

**Introduction:**

The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. We are a growing district that is currently serving over 5,500 students within our three comprehensive high schools, alternative education programs and adult education programs. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. Tulare Joint Union High School District is comprised of a diverse population of students in grades 9-12, comprised of 72% socio-economically disadvantaged students and 13% English language learners. During the 2014-15 school year, the District employed 300 full time and part time teachers, all but one who were Highly Qualified under No Child Left Behind requirements. Of those 300 teachers, 53 or 18% were Hispanic, 5 or 2% were Asian, 4 or 1% were African American, and 206 or 69% were White, and 32 or 11% were unknown (CALPADS 2013-14). All district core content curriculum is standards-based and school board adopted. English is aligned to the Common Core State Standards, and the math program has transitioned to a curriculum that is aligned to the Common Core State Standards (College Preparatory Math). History and Foreign Language curriculum was adopted in 2012. In addition, all English, math, science, social studies, and ELD teachers were provided professional development on the Common Core State Standards during the 2013-2014 and 2014-2015 school years. ELA Teachers have developed Common Core State Standard units and have implemented them into their curriculum. A scheduled maintenance program is administered on a regular basis, with heavy maintenance functions occurring during vacation periods to ensure that school grounds and facilities remain in excellent repair. Each Title 1 site has an active School Site Council as well as several parent booster groups. Parent Institute for Quality Education (PIQE) is provided at each comprehensive site and more than 150 parents graduate each year. California Standards Tests from 2013-2014 indicated that 48% of our students are proficient or above in English Language Arts, 22% in Math, 58% in Science, and 50% in History and Social Studies. The district's suspension rate is 4.9%, a drop from 15%, with 0% of our students expelled each year. (Source: 2013-2014 SARC) The district's attendance rate is 93.4%. (Source: 2014-15 P-2) Looking forward to the next three years, the district has used the LCAP process to identify areas of needed improvement. The LCAP plan will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language learners (EL) and Foster youth (FY).

**LEA:** Tulare Joint Union High

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**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the*

priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

#### **A. Conditions of Learning:**

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

#### **B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

#### **C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school

*graduations rates. (Priority 5)*

***School climate:*** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

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

Involvement Process	Impact on LCAP

The Budget Advisory Committee (BAC) representatives discuss progress toward LCAP goals, metrics, and other areas of focus. The BAC includes parents, students, staff, administration, and Board of Trustees representatives.

LCAP information and consultation sessions are held with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions.

LCAP information was presented in English and Spanish. Stakeholder input was gathered at site staff meetings, School Site Council, parent organization meetings, and through online surveys in English and Spanish.

Superintendent's Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval.

Board of Trustees reviews LCAP goals and impact on multi-year projections.

Meeting Dates:

BAC – 11/30/15, 1/25/16, 4/11/16, 5/24/16

CSEA – 11/30/15, 1/25/16, 4/11/16, 4/28/16, 4/29/16, 5/17/16, 5/24/16, 6/8/16, 6/24/16

CTA – 11/30/15, 1/25/16, 4/11/16, 5/13/16, 5/24/16

Cabinet – 8/20/15, 11/19/15, 12/10/15, 1/21/16, 2/4/16, 2/17/16, 3/3/16

Board of Trustees – 3/3/16, 3/17/16, 4/7/16, 5/5/16, 5/19/16, 6/9/16, 6/23/16

School Services of California May Revise – 5/19/16, attended by CTA, CSEA and district staff

### **Tulare Western High School**

- School Site Council – January 26, 2016
- PIQE – February 11, 2016
- Site Advisory – February 18, 2016 a

BAC confirms that LCAP goals align to District initiatives. BAC recommended condensing our goals in order to have a laser focus on preparing students to be college and career ready, focusing on English Learners and maintaining a safe and welcoming school climate.

Feedback from the various stakeholder meeting resulted in actions with accompanied funding, including staffing considerations, were drafted into the LCAP.

Discussion confirms addition of 0.50 FTE Counseling time has had a positive impact on parental involvement. Need for additional staffing considerations were drafted into the LCAP.

Board of Trustees transparently displayed the actions proposed as well as a summary of the feedback from the various stakeholder groups.

Between February 26, 2016 and March 18, 2016, feedback was solicited from each stakeholder group. From April 12– May 18, revisions and edits to the next 3-year plan were made.

On May 24th, the draft LCAP was further edited by the BAC in the following areas: college and career readiness, English language acquisition and achievement, and school climate.

- Parent Club Meeting –February 22, 2016
- PIQE – February 25, 2016
- ELAC – March 8, 2016

#### **Mission Oak High School**

- PIQE – February 24, 2016
- School Site Council – February 25, 2016
- Academic Parent Boosters – March 7, 2016
- ELAC – March 15, 2016
- School Advisory – March 16, 2016

#### **Tulare Union High School**

- School Site Council – January 26, 2016
- PIQE – January 27, 2016
- Red & Gold Parent Booster – February 8, 2016
- Site Advisory – February 10, 2016
- PIQE – March 9, 2016
- ELAC – March 18, 2016

#### **Sierra Vista Charter High School**

- Parent Advisory – February 22, 2016
- Staff Meeting – March 9, 2016

#### **Tech Prep High School/Countryside High School**

- School Site Council – February 3, 2016
- Staff Meeting – March 11, 2016

#### **Tulare Joint Union High School District**

- Foster Parent Luncheon – January 27, 2016
- Migrant PAC Meeting – February 9, 2016

#### **Service Clubs**

- Kiwanis– February 3, 2016
- Sunrise Rotary– February 17, 2016
- Tulare Chamber Leadership Class– February 16, 2016

**Annual Update:**

**Annual Update:**

Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly, information was shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Dates listed under the stakeholder engagement section highlight the meetings where data and metrics were shared and actions taken. The Budget Advisory Committee met on the following dates: 11/30/15, 1/25/16, 4/11/16, 5/24/16.

Goal #1: After analyzing our goals, actions and data, goal 1 will be part of a new goal which will consist of all students graduating college and career ready. Based on the results above our district will continue to focus on supporting our students in English and mathematics. Specifically, writing will continue to be a focus districtwide. This includes continuing to train our teachers to support literacy throughout the curriculum. Teachers will not only be provided training in this area, but will also have release time to analyze student writing and other assessment results. Each site will also have a mathematics lab available every day after school, so students can get additional help and clarification with their mathematics homework.

Additionally, the Budget Advisory Committee recognizes that the needs of our severely handicapped students are best met with the support from the Tulare County Office of Education. The Tulare County Office of Education classes provide individualized academic, social and behavior support to our students.

Goal #2: Our district used an outside agency to conduct an in depth analysis of our technology department. Based on the recommendations from this analysis, our district has restructured the technology department, which now includes a Coordinator of Educational Technology and an Assistant Superintendent of Technology, Assessment and Accountability. This also resulted in making changes to our infrastructure to improve our wireless network. Additionally, this year we made changes to our SAMRwise training by providing differentiated opportunities for teachers to complete the training and to show proficiency in integrating technology into the curriculum. The access to instructional technology goal will be part of a new goal which consists of all students graduating college and career ready.

Goal #3: This school year our district created a districtwide ELD PLC. This PLC consisted of not only ELD teachers, but also teachers from the English, history (specifically a world history teacher) and mathematics department (specifically an Algebra teacher). Math and literacy coaches also participated when possible, as well as the AVID coordinator. Release time was provided to the teachers to be able to attend the ELD PLC meetings. The ELD PLC met 5 times during the year for approximately two hours each time. The focus of the PLC was on looking at the academic progress of EL students as measured by their grades in their core classes. The PLC team analyzed the grades and attendance data and worked as a team to develop next steps to address the identified needs. Progress was shared at each



PLC meetings. Release time was also provided for additional professional development in social studies and mathematics and for each PLC to be able to delve deeper into the data. The purpose of the ELD PLC is to:

- Bridge the gap between what ELD students know and need to know
- Share stories about our students
- Identify and utilize each other's strengths in order to maximize student learning
- Recharge and re-energize each other
- Identify areas of growth and set goals

Through the "now what" PLC discussions, the following training was also provided to the teachers.

- EL Kagan Training (2 -Days), attended by representation from World History and Algebra teachers from each site
- Best Results for ELs Conference, attended by representation from ELD, World History and Algebra teachers from each site
- Introduction to ELD Standards and Academic Discourse attended by World History and Algebra 1 (2 Days each)
- Tulare County Literacy Symposium attended by ELD teachers
- ELD in Social Studies attended by World History

Data collected through a survey, revealed that 100% of the teachers want to continue to be part of the ELD PLC in 2016-17. Additionally, it was requested that all mathematics course levels and US History be added to the PLC. For 2016-17, this goal be changed to all English Learners improving their English Language Acquisition and achievement.

Goal #4: Based on reviewing this goal, our district needs to continue to focus on implementing the Next Generation Science Standards. We need to continue to provide professional development and release time for teachers to collaborate in aligning their curriculum to

the new standards. We also need to continue to support our teachers with the implementation of common core standards, specifically incorporating the 4 C's, critical thinking, creativity, communication and collaboration, into their classes. This goal will also be part of goal 1, which includes all students graduating college and career ready.

