School District.

Action 1: The District provides English Language Development academic support classes for our English language learners, an English Language Learner Program coordinator at each site, and an English Language Learner designated para-professional. For 2021-22, these supports equates to \$568,467 in certificated and classified staffing FTE. The total expenditure for our English language learners is \$5,162 per

pupil over the general education cost per pupil, which represents an 27% increase in expenses. The additional costs per ELL pupil are due to the dedicated ELL 1.0 FTE at each comprehensive site.

Action 2: Academic workshop is an additional course that is provided during the school day to our socioeconomically disadvantaged students and foster youth. The student to teacher ratio is less than half of a general education class. The overall cost of Academic Workshop is \$288,776 and represents an additional 2.6FTE in certificated staffing. For academic workshop, the student-teacher ratio is 4:1 and the overall district student to teacher ratio is 17:1.

Action 3: The District will continue to offer the Advancement Via Individual Determination (AVID) program to support our low socio-economic students. In 2021-22, the District will offer 12 sections of AVID, which equates to \$262,669.00 in certificated salaries and professional consulting fees. Implementing AVID addresses one of our goals of improving the percentage of low socio-economic students who graduate college and career ready. AVID is a research based program that has demonstrated effectiveness in narrowing achievement gaps. AVID currently serves 226 students and 36% of those students are low socio-economic status students.

Action 4: The District has expanded our Student Success Network (SSN) from Tamalpais High School to Redwood High School. The Student Success Network serves our low socio-economic status students and our foster youth. The SSN provides additional supports and tracking of students who are at-promise and may need more resources and supports to be successful in high school. In the 2021-22 school year, the SSN will cost \$108,000. The evidence to support the success of this program has been captured in the SSN report, available on the District website demonstrating an increase in UC a-g eligibility among SSN students, as well as an increase in GPAs for SSN network students as compared to those not in the network.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$62,920,644.00	\$350,514.00	\$40,000.00	\$138,575.00	\$63,449,733.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$60,026,042.00	\$3,423,691.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	1.1 Broad Course of Study Offerings with Highly Qualified Educators	\$29,764,956.00				\$29,764,956.00
1	2	All	1.2 Diversification of Staff					
1	3	All	1.3 Instructional Materials		\$280,000.00			\$280,000.00
1	4	All	1.4 Maintenance of Facilities	\$4,210,589.00				\$4,210,589.00
1	5	All	1.5 Information Technology	\$1,305,300.00				\$1,305,300.00
1	6	All	1.6 Career Technical Education Offering Expansion		\$70,514.00			\$70,514.00
2	1	All	2.1 Multi-Tiered System of Support (MTSS)	\$25,000.00				\$25,000.00
2	2	Low Income	2.2 Academic Workshop	\$288,776.00				\$288,776.00
2	3	Low Income	2.3 Advancement Via Individual Determination (AVID)	\$262,669.00				\$262,669.00
2	4	All	2.4 Instructional Coaching	\$205,000.00				\$205,000.00
2	5	All	2.5 Professional Learning	\$100,000.00			\$61,000.00	\$161,000.00
2	6	English Learners	2.6 English Language Learner Program	\$568,467.00				\$568,467.00
2	7	Low Income	2.7 Tam High Ascent Program	\$12,000.00				\$12,000.00
2	8	Low Income	2.8 COMPASS Program:					
2	9	All	2.9 Instructional Leadership Team	\$2,689,527.00				\$2,689,527.00
2	10	Students with Disabilities	2.10 Special Education Programming	\$16,905,060.00				\$16,905,060.00
2	11	All	2.11 Pathways Program	\$189,000.00				\$189,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	12	All	2.12 Edgenuity online learning platform	\$129,000.00				\$129,000.00
3	1	All	3.1 Community Liaison					
3	2	All	3.2 Web Coordinator	\$16,000.00				\$16,000.00
3	3	All	3.3 Mass Communication Tool	\$24,520.00				\$24,520.00
3	4	All	3.4 Parent Advisory Committee					
3	5	All	3.5 Student Information System (SIS)	\$782,327.00				\$782,327.00
3	6	All	3.6 Attendance Communication	\$346,700.00				\$346,700.00
3	7	All	3.7 Trustee Meeting Recordings	\$10,000.00				\$10,000.00
4	1	All	4.1 Counseling and Wellness Program	\$3,592,466.00				\$3,592,466.00
4	2	All	4.2 Health Services	\$212,000.00				\$212,000.00
4	3	All	4.3 Marin Recovery Solutions				\$50,575.00	\$50,575.00
4	4	All	4.4 Dynamic Solutions for Youth	\$75,000.00				\$75,000.00
4	5	All	4.5 Therapeutic Counseling	\$418,820.00		\$40,000.00		\$458,820.00
4	6	All	4.6 Student Task Forces for the Prevention of Sexual Harassment and Assault					
5	1	All	5.1 Student Leadership for the Anti Racist Movements! (SLAM!)	\$140,000.00				\$140,000.00
5	2	Low Income	5.2 Student Success Network (SSN)	\$54,000.00			\$27,000.00	\$81,000.00
5	3	English Learners	5.3 English Language Learner Program	\$568,467.00				\$568,467.00
5	4	All	5.4 Restorative Practices	\$25,000.00				\$25,000.00
5	5	All	5.5 Racial Justice Task Force					
5	6	All	5.6 Mandated lessons for all students					

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$1,754,379.00	\$1,781,379.00
<b>LEA-wide Total:</b>	\$288,776.00	\$288,776.00
<b>Limited Total:</b>	\$1,202,934.00	\$1,229,934.00
<b>Schoolwide Total:</b>	\$262,669.00	\$262,669.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	2.2 Academic Workshop	LEA-wide	Low Income	Specific Schools: Tamalpais, Archie Williams, Redwood High Schools 9-12	\$288,776.00	\$288,776.00
2	3	2.3 Advancement Via Individual Determination (AVID)	Schoolwide	Low Income	Specific Schools: Tamalpais, Archie Williams, Redwood High Schools 9-12	\$262,669.00	\$262,669.00
2	6	2.6 English Language Learner Program	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$568,467.00	\$568,467.00
2	7	2.7 Tam High Ascent Program	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Tamalpais High School 9	\$12,000.00	\$12,000.00
2	8	2.8 COMPASS Program:	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Tamalpais High School 9-12		
5	2	5.2 Student Success Network (SSN)	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Redwood and Tamalpais	\$54,000.00	\$81,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
5	3	5.3 English Language Learner Program	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Redwood, Tamalpais, Archie Williams	\$568,467.00	\$568,467.00



Annual Update Table Year 1 [2021-22]

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

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

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

### **Focus Goal(s)**

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

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

***Broad Goal***

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

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

***Maintenance of Progress Goal***

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

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

***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:



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

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

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

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

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

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

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

### **Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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