Goal #5: PIQE continues to be an effective way to teach parents how to support and access the education of their students. Our district has been offering PIQE for the past 8 years and we were able to have 248 parents participate in the 9-week program on our campus. The data collected through our surveys indicate that our parents value the PIQE program and would like for the program to continue. We also added a .5 FTE counselor at our comprehensive sites and were unable to fill the shared position at our alternative sites. For the 2016-17 school year, we will have a full-time counselor at each of our alternative sites. Our surveys revealed that 77% of our students districtwide met with their counselor at least 1 time during the past year, while 45% met with their counselor 2 or more times. The survey was administered in March. Our district is also continuing to work on ways to increase the parent participation at ELAC, DELAC and Migrant. We also implemented a new website this school year in an effort to share with students, parents and community members pertinent information about our schools. For 2016-17, this goal will be combined with goal 8 and will be as follows: All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as a part of the greater community.

Goal #6: This goal will not be part of the LCAP for the 2016-17 school year as it is funded through Fund 400.

Goal #7: Based on the data collected and reviewed, our district will continue to contract with Tulare Youth Services Bureau to provide mental health services at our comprehensive sites and specifically our mental health community day school, Countryside. Countryside has been very successful with meeting the needs of its students and this year will graduate its full class of 9 students. Our district will also continue to fund the two full-time psychologists. The psychologists have been instrumental in supporting our students with socioemotional needs. Our district will also continue to train our staff on Positive Behavior Intervention and Support system and will continue to provide incentives to our students. This will include informing our students of the consequences associated with being involved with drugs on a school campus. Our full-time attendance

officer has played a key role in refining our attendance policies and utilizing community resources to support our policy, such as creating a SARB board. We will continue with these goals as part of goal #3 which includes creating a safe, positive and engaging learning environment.

Goal #8: Based on our metrics, we need to continue to promote and encourage our students to challenge themselves through honors and advanced placement courses. As a district we will also continue to focus on improving our A-G completion rates so that our students have the opportunity to attend a 4-year college and university directly from high school. The mathematics and science course requirements are the courses that keep most students from meeting A-G eligibility.

During the 2016-17 school year, we will implement a math lab at each comprehensive site to support students in meeting not only the graduation requirements, but also the A-G requirements. Even though only 16% of the students demonstrated readiness for college level work in English, 36% are conditionally ready and with the support offered through the Expository Reading and Writing Course, ERWC, can bypass the CSU and community college placement test, enrolling directly in college level English. All of our senior English classes for the 2015-16 school year will be ERWC.

## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the

actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or

individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	#1 All students will graduate college and career ready.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
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<p><b>Identified Need:</b></p>	<ul style="list-style-type: none"> <li>• Based on 2015-16 semester grades, 93% of our students passed their English course.</li> <li>• Based on 2015-16 semester grades, 87% of our students passed their mathematics course.</li> <li>• Local districtwide writing performance task formative assessment indicates that 44% are meeting grade level writing standards..</li> <li>• California Assessment of Student Performance and Progress(CAASPP) indicate that:             <ul style="list-style-type: none"> <li>◦ 52% of our 2014-15 juniors met or exceeded the standard in English</li> <li>◦ 23% of our 2014-15 juniors met or exceeded the standard in Mathematics</li> </ul> </li> <li>• Based on 2015-16 semester grades, 93% of our students passed their Science course.</li> <li>• Based on 2015-16 semester grades, 92% of our students passed their Social Studies course.</li> <li>• In 2015-16, 1209 students were enrolled in honors and/or Advanced Placement courses.</li> <li>• In 2015-16, 192 students were enrolled in Linked Learning courses.</li> <li>• In 2014-15, 37% of our students met the A-G Course Requirements for University of California and California State University</li> <li>• Early Assessment Program (EAP) results indicate that:             <ul style="list-style-type: none"> <li>◦ 16% of the 2014-15 juniors are college ready in English</li> <li>◦ 5% of the 2014-15 juniors are college ready in Mathematics</li> </ul> </li> <li>• In 2014-15, 35% of the students who took an AP test, passed with a 3 or better.</li> <li>• The district's 2014-15 graduation rate was 85%.</li> <li>• The district's 2014-15 graduation dropout rate was 14.5%.</li> <li>• The district identified the baseline for the number of student participation in CTE courses at 4,940.</li> <li>• In 2015-16, the district had one teacher who was teaching without a full credential.</li> <li>• 100% of our subjects are using state adopted materials.</li> <li>• 100% implementation of academic content and performance standards</li> </ul>						
<p><b>Goal Applies to:</b></p>	<table border="1"> <tr> <td data-bbox="428 894 554 1017"> <p><b>Schools:</b></p> </td> <td data-bbox="554 894 1887 1017"> <p>District-wide</p> </td> </tr> <tr> <td data-bbox="428 1017 554 1064"></td> <td data-bbox="554 1017 1887 1064"> <p>Grades: 9th, 10th, 11th, 12th</p> </td> </tr> <tr> <td data-bbox="428 1064 821 1064"> <p><b>Applicable Pupil Subgroups:</b></p> </td> <td data-bbox="821 1064 1887 1064"> <p>All</p> </td> </tr> </table>	<p><b>Schools:</b></p>	<p>District-wide</p>		<p>Grades: 9th, 10th, 11th, 12th</p>	<p><b>Applicable Pupil Subgroups:</b></p>	<p>All</p>
<p><b>Schools:</b></p>	<p>District-wide</p>						
	<p>Grades: 9th, 10th, 11th, 12th</p>						
<p><b>Applicable Pupil Subgroups:</b></p>	<p>All</p>						
<p style="text-align: center;"><b>LCAP Year 1</b></p>							

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Increase the percentage of student passing their ELA courses based on semester grades from 93% to 94%.</li> <li>• Increase the percentage of student passing their Math courses based on semester grades from 87% to 88%.</li> <li>• Increase the percentage of students meeting grade level writing standards on the local districtwide writing performance task formative assessment from 44% to 45%.</li> <li>• Increase the percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP) from 52% to 53%.</li> <li>• Increase the percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP) from 23% to 24%.</li> <li>• Increase the percentage of student passing their Science course from 93% to 94%.</li> <li>• Increase the percentage of student passing their Social Studies course from 92% to 93%.</li> <li>• Increase the number of students enrolled in honors and/or Advanced Placement courses from 1209 to 1220.</li> <li>• Increase the number of students enrolled in CTE courses from 4,940 to 4,950.</li> <li>• Increase the number of students enrolled in Linked Learning courses from 192 to 250.</li> <li>• Increase the percentage of students meeting the A-G Course Requirements for University of California and California State University from 37% to 39%.</li> <li>• Increase the percentage of juniors that demonstrate college readiness in English through the Early Assessment Program from 16% to 20%.</li> <li>• Increase the percentage of juniors that demonstrate college readiness in Mathematics through the Early Assessment Program from 5% to 10%.</li> <li>• Increase the percentage of students passed an AP test with a 3 or better by 1% (2014-15 passage rate was 35%).</li> <li>• Increase the district's 2016-17 graduation rate from 85% to 88%.</li> <li>• Decrease the district's 2016-17 dropout rate from 12% to 10%.</li> <li>• Maintain the number of teachers who are teaching without a full credential at one.</li> <li>• Maintain 100% of our subjects using state adopted materials.</li> <li>• Maintain 100% implementation of academic content and performance standards</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.</p>	<p>All schools Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$85,760  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>



<p>#2 Continue to provide professional development for our staff focused on the common core, Next Generation Science Standards, and specifically supporting our students with the concepts and skills necessary to be college and career ready. This also includes providing support to our alternative sites in English Language Arts and mathematics.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$140,000  LCFF S/C: 1000 -1999 Certificate Personnel Salaries</p>
<p>#3 Continue to provide English language arts and mathematics support courses provided by staff members during the school day (double-blocked English courses, double-blocked mathematics courses, Reconnecting Youth course, Mustang Academy, and Redskin Academy) for students identified through local criteria. This includes using Read 180 and Math 180 to support English learners and special education students.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$631,700  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$270,000  LCFF S/C: 4100 Core Curricula Materials</p>
<p>#4 Adopt and utilize a data management system that allows teachers to create and administer assessments, as well as disaggregate and analyze results. This will allow our staff to identify the needs of our students and collaborate with their PLCs on how to support these needs.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$33,000  LCFF/SC: 4300 Materials and Supplies</p>

<p>#5 Continue to provide credit recovery courses for students at-risk of not graduating through summer school, winter intercession and before and after school.</p>	<p>Districtwide Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$499,690  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$5,980  LCFF S/C: 2000 -2999 Classified Personnel Salaries  \$62,430  LCFF S/C: 4000 -5700 Instructional Supplies and Other Direct Charges</p>
<p>#6 Contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 11th, 12th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$844,000  LCFF/SC: 7142 Other Tuition</p>

<p>#7 Offer Expository Reading and Writing Course as the senior English class to prepare all students for college. This allows students who score conditionally ready on the Early Assessment Program to by pass the English placement test for California State Universities and the community college system.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$704,040  LCFF S/C: 1000 -1999 Certificated Personnel Costs</p>
<p>#8 Create a math tutoring lab at each comprehensive high school focused on supporting students who need additional help. The lab will be open to students daily after school.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$69,700  LCFF S/C: 1000 - 1999 Certificate d Personnel Costs  \$47,700  LCFF S/C: 2000 -2999 Classified Personnel Costs</p>
<p>#9 Increase the Literacy coaches' time to three periods to support embedding literacy across all content areas.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$77,640  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>

<p>#10 Continue to provide SAMRwise training and expand the training to meet the needs of our staff.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,000  LCFF S/C 1000 -1999: Certificated Substitute Personnel Salaries</p>
<p>#11 Purchase instructional materials and supplies to support the implementation of the Next Generation Science Standards.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,000  LCFF S/C: 4300 Materials and Supplies</p>
<p>#12 Continue to provide professional learning community core content leads at comprehensive sites to lead the development of curriculum and data analysis, as we implement the common core and Next Generation Science Standards.</p>	<p>Tulare Union  Tulare Western  Misison  Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$36,870  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#13 Continue to provide a mathematics coach at each comprehensive site to assist mathematics teachers in teaching Common Core mathematics standards.</p>	<p>Tulare Union  Tulare Western  Mission Oak  Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$155,280  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>

<p>#14 Continue to provide honors and advanced placement courses. Our district offers the following Honors courses: English 1 Honors, English 2 Honors, Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, PreCalculus Honors, Biology Honors, Chemistry Honors, World History Honors, Portuguese IV Honors, Portuguese V Honors and Spanish Language Honors. Our district also offers the following Advanced Placement classes: Art History, English Language, English Literature, European History, Micro Economics, Psychology, Government, US History, Calculus AB, Calculus BC, Statistics, Biology, Chemistry, Environmental Science, Physics 1, Spanish Language and Spanish Literature.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,026,060  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#15 Continue to expand the number of students participating in Linked Learning pathways by adding junior grade level.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$255,920  LCFF Base: 1000-1999 Certificated Personnel Salaries</p>
<p>#16 Continue to offer career-technical education courses throughout the district. Our district offers a variety of career-technical education classes including Intro to Foods, Advanced Foods, Careers with Children, Technology Core, Advanced Computer/Web Design, Intro to Industry, Auto, Woodshop, Health Occupations, Nursing Essentials, Accounting, Ag Mechanics, Dairy Skills, Ag Welding.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,345,960  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

<p>#17 Expand zero period A-G course offerings through Edgenuity and PLATO online software courses.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$139,710  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#18 Provide career exploration opportunities for all students through Naviance.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$36,000  LCFF S/C: 4300 Materials and supplies</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Increase the percentage of student passing their ELA courses based on semester grades from 94% to 95%.</li> <li>• Increase the percentage of student passing their Math courses based on semester grades from 88% to 89%.</li> <li>• Increase the percentage of students meeting grade level writing standards on the local districtwide writing performance task formative assessment from 45% to 46%.</li> <li>• Increase the percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP) from 53% to 54%.</li> <li>• Increase the percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP) from 24% to 25%.</li> <li>• Increase the percentage of student passing their Science course from 94% to 95%.</li> <li>• Increase the percentage of student passing their Social Studies course from 93% to 94%.</li> <li>• Increase the number of students enrolled in honors and/or Advanced Placement courses from 1220 to 1225.</li> <li>• Increase the number of students enrolled in Linked Learning courses from 250 to 300.</li> <li>• Increase the percentage of students meeting the A-G Course Requirements for University of California and California State University from 39% to 41%.</li> <li>• Increase the percentage of juniors that demonstrate college readiness in English through the Early Assessment Program from 20% to 24%.</li> <li>• Increase the percentage of juniors that demonstrate college readiness in Mathematics through the Early Assessment Program from 10% to 15%.</li> <li>• Increase the percentage of students passed an AP test with a 3 or better by 1% (2014-15 passage rate was 35%).</li> <li>• Increase the district's 2017-18 graduation rate from 88% to 90%.</li> <li>• Decrease the district's 2017-18 dropout rate from 10% to 8%.</li> <li>• Maintain the number of teachers who are teaching without a full credential at one.</li> <li>• Maintain 100% of our subjects using state adopted materials.</li> <li>• Maintain 100% implementation of academic content and performance standards</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.</p>	<p>All Schools Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$85,760 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

<p>#2 Continue to provide professional development for our staff focused on the common core, Next Generation Science Standards, and specifically on supporting our students with the concepts and skills necessary to be college and career ready. This includes providing support to our alternative sites in English Language Arts and mathematics.</p>	<p>Districtwide Grades: 9th, 10th, 11th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$140,000  LCFF S/C: 1000 -1999 Certificate Personnel Salaries</p>
<p>#3 Continue to provide English language arts and mathematics support courses provided by staff members during the school day (double-blocked English courses, double-blocked mathematics courses, Reconnecting Youth course, Mustang Academy, and Redskin Academy) for students identified through local criteria. This includes using Read 180 and Math 180 to support English learners and special education students.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$340,700  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$270,000  LCFF S/C: 4100 Core Curricula Materials</p>
<p>#4 Adopt and utilize a data management system that allows teachers to create and administer assessments, as well as disaggregate and analyze results. This will allow our staff to identify the needs of our students and collaborate with their PLCs on how to support these needs.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$35,000  LCFF/SC: 4300 Materials and Supplies</p>



<p>#5 Continue to provide credit recovery courses for students at-risk of not graduating through summer school, winter intercession and concurrently during the school year before and after the school day.</p>	<p>Districtwide Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$510,850  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$6,000  LCFF S/C: 4300 Materials and supplies  \$62,430  LCFF S/C: Other direct charges</p>
<p>#6 Contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).</p>	<p>Tulare Union Tulare Western Misison Oak Grades: 9th, 10th, 11th, 12th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$870,620  LCFF S/C: 7142 Other Tuition</p>
<p>#7 Offer Expository Reading and Writing Course as the senior English course to prepare all students for college. This allows students who score conditionally ready on the Early Assessment Program to bypass the English placement test for California State Universities and the community college system.</p>	<p>Distictwide Grades: 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$749,800  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>

<p>#8 Create a math tutoring lab at each comprehensive high school focused on supporting students who need additional help. The lab will be open to students daily after school.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$73,600  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$48,700  LCFF S/C: 2000 -2999 Classified Personnel Salaries</p>
<p>#9 Increase the Literacy coaches' time to three periods to support embedding literacy across all content areas.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$81,800  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#10 Continue to provide SAMRwise training and expand the training to meet the needs of our staff.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,000  LCFF S/C 1000 -1999: Certificated Substitute Personnel Salaries</p>

<p>#11 Purchase instructional materials and supplies aligned to support the implementation of the Next Generation Science Standards.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,000  LCFF S/C: 4300 Materials and Supplies</p>
<p>#12 Continue to provide professional learning community core content leads at comprehensive sites to lead the development of curriculum and data analysis, as we implement the common core and Next Generation Science Standards.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$36,870  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#13 Continue to provide a mathematics coach at each comprehensive site to assist mathematics teachers in teaching Common Core mathematics standards.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$163,500  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#14 Continue to provide honors and advanced placement courses.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,137,500  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>

<p>#15 Continue to expand the number of students participating in Linked Learning pathways by adding senior grade level.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$405,000  LCFF Base: 1000-1999 Certificated Personnel Salaries</p>
<p>#16 Continue to offer career-technical education courses throughout the district. Our district offers a variety of career-technical education classes including Intro to Foods, Advanced Foods, Careers with Children, Technology Core, Advanced Computer/Web Design, Intro to Industry, Auto, Woodshop, Health Occupations, Nursing Essentials, Accounting, Ag Mechanics, Dairy Skills, Ag Welding.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,475,000  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#17 Expand zero period A-G course offerings through Edgenuity and PLATO online software courses.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$147,400  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#18 Provide career exploration opportunities for all students through Naviance.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$37,000  LCFF S/C: Materials and Supplies</p>

**LCAP Year 3**

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Increase the percentage of student passing their ELA courses based on semester grades from 95% to 96%.</li> <li>• Increase the percentage of student passing their Math courses based on semester grades from 89% to 90%.</li> <li>• Increase the percentage of students meeting grade level writing standards on the local districtwide writing performance task formative assessment from 46% to 47%.</li> <li>• Increase the percentage of students meeting or exceeding the standards in English on the California Assessment of Student Performance and Progress(CAASPP) from 54% to 55%.</li> <li>• Increase the percentage of students meeting or exceeding the standards in Mathematics on the California Assessment of Student Performance and Progress(CAASPP) from 25% to 26%.</li> <li>• Increase the percentage of student passing their Science course from 95% to 96%.</li> <li>• Increase the percentage of student passing their Social Studies course from 94% to 95%.</li> <li>• Increase the number of students enrolled in honors and/or Advanced Placement courses from 1225 to 1230.</li> <li>• Increase the number of students enrolled in Linked Learning courses from 300 to 350.</li> <li>• Increase the percentage of students meeting the A-G Course Requirements for University of California and California State University from 41% to 43%.</li> <li>• Increase the percentage of juniors that demonstrate college readiness in English through the Early Assessment Program from 24% to 28%.</li> <li>• Increase the percentage of juniors that demonstrate college readiness in Mathematics through the Early Assessment Program from 15% to 20%.</li> <li>• Increase the percentage of students passed an AP test with a 3 or better by 1% (2014-15 passage rate was 35%).</li> <li>• Increase the district's 2018-19 graduation rate from 90% to 92%.</li> <li>• Decrease the district's 2018-19 dropout rate from 8% to 6%.</li> <li>• Maintain the number of teachers who are teaching without a full credential at one.</li> <li>• Maintain 100% of our subjects using state adopted materials.</li> <li>• Maintain 100% implementation of academic content and performance standards</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide PLC/PD release time both during and after the school day to focus on supporting teachers in meeting the needs of our students, specifically our students at-risk of not being college and career ready.	Districtwide  Grades: 9th, 10th, 11th, 12th	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$85,760  LCFF S/C: 1000 -1999 Certificated Personnel Salaries

<p>#2 Continue to provide professional development for our staff focused on the common core, Next Generation Science Standards, and specifically on supporting our students with the concepts and skills necessary to be college and career ready. This includes providing support to our alternative sites in English Language Arts and mathematics.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$140,000  LCFF S/C: 1000 -1999 Certificate Personnel Salaries</p>
<p>#3 Continue to provide English language arts and mathematics support course provided by staff members during the school day (double-blocked English courses, double-blocked mathematics courses, Reconnecting Youth course, Mustang Academy, and Redskin Academy) for students identified through local criteria. This includes using Read 180 and Math 180 to support English learners and special education students.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$359,500  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$270,000  LCFF S/C: 41000 Core Curricula Materials</p>
<p>#4 Adopt and utilize a data management system that allows teachers to create and administer assessments, as well as disaggregate and analyze results. This will allow our staff to identify the needs of our students and collaborate with their PLCs on how to support these needs.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$37,000  LCFF/SC: 4300 Materials and Supplies</p>

<p>#5 Continue to provide credit recovery courses for students at-risk of not graduating through summer school, winter intercession and concurrently during the school year in the afternoon.</p>	<p>Districtwide Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$518,500  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$6,000  LCFF S/C: 4300 Materials and supplies  \$62,430  LCFF S/C: 5700 Other direct charges</p>
<p>#6 Contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$890,150  LCFF/SC: 7142 Other Tuition</p>
<p>#7 Offer Expository Reading and Writing Course as the senior English course to prepare all students for college. This allows students who score conditionally ready on the Early Assessment Program to bypass the English placement test for California State Universities and the community college system.</p>	<p>Districtwide Grades: 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$761,000  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>

<p>#8 Create a math tutoring lab at each comprehensive high school focused on supporting students who need additional help. The lab will be open to students daily after school.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$74,700  LCFF S/C: 1000 -1999 Certificated Personnel Salaries  \$49,700  LCFF S/C: 2000 -2999 Classified Personnel Salaries</p>
<p>#9 Increase the time of the Literacy coaches to three periods to support embedding literacy accross all content areas.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$83,100  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#10 Continue to provide SAMRwise training and expand the training to meet the needs of our staff.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$6,000  LCFF S/C 1000 -1999: Certificated Substitute Personnel Salaries</p>



<p>#11 Purchase instructional materials and supplies aligned to support the implementation of the Next Generation Science Standards.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,000  LCFF S/C: 4300 Materials and Supplies</p>
<p>#12 Continue to provide professional learning community core content leads at comprehensive sites to lead the development of curriculum and data analysis, as we implement the common core and Next Generation Science Standards.</p>	<p>Tulare Union  Tulare Western  Mission Oak  Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$36,870  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#13 Continue to provide a mathematics coach at each comprehensive site to assist mathematics teachers in teaching Common Core mathematics standards.</p>	<p>Tulare Union  Tulare Westen  Mission Oak  Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$166,000  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#14 Continue to provide honors and advanced placement courses.</p>	<p>Tulare Union  Tulare Western  Misison Oak  Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,169,600  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>

<p>#15 Continue to expand the number of students participating in Linked Learning pathways.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$411,100  LCFF Base: 1000-1999 Certificated Personnel Salaries</p>
<p>#16 Continue to offer career-technical education courses throughout the district. Our district offers a variety of career-technical education classes including Intro to Foods, Advanced Foods, Careers with Children, Technology Core, Advanced Computer/Web Design, Intro to Industry, Auto, Woodshop, Health Occupations, Nursing Essentials, Accounting, Ag Mechanics, Dairy Skills, Ag Welding.</p>	<p>Districtwide Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,512,200  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#17 Expand zero period A-G course offerings through Edgenuity and PLATO online software courses.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$149,600  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#18 Provide career exploration opportunities for all students through Naviance.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$39,000  LCFF S/C: 43000 Materials and Supplies</p>

<b>GOAL:</b>	#2 All English Learners will improve their English Language Acquisition and achievement.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: N/A	
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>Based on the 2014-15 California English Language Development Test (CELDT), 56% of our English Learners demonstrated proficiency in the English Language. Based on our district calculations for 2015-16, 50% of our English Learners demonstrated proficiency in the English Language.</li> <li>In 2015-16, 47 (6%) of our English Learners were reclassified as English proficient</li> <li>Based on 2015-16 semester grades, 69% of our English learners passed their mathematics course.</li> <li>Based on 2015-16 semester grades, 85% of our English learners passed their Social Studies course.</li> <li>English Language Development Standards implemented in English, Mathematics and History classes.</li> </ul>			
<b>Goal Applies to:</b>	<b>Schools:</b>	Districtwide		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	English Learners		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>Increase the percentage of students scoring proficient or above on the CELDT from 50% (based on district's 2015-16 calculations) to 55%.</li> <li>Increase the number of students reclassified as English proficient from 6% to 16%.</li> <li>Increase the percentage of EL students passing mathematics courses based on semester grades from 69% to 70%.</li> <li>Increase the percentage of EL students passing Social Studies courses based on semester grades from 85% to 86%.</li> <li>Establish a baseline for the number of EL students passing Science courses based on semester grades.</li> <li>Maintain implementation of English Language Development Standards in English, Mathematics and History classes and implement in Science.</li> </ul>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>#1 Continue ELD support sections in the master schedule.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$277,260  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#2 Continue to provide staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics and Science.</p>	<p>Districtwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p><b>LCAP Year 2</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Increase the percentage of students scoring proficient or above on the CELDT from 55% to 56%.</li> <li>• Increase the number of students reclassified as English proficient from 16% to 21%.</li> <li>• Increase the percentage of EL students passing mathematics courses based on semester grades from 70% to 71%.</li> <li>• Increase the percentage of EL students passing Social Studies courses based on semester grades from 86% to 87%.</li> <li>• Increase the percentage of EL students passing Science courses based on semester grades by 2%.</li> <li>• Maintain implementation of English Language Development Standards in English, Mathematics, History and Science classes and implement in elective courses.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 Continue ELD support sections in the master schedule.</p>	<p>Districtwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$292,500  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#2 Continue to provide staff development on embedding ELD standards and instructional strategies in the Social Studies, Mathematics and Science.</p>	<p>Districtwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Increase the percentage of students scoring proficient or above on the CELDT from 56% to 57%.</li> <li>• Increase the number of students reclassified as English proficient from 21% to 26%.</li> <li>• Increase the percentage of EL students passing mathematics courses based on semester grades from 71% to 72%.</li> <li>• Increase the percentage of EL students passing Social Studies courses based on semester grades from 87% to 88%.</li> <li>• Increase the percentage of EL students passing Science courses based on semester grades by 2%.</li> <li>• Maintain implementation of English Language Development Standards in English, Mathematics, History, Science classes and elective courses.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>

<p>#1 Continue ELD support sections in the master schedule.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$296,900  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#2 Continue to provide staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics and Science.</p>	<p>Districtwide Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>

<b>GOAL:</b>	#3 All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as part of a greater community.	Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>• The current pupil-to-counselor ratio is 300:1.</li> <li>• In 2015-16, 248 parents participated in the PIQE program.</li> <li>• In 2015-16, the district's Parent Link app had 897 followers.</li> <li>• In 2015-16, the following number of parents participated at each of the DELAC, ELAC, and Migrant advisory committees:             <ul style="list-style-type: none"> <li>◦ Migrant = average of 18 parents per meeting</li> <li>◦ ELAC= average of 8 parents per meeting</li> <li>◦ DELAC = 5 parents</li> </ul> </li> <li>• The district's expected attendance rate for 2015-16 is 95.2%.</li> <li>• The district's number of students identified as chronic absentees in 2014-15 was 166. Based on district data for 2015-16, 35 students are identified as chronic absentees.</li> <li>• The district's 2014-15 suspension rate was 4.2%</li> <li>• The district's 2014-15 expulsion rate was 0%. Based on our current data, our district had 9 mandatory expulsions in 2015-16.</li> <li>• The district had zero William's Uniform Complaints in 2015-16.</li> </ul>	
<b>Goal Applies to:</b>	<b>Schools:</b>	Districtwide
		Grades: All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Maintain the pupil-to-counselor ratio at 300:1.</li> <li>• Increase the number of parents participating in the PIQE program from 248 to 250.</li> <li>• Increase the number registrations on the district’s Parent Link app, measured by the software provider, from 897 to 1,000.</li> <li>• Increase the number of parents participating at each of the DELAC, ELAC, Migrant advisory committees:             <ul style="list-style-type: none"> <li>◦ Migrant = from an average of 18 parents per meeting to 20</li> <li>◦ ELAC= from an average of 8 parents per meeting to 10</li> <li>◦ DELAC = from 5 parents to 8</li> </ul> </li> <li>• Establish a baseline participation of special ed parents at meetings.</li> <li>• Increase the district’s attendance rate from 95% to 96%.</li> <li>• Decrease the district’s number of students identified as chronic absentees based on district calculation of 35 students in 2015-16 to 32 students in 2016-17.</li> <li>• Decrease the district’s suspension rate from 4.2% to 3.0%.</li> <li>• Decrease the district’s expulsion rate to 0%.</li> <li>• Maintain the district's William's Uniform Complaints at 0.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites and alternative education.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000  LCFF S/C: 5800 Professional &amp; Consulting Services</p>



<p>#2 Continue to provide Parent Link app to communicate information with parents. Provide training to staff on use of Parent Link.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$36,000  LCFF S/C: 5100 Subagreements  \$5,000  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p># 3 Increase District English Language Advisory Committe (DELAC), site English Language Advisory Committee (ELAC) and Migrant Parent Advisory Committee (PAC) participation by recruiting parents through contact made by District ELD coordinator, site administrators and Family Community Liaisons. Provide refreshments at the district advisory meetings.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Migrant)</p>	<p>\$2,000  LCFF S/C: 5900 Communication s  \$2,000  LCFF S/C: 4300 Materials and Supplies</p>
<p>#4 Continue the .50 FTE Counselor position at all comprehensive sites and increase counselor at Sierra Vista High School to 1 FTE.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$160,830  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

<p>#5 Continue with Positive Behavioral Intervention and Support Student incentives.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$45,000  LCFF S/C: 4000-4999 Materials and supplies</p>
<p>#6 Continue to fund full-time Attendance Officer to assist with improving student attendance, specifically reducing truancy.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$89,970  LCFF S/C: 2000-2999 Classified Personnel Salaries</p>
<p>#7 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.</p>	<p>Countryside High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$134,000  LCFF S/C: 5100 Subagreements</p>
<p>#8 Continue to fund the two additional full-time Psychologists to assist students with social-emotional needs.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$284,340  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

<p>#9 Add a Behavior Specialist/Counselor at Tech Prep High School to support students with behavioral needs.</p>	<p>Tech Prep High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$95,200  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#10 Provide training to staff on how to improve connections between students, i.e Ruby Payne training (based on the student survey approximately 30% of the students did not feel connected to school.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 1999 -1999 Certificated Personnel Salaries</p>
<p>#11 Implement Project Grad at Tech Prep High School aimed at addressing social emotional needs and career certification.</p>	<p>Tech Prep High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 5100 Sub Agreements</p>

<p>#12 Conduct parent involvement surveys specifically targeted at the parents of special education and foster students.</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,500  LCFF S/C: 5800 Professional and Consulting Service  \$1,000  LCFF S/C: 4300 Materials and Supplies</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Maintain the pupil-to-counselor ratio at 300:1.</li> <li>• Increase the number of parents participating in the PIQE program from 250 to 252.</li> <li>• Increase the number registrations on the district’s Parent Link app, measured by the software provider, from 1,000 to 1,100.</li> <li>• Increase the number of parents participating at each of the DELAC, ELAC, and Migrant advisory committees:             <ul style="list-style-type: none"> <li>◦ Migrant = from an average of 20 parents per meeting to 22</li> <li>◦ ELAC= from an average of 10 parents per meeting to 12</li> <li>◦ DELAC = from 8 parents to 10</li> </ul> </li> <li>• Increase participation of special ed parents at meetings by 5 parents.</li> <li>• Increase the district’s attendance rate from 96% to 97%.</li> <li>• Decrease the district’s number of students identified as chronic absentees based on district calculation of 32 to 30.</li> <li>• Decrease the district’s suspension rate from 3.0% to 2.5%.</li> <li>• Maintain the district’s expulsion rate to 0%.</li> <li>• Maintain the district’s William’s Uniform Complaints at 0.</li> </ul>
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	<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
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<p>#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites and alternative education.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000  LCFF S/C: 5800 Professional &amp; Consulting Services</p>
<p>#2 Continue to provide Parent Link app to communicate information with parents. Provide training to staff on use of Parent Link.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$36,000  LCFF S/C: 5100 Subagreements  \$5,000  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#3 Increase District English Language Advisory Committee (DELAC), site English Language Advisory Committee (ELAC) and Migrant Parent Advisory Committee (PAC) participation by recruiting parents through contact made by ELD Coordinator, site administrators and Family Community Liaisons. Provide refreshments at the district advisory meetings.</p>	<p>Tulare Union Tulare Western Mission Oak Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Migrant)</p>	<p>\$2,000  LCFF S/C: 5900 Communications  \$2,000  LCFF S/C: 4300 Materials and Supplies</p>

<p>#4 Conduct parent involvement surveys specifically targeted at the parents of special education and foster students.</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,500  LCFF S/C: 5800 Professional and Consulting Service  \$1,000  LCFF S/C: 4300 Materials and Supplies</p>
<p>#5 Continue the .50 FTE Counselor position at all comprehensive sites and increase counselor at Sierra Vista High School to 1 FTE.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$175,620  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#6 Continue with Positive Behavioral Intervention and Support Student incentives.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$45,000  LCFF S/C: 4000-4999 Materials and supplies</p>

<p>#7 Continue to fund full-time Attendance Officer to assist with improving student attendance, specifically reducing truancy.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$91,000  LCFF S/C: 2000-2999 Classified Personnel Salaries</p>
<p>#8 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.</p>	<p>Countryside High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$140,700  LCFF S/C: 5100 Subagreements</p>
<p>#9 Continue to fund the two additional full-time Psychologists to assist students with social-emotional needs.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$302,600  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#10 Continue Behavior Specialist/Counselor at Tech Prep High School to support students with behavioral needs.</p>	<p>Tech Prep High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$98,500  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

<p>#11 Provide training to staff on how to improve connections between students, li.e Ruby Paybe training (based on the student survey approximately 30% of the students did not feel connected to school.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 1999-1999 Certificated Personnel Salaries</p>
<p>#12 Implement Project Grad at Tech Prep High School aimed at addressing social emotional needs and career certification.</p>	<p>Tech Prep High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 5100 Sub Agreements</p>
<p><b>LCAP Year 3</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>• Maintain the pupil-to-counselor ratio at 300:1.</li> <li>• Increase the number of parents participating in the PIQE program from 252 to 254.</li> <li>• Increase the number registrations on the district’s Parent Link app, measured by the software provider, from 1,100 to 1,200.</li> <li>• Increase the number of parents participating at each of the DELAC, ELAC, and Migrant advisory committees:                             <ul style="list-style-type: none"> <li>◦ Migrant = from an average of 22 parents per meeting to 23</li> <li>◦ ELAC= from an average of 12 parents per meeting to 14</li> <li>◦ DELAC = from 10 parents to 12</li> </ul> </li> <li>• Increase participation of special ed parents at meetings by 5 parents.</li> <li>• Increase the district’s attendance rate from 96% to 96.5%.</li> <li>• Decrease the district’s number of students identified as chronic absentees based on district calculation of 30 to 29.</li> <li>• Decrease the district’s suspension rate from 2.5% to 2.0%.</li> <li>• Maintain the district’s expulsion rate to 0%.</li> <li>• Maintain the district’s William’s Uniform Complaints at 0.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>



<p>#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites and alternative education.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$60,000  LCFF S/C: 5800 Professional &amp; Consulting Services</p>
<p>#2 Continue to provide Parent Link app to communicate information to parents. Provide training to staff on use of Parent Link.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$36,000  LCFF S/C: 5100 Subagreements  \$5,000  LCFF S/C: 1000 -1999 Certificated Personnel Salaries</p>
<p>#3 Increase District English Language Advisory Committee (DELAC), site English Language Advisory Committee (ELAC) and Migrant Parent Advisory Committee (PAC) participation by recruiting parents through contact made by ELD Coordinator, site administrators and Family Community Liaisons. Provide refreshments at the district advisory meetings.</p>	<p>Tulare Union  Tulare Western  Mission Oak  Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Migrant)</p>	<p>\$2,000  LCFF S/C: 5900 Communications  \$2,000  LCFF S/C: 4300 Materials and Supplies</p>

<p>#4 Conduct parent involvement surveys specifically targeted at the parents of special education and foster students.</p>	<p>Districtwide Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$3,500  LCFF S/C: 5800 Professional and Consulting Service  \$1,000  LCFF S/C: 4300 Materials and Supplies</p>
<p>#5 Continue the .50 FTE Counselor position at all comprehensive sites and increase counselor at Sierra Vista High School to 1 FTE.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$191,500  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#6 Continue with Positive Behavioral Intervention and Support Student incentives.</p>	<p>Districtwide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$45,000  LCFF S/C: 4000-4999 Materials and supplies</p>

<p>#7 Continue to fund full-time Attendance Officer to assist with improving student attendance, specifically reducing truancy.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$92,200  LCFF S/C: 2000-2999 Classified Personnel Salaries</p>
<p>#8 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.</p>	<p>Countryside High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$147,800  LCFF S/C: 5100 Subagreements</p>
<p>#9 Continue to fund the two additional full-time Psychologists to assist students with social-emotional needs.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$307,200  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#10 Continue Behavior Specialist/Counselor at Tech Prep High School to support students with behavioral needs.</p>	<p>Tech Prep High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

<p>#11 Provide training to staff on how to improve connections between students, li.e Ruby Paybe training (based on the student survey approximately 30% of the students did not feel connected to school.</p>	<p>Districtwide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 1999 -1999 Certificated Personnel Salaries</p>
<p>#12 Conduct parent involvement surveys specifically targeted at the parents of special education and foster students.</p>	<p>Districtwide Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>\$3,500  LCFF S/C: 5800 Professional and Consulting Service  \$1,000  LCFF S/C: 4300 Materials and Supplies</p>
<p>#13 Implement Project Grad at Tech Prep High School aimed at addressing social emotional needs and career certification.</p>	<p>Tech Prep High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000  LCFF S/C: 5100 Sub Agreements</p>

**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

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

<b>Original Goal from prior year LCAP:</b>	#1 Academic achievement in English language arts and mathematics		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	District-wide	
	Applicable Pupil Subgroups:	Grades: 9th, 10th, 11th, 12th All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Increase the percentage of student passing their ELA courses based on semester grades from 87% to 88%.</p> <p>Increase the percentage of student passing their Math courses based on semester grades from 78% to 79%.</p> <p>Increase the percentage of students scoring proficient or above on the district-wide writing performance task from 47% to 48%.</p> <p>Increase the percentage of student passing the census CAHSEE in both ELA and Mathematics from 83% to 84%.</p> <p>Establish baseline data for the California Assessment of Student Performance &amp; Progress (CAASPP) test.</p>		<p>Percentage of students passing their ELA courses at first semester with a D or better increased from 87% to 92.5%.</p> <p>Percentage of students passing their Math courses at first semester with a D or better increased from 78% to 88.5%.</p> <p>The percentage of students scoring proficient or above on the district-wide writing performance task decreased from 47% to 44%.</p> <p>Students did not take the CAHSEE.</p> <p>52% of the juniors in 2014-15 met or exceeded the standards on the CAASPP English test</p> <p>23% of the juniors in 2014-15 met or exceeded the standards on the CAASPP Mathematics test</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>#1 Professional development release time outside the school calendar with dedicated time for professional learning communities and to discuss progress in student data.</p>		<p>\$80,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>This action consisted of providing release time for professional development outside of the school day. This time was specifically dedicated time for professional learning communities to meet and discuss progress in student data. Teachers were provided with time during the summer, winter and spring break to work in their PLCs. This included PLCs analyzing their data from 6-week and semester benchmarks and revising curriculum to reflect common core skills and concepts. PLCs also focused on the Depth of Knowledge and creating activities at focused on level 3 and 4. The districtwide focus for the year was on annotating text and use of academic language. This was further supported through the work of the lit coaches, math coaches and ELD coordinator. Even though, the overall percentage of students scoring proficient and above on the district writing performance task decreased, the performance task was also revised to better represent the level of rigor on the SBAC.</p>		<p>\$43,900 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>District-wide Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>#2 Professional development provided by Tulare County Office of Education and others.</p>		<p>\$35,000</p> <p>LCFF S/C</p> <p>1000-1999 Certificated Personnel Salaries</p>	<p>Subs were provided so that teachers could participate in professional development provided by Tulare County Office of Education and others.</p> <p>Professional development was provided by the Tulare County Office of Education on a variety of topics including the following:</p> <ul style="list-style-type: none"> <li>• Introduction of ELD standards to the Algebra and World History teachers</li> <li>• How to integrate the ELD standards in the Algebra an World History classes</li> <li>• Supporting literacy and writing across the curriculum</li> <li>• Academic discourse</li> <li>• Cloze reading strategies</li> <li>• Kagan</li> </ul>	<p>\$34,105</p> <p>LCFF S/C: 1000-1999 Certificated Substitute Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>District-wide</p> <p>Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	



<p>#3 Continue English language arts and mathematics support courses provided by staff members during the school day (double-blocked, success lab, Math 180, Reconnecting Youth course, Mustang Academy, Redskin Academy) for students identified through local criteria.</p>	<p>\$595,900 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Continue English language arts and mathematics support courses provided by staff members during the school day (double-blocked, success lab, Math 180, Reconnecting Youth course, Mustang Academy, Redskin Academy) for students identified through local criteria.</p> <p>During the 2015-16 school year, intervention classes aimed at supporting the needs of our at-risk students were offered in English, mathematics as well as overall support classes. Our intervention classes are as follows:</p> <ul style="list-style-type: none"> <li>• Double block 9th and 10th grade English classes for students below grade level in English- EDGE curriculum is used</li> <li>• Double block Algebra classes for 9th graders- Math 180 curriculum is used</li> <li>• Reconnecting Youth for students who have social issues affecting their ability to connect to school</li> <li>• Intervention program targeted at students who need organizational and academic support in all of their courses is offered at 2 of our schools; Redskin Academy and Mustang Academy. This is a tier 3 level support for our students.</li> </ul>	<p>\$300,400 LCFF S/C: 1000-1999 Certificated Personnel Salaries \$132,504 LCFF S/C: 4100 Core Curricula Materials</p>	
<p><b>Scope of service:</b></p>	<p>Mission Oak Tulare Union Tulare Western Grades: 9th, 10th, 11th, 12th</p>		<p><b>Scope of service:</b> Mission Oak Tulare Union Tulare Western Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>#4 Provide online courses for original credit and credit recovery by expanding the user licenses for Edgenuity software.</p>		<p>\$91,000</p> <p>LCFF S/C:</p> <p>4100 Core Curricula Materials</p>	<p>Provide online courses for original credit and credit recovery by expanding the user licenses for Edgenuity software. These courses were provided during the summer and allowed students to be able to accelerate by completing courses such as world history. There was no cost to this action because we have enough licenses to accommodate all the students with a need and interest. Students who were not able to take the traditional summer school classes because they were full, were able to complete the class through Edgenuity. There were 9 students who took Edgenuity courses in World History, US History or Economics during the summer. Eight of the nine students earned 10 credits, while only one student earned five credits.</p>	<p>\$0</p> <p>Current number of software licenses were sufficient, no additional licenses needed.</p>
<p><b>Scope of service:</b></p>	<p>District-wide</p> <p>Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>#5 Provide support materials to assist in teaching to the ELA common core standards (Intel Assess, School City, Eclipse).</p>		<p>\$63,000 LCFF S/C: 4300 Materials and Supplies</p>	<p>Provide support materials to assist in teaching to the ELA common core standards (Intel Assess, School City, Eclipse). This goal consisted of using a data management system, School City, to allow teachers to create and administer common assessments. This system also allows teachers to analyze the assessment results further through a series of reports. This data and its analysis is then discussed at PLC. School City has become less user friendly the last few years. Based on feedback received this school year, our district will be utilizing EADMs in the future.</p>	<p>\$43,050 LCFF S/C: 4300 Materials and supplies</p>
<p><b>Scope of service:</b></p>	<p>District-wide  Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service:</p>	<p>Districtwide  Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

<p>#6 Provide summer school courses for credit recovery.</p>	<p>\$459,760 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Provide summer school courses for credit recovery.  During the 2014-15 school year summer school, our district was able to offer 24 summer school classes. Priority enrollment for these classes was given to students who needed to recover credit.  For grades 10 to 12:  First Semester: 1149 Enrolled; 851 Passed (A to D) and 298 Did not pass (NM or F), 74% passed  Second Semester: 658 Enrolled; 606 Passed (A to D) and 52 Did not pass (NM or F), 92% passed</p>	<p>\$487,270  LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>District-wide  Grades: 9th, 10th, 11th, 12th</p>	<p>Scope of service:</p>	<p>Districtwide  Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>#7 Maintain highly qualified staff in all subject areas.</p>	<p>\$6,106,300 LCFF Base: 1000-1999 Certificated Personnel Salaries</p>	<p>The district hired teachers that were highly qualified. The district has procedures in place to be able to hire highly qualified teachers.</p>	<p>\$6,411,620  LCFF Base: 1000-1999 Certificated Personnel Salaries</p>

<b>Scope of service:</b>	District-wide Grades: 9th, 10th, 11th, 12th		<b>Scope of service:</b>	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>#8 Contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).</p>		<p>\$805,500 LCFF S/C: 7142 Other Tuition</p>	<p>Contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).  Through this program, the County serviced approximately 78 of our district's severely handicapped students between the 3 classes on our comprehensive campuses plus the two Community Based Instruction (18-22) classes. These classes support our students in a number of ways:</p> <ol style="list-style-type: none"> <li>1. academically - student needs are individualized and met using a variety of strategies geared toward the success of students with moderate to severe disabilities.</li> <li>2. socially - students learn appropriate ways to interact with peers, adults, and the community in which they live. They are involved on the campuses as well as the community of Tulare.</li> <li>3. behaviorally - students with behavioral needs have those met via the structure of the class, as well as through behavior plans when needed.</li> <li>4. high school and beyond - students are constantly learning life skills such as money management, nutrition and food preparation, job readiness and community access.</li> </ol>	<p>\$803,684 LCFF S/C: 7142 Other Tuition</p>
<p><b>Scope of service:</b></p>	<p>Mission Oak Tulare Union Tulare Western Grades: 9th, 10th, 11th, 12th</p>		<p>Scope of service: Mission Oak Tulare Union Tulare Western Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	
#9 Family Community Liaisons to make home visits and assist families with applying for Free and Reduced Priced Meals (FRPM).		\$182,140 LCFF S/C 2000-2999 Classified Personnel Salaries	Family Community Liaisons to make home visits and assist families with applying for Free and Reduced Priced Meals (FRPM). Family Community Liasions dedicate a majority of their time at the beginning of the year to supporting families with applying for Free and Reduced Prices Meals. This includes being available during lunch time to meet with students, contacting parents through phone calls and home visits, and being present at events such as Back to School Night. Family Community Liasions also work with administration to make sure that all families that qualify apply. Even though, we will continue this plan in the future, we will be using Title 1 to support these services.	\$185,880 LCFF S/C: 2000 -2999 Classified Personnel Salaries
<b>Scope of service:</b>	District-Wide Grades: 9th, 10th, 11th, 12th		Scope of service:	Districtwide Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>#10 Continue to offer Expository Reading and Writing Course (ERWC) to ensure students are prepared for college.</p>	<p>\$45,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Continue to offer Expository Reading and Writing Course (ERWC) to ensure students are prepared for college. During the 2015-16 school year, our district offered four Expository Reading and Writing Courses (ERWC) aimed at supporting students who scored conditionally ready on the Early Assessment Program. This course prepares students for college level curriculum. By passing this class, students are eligible for college level freshmen English at California State Universities and community colleges and bypass the college entrance exam. During the 2015-16 school year, 129 students were enrolled in ERWC and 119 passed the course with a C or better.</p>	<p>\$78,820 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>District-wide  Grades: 9th, 10th, 11th, 12th</p>	<p>Scope of service:</p>	<p>Districtwide  Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	



<p>#11 Expand teacher-lead Mini-Rounds process at Mission Oak by six teachers, for a total of 12 teachers.</p>	<p>\$5,380 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Expand teacher-lead Mini-Rounds process at Mission Oak by six teachers, for a total of 12 teachers.</p> <p>In 2014-15, six teachers participated in the mini-rounds. During the 2015-16 school year, an additional six teachers participated. The teachers met seven times during the school year. During the first meeting the process for mini-rounds was introduced. During the following six rounds, each teacher took turns teaching a demonstration lesson. The group then analyzed the lesson together and used the findings from the observations to improve their craft. The main goal of the mini rounds process was to discover best instructional practices that result in academic discussion and engagement. Feedback from the teachers that participated in the mini-rounds included the following:</p> <ul style="list-style-type: none"> <li>• Observing others made me a better teacher</li> <li>• It exposed me to other practices</li> <li>• No risk no reward</li> <li>• Much better teacher</li> <li>• Pre-discussion and debrief - powerful where the deeper learning takes place</li> </ul>	<p>\$6,720 LCFF S/C: 1000-1999 Certificated Substitute Personnel Salaries</p>	
<p><b>Scope of service:</b></p>	<p>Mission Oak Grades: 9th, 10th, 11th, 12th</p>	<p><b>Scope of service:</b></p>	<p>Mission Oak Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>This goal will be part of a new goal which will consist of all students graduating college and career ready. Based on the results above our district will continue to focus on supporting our students in English and mathematics. Specifically, writing will continue to be a focus districtwide. This includes continuing to train our teachers to support literacy throughout the curriculum. Teachers will not only be provided training in this area, but will also have release time to analyze student writing and other assessment results. Each site will also have a mathematics lab available every day after school, so students can get additional help and clarification with their mathematics homework.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>#2 Ensure that all students have access to instructional technology</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:</p>				
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; background-color: #cccccc;">Schools:</td> <td>Districtwide</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	Districtwide	Grades:	All	
Schools:	Districtwide					
Grades:	All					
<p>Applicable Pupil Subgroups:</p>	<p>All</p>					

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the number of Technology Coach to teacher contacts from 200 to 220.</p> <p>Increase the number of student learning devices from 1,220 to 4,020.</p> <p>100% of all classrooms will be equipped with at least one access point.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Increase the number of Technology Coach to teacher contacts from 200 to 220. This outcome was difficult to track. We are currently working on a better system. In the future, we will be using number of teachers in the district who complete the SAMRwise training; 120 teachers were trained since 2014, with 85 being trained in 2015-16.</p> <p>We increased the number of student learning devices from 1,220 to 4,120.</p> <p>100% of all classrooms have been equipped with at least one access point. Our district has 317 access points.</p>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
#1 Expand professional development for teachers on the use of technology for instruction with SAMRi Cohort #3.		\$6,000 LCFF S/C 1000-1999: Certificated Substitute Personnel Salaries	Expand professional development for teachers on the use of technology for instruction with SAMRwise Cohort #3. There were 85 teachers who completed SAMRwise this school year. The goal of SAMRwise is to: <ul style="list-style-type: none"> <li>effectively equip teachers to integrate technology into their classes using the SAMR model (substitution, augmentation, modification and redefinition)</li> <li>expose teachers to various tools and pedagogical strategies that can be implemented immediately in their classes.</li> </ul> Teachers must show how they incorporated each level of the SAMR model into their lessons. This school year teachers had the option of demonstrating their understanding of SAMR through writing our their lesson plans or having the technology coach come in and observe them teach a lesson.	\$13,572 LCFF S/C 1000-1999 Certificated Substitute Personnel Salaries	
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
#2 Add new technology equipment and replace equipment based on age and utility.		\$1,400,500  Special Reserve Fund 400:  4400 Non Capitalized Equipment	Add new technology equipment and replace equipment based on age and utility.  This school year our technology department added the following technology: <ul style="list-style-type: none"> <li>• 1500 Chromebooks</li> <li>• 50 Chromebook carts</li> </ul> This school year our technology department replaced the following technology: <ul style="list-style-type: none"> <li>• 369 Workstations</li> <li>• Firewall</li> <li>• Increased Internet Connection from 1 Gbps to 3 Gbps</li> </ul>	\$1,494,685  Special Reserve Fund 400: 4400 Non-capitalized Equipment
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:  Districtwide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>#3 Add or update infrastructure as needed for wireless access for student learning devices.</p>		<p>\$130,000</p> <p>Special Reserve Fund 400:</p> <p>5600 Non Capitalized Improvements</p>	<p>Add or update infrastructure as needed for wireless access for student learning devices.</p> <p>This year we added the infrastructure necessary to improve the capacity of our wireless network. This improvement has allowed our teachers to use lessons that integrate technology more regularly to support student learning. We currently have a plan for the summer to continue to improve our wireless network. This will continue to be an action on our technology plan and not on our LCAP, since we are using Fund 400 to support these actions.</p>	<p>\$213,923</p> <p>Special Reserve Fund 400: 5600 Non-capitalized Improvements</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>#4 Add full-time Technology Secretary to support the implementation of instructional technology in the classroom.</p>		<p>\$50,500</p> <p>LCFF S/C:</p> <p>2000-2999 Classified Personnel Salaries</p>	<p>Add full-time Technology Secretary to support the implementation of instructional technology in the classroom. The addition of a full-time Technology Secretary has enabled our technology department to focus on meeting the needs of our sites, specifically providing our teachers with the technology and infrastructure necessary to integrate technology into the curriculum to support student learning. The secretary focuses on the paperwork and routine functions associated with technology allowing our Director of Technology to be able to better support our district's needs.</p>	<p>\$71,466</p> <p>LCFF S/C:</p> <p>2000-2999 Classified Personnel Salaries</p>

<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	Our district used an outside agency to conduct an in depth analysis of our technology department. Based on the recommendations from this analysis, our district has restructured the technology department, which now includes a Coordinator of Educational Technology and an Assistant Superintendent of Technology, Assessment and Accountability. This also resulted in making changes to our infrastructure to improve our wireless network. Additionally, this year we made changes to our SAMRwise training by providing differentiated opportunities for teachers to complete the training and to show proficiency in integrating technology into the curriculum. The access to instructional technology goal will be part of a new goal which consists of all students graduating college and career ready. The action associated with new and replacement technology equipment, as well as adding and updating the infrastructure for wireless access, will not be included in the LCAP since it is being funded through Fund 400.				

<b>Original Goal from prior year LCAP:</b>	#3 Full implementation of ELD standards		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Districtwide Grades: All	
		Applicable Pupil Subgroups:	English Learners

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students scoring proficient or above on the CELDT from 56% to 57%.</p> <p>Increase the number of students re-designated as English proficient from 136 to 138 students.</p> <p>Increase the percentage of EL students passing the English portion of the CAHSEE to 40%.</p> <p>Increase the percentage of EL students passing the Mathematics portions of the CAHSEE to 57%.</p> <p>Establish baseline for the percentage of EL students passing Social Studies courses based on semester grades.</p> <p>Establish baseline for the number Social Studies courses with ELD standards embedded in curriculum.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• The percentage of students scoring proficient or above on the CELDT decreased from 57% to 50%.</li> <li>• The number of students reclassified as English proficient decreased from 138 to 47 students.</li> <li>• The percentage of EL students passing the English portion of the CAHSEE is no longer applicable.</li> <li>• The percentage of EL students passing the Mathematics portions of the CAHSEE is no longer applicable.</li> <li>• The baseline for the percentage of English Learners passing Social Studies courses based on semester grades with a D or better was established at 85%.</li> <li>• 100% of World History teachers received training on how to embed the ELD standards into their curriculum, versus 100% of the Social Studies courses .</li> <li>• Due to a focus on implementing NGSS in our science classes and time constraints, we did not include Science in the training on the ELD standards and how to embed them into the curriculum.</li> </ul>
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LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
#1 Continue sections in the master schedule for ELD support classes		\$350,500 LCFF S/C: 1000-1999 Certificated Personnel Salaries	Continue sections in the master schedule for ELD support classes. Our district continues to provide support classes at each comprehensive site to support ELD students. Currently, two of our three sites have a double block format in which EL students are placed in a college prep English course and supported through an ELD support block. Based on the analysis of a variety of EL student data including grades, CELDT scores and reclassification data, our other comprehensive site will be transitioning to the model described above.		\$256,120  LCFF S/C: 1000-199 Certificated Personnel Salaries
<b>Scope of service:</b>	Mission Oak  Tulare Union  Tulare Western  Grades: All		Scope of service:	Mission Oak  Tulare Union  Tulare Western  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>#2 Continue to provide staff development on embedding ELD standards and instructional strategies into the Social Studies departments</p>	<p>\$20,000 Title 3: 1000-1999 Certificated Personnel Salaries</p>	<p>Continue to provide staff development on embedding ELD standards and instructional strategies into the Social Studies departments.</p> <p>World history teachers throughout this school year were provided professional development in the following areas:</p> <ul style="list-style-type: none"> <li>• Introduction to ELD Standards and Academic Discourse attended by all World History teachers (2 Days each)</li> <li>• EL Kagan Training (2 -Days), attended by representation from World History teachers from each site</li> <li>• Best Results for ELs Conference, attended by representation from World History teachers from each site</li> <li>• ELD in Social Studies attended by World History</li> <li>• Some World History teachers also participated in the CELDT Training</li> </ul> <p>For the 2016-17 school year, each school site will have an EL mini-rounds focused on implementing the standards and practices discussed during this school year.</p>	<p>\$15,306 LCFF S/C: 1000-1999 Certificated Substitute Personnel Costs</p>	
<p><b>Scope of service:</b></p>	<p>Districtwide Grades: All</p>	<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>#3 Continue to provide incentives for student performance on CELDT test (medals and recognition for re-designation).</p>		<p>\$1,000</p> <p>Title 3:</p> <p>4000-4999 Books and Supplies</p>	<p>Continue to provide incentives for student performance on CELDT test (medals and recognition for re-designation).</p> <p>A banquet held on Wednesday, May 25th to recognize all the students in the district that were reclassified during the 2015-16 school year. Students were recognized with a medal that they are urged to wear at graduation. The following number of students were honored at each school:</p> <p>SVCHS = 5</p> <p>TPHS = 4</p> <p>MOHS = 76</p> <p>TWHS = 83</p> <p>TUHS = 43</p>	<p>\$11,930</p> <p>Title 3: 4300 Materials and supplies</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>#4 Continue to provide supplemental materials and curriculum to teachers for classroom use.</p>		<p>\$45,000</p> <p>Title 3: 4000-4999 Books and Supplies</p>	<p>Continue to provide supplemental materials and curriculum to teachers for classroom use. This year, we continued to provide teachers with EDGE and Kate Kinsella resources to support the needs of the English Learners. Teachers who participated in the Kagan training were also provided with a workbook on interactive activities to promote academic discourse. For the 2016-17 school year, our district will be piloting Read 180 in our ELD classes.</p>		<p>\$1,134</p> <p>Title 3: 4300 Materials and supplies</p>
<p><b>Scope of service:</b></p>	<p>Mission Oak Tulare Union Tulare Western Grades: All</p>		<p>Scope of service:</p>	<p>Mission Oak Tulare Union Tulare Western Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

**What changes in actions, services, and expenditures**

This school year our district created a districtwide ELD PLC. This PLC consisted of not only ELD teachers, but also teachers from the English, history (specifically a world history teacher) and mathematics department (specifically an Algebra teacher). Math and literacy coaches also participated when possible, as well as the AVID coordinator. Release time was provided to the teachers to be able to attend the ELD PLC meetings. The ELD PLC met 5 times during the year for approximately two hours each time. The focus of the PLC was on looking at the academic progress of EL students as measured by their grades in their core classes. The PLC team analyzed the grades and attendance data and worked as a team to develop next steps to address the identified needs. Progress was shared at each PLC meetings. Release time was also provided for additional professional development in social studies and mathematics and for each PLC to be able to delve deeper into the data. The purpose of the ELD PLC is to:

- Bridge the gap between what ELD students know and need to know
- Share stories about our students
- Identify and utilize each other's strengths in order to maximize student learning
- Recharge and re-energize each other
- Identify areas of growth and set goals

Through the "now what" PLC discussions, the following training was also provided to the teachers.

- EL Kagan Training (2 -Days), attended by representation from World History and Algebra teachers from each site
- Best Results for ELs Conference, attended by representation from ELD, World History and Algebra teachers from each site
- Introduction to ELD Standards and Academic Discourse attended by World History and Algebra 1 (2 Days each)
- Tulare County Literacy Symposium attended by ELD teachers
- ELD in Social Studies attended by World History

Data collected through a survey, revealed that 100% of the teachers want to continue to be part of the ELD PLC in 2016-17. Additionally, it was requested that all mathematics course levels and US History be added to the PLC. For 2016-17, this goal be changed to all English Learners improving their English Language Acquisition and achievement.

**Original Goal from prior year LCAP:**

#4 Full implementation of Common Core state standards

Related State and/or Local Priorities: X  
1 X 2 \_3 X 4 \_5 \_6 X 7 X 8 Local:

<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Districtwide</p>		
		<p>Grades: All</p>		
<p>Expected Annual Measurable Outcomes:</p>		<p>Applicable Pupil Subgroups:</p>	<p>All</p>	<p>Actual Annual Measurable Outcomes:</p>
<p>Increase the number of professional development hours from 3,500 to 3,550, based on substitute teacher hours paid.</p> <p>Begin implementation of Next Generation Science Standards (NGSS).</p> <p>Establish baseline for the number of students passing Science courses based on semester grades.</p> <p>Establish baseline for the number of students passing Social Studies courses based on semester grades.</p> <p>Increase number of students passing Mathematics courses from 78% to 80%, based on semester grades.</p>				<ul style="list-style-type: none"> <li>• Increase the number of professional development hours from 3,500 to 3,550, based on substitute teacher hours paid. This metric has been difficult to track. We will be utilizing a different metric in 2016-17.</li> <li>• We started the implementation of Next Generation Science Standards (NGSS) by creating a course progression and providing professional development and release time for teacher to collaborate on aligning their lesson to the NGSS.</li> <li>• Established a baseline of 93% for the percentage of students passing Science courses with a D or better based on semester grades.</li> <li>• Establish a baseline of 92% for the percentage of students passing Social Studies courses with a D or better based on semester grades.</li> <li>• Increased the percentage of students passing Mathematics courses with a D or better from 78% to 87%, based on semester grades.</li> </ul>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual Expenditures
#1 Professional development for teachers on implementing Next Generation Science Standards (NGSS).		\$100,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries	Professional development for teachers on implementing Next Generation Science Standards (NGSS). Representation from the comprehensive school sites' science departments attended the NGSS phase 2 training in October at Fresno Pacific University. The science department heads met in early spring to discuss and determined the course progression. The science course progression was adopted in early spring. This spring our district also provided a 2-day intensive training for all science teachers in the district. The focus was on understanding the new standards and the key shifts. Teachers also had the opportunity to look at the pacing for their classes and discuss the changes that need to be made. More professional development and release time will be needed for the 2016-17 school year. During the 2016-17 school year, a team of two science teachers from each site will also develop the curriculum for the conceptual physics class which will start in the 2017-18 school year.		\$22,126 LCFF S/C: 1000-1999 Certificated Substitute Personnel Salaries
<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>#2 Purchase instructional materials aligned to the Next Generation Science Standards (NGSS).</p>		<p>\$75,000</p> <p>LCFF S/C:</p> <p>4100</p> <p>Textbooks and Core Curricular Materials</p>	<p>Purchase instructional materials aligned to the Next Generation Science Standards (NGSS). Our science departments at our comprehensive sites purchased lab material and equipment aimed at providing our students with inquiry based opportunities. Through these opportunities our students are forced to think critically and act like a scientist, one of the NGSS shifts. Through the CST era, the majority of the labs were replaced with activities geared at students memorizing the facts necessary to score proficient on the standards tests. Our equipment is out-dated and in need of replacement. Our science departments were able to purchase materials, but remain in need of additional materials. We will continue this action for the 2016-17 school year.</p>	<p>\$35,000</p> <p>LCFF S/C: 4100</p> <p>Core Curricular Materials</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	



<p>#3 Continue to provide core content curricular leads at each comprehensive site.</p>		<p>\$36,300 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Continue to provide core content curricular leads at each comprehensive site. Each comprehensive site has content curricular leads in the core academic areas. The core content curricular leads guide the subject matter teams in their PLC work. This includes curriculum mapping, developing the curriculum, creating formative and summative assessments, analyzing the results of the assessments, and addressing the needs of the students revealed through the data analysis. The core content curricular leads in World History and Algebra 1 are also part of the ELD PLC and responsible for serving as liaisons to their subject matter PLC.</p>	<p>\$96,565 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>Mission Oak Tulare Union Tulare Western Grades: All</p>		<p>Scope of service: Mission Oak Tulare Union Tulare Western Grades: All</p>	
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>#4 Provide math coach at each comprehensive site to assist math teachers in teaching Common Core math standards.</p>		<p>\$105,200 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Provide math coach at each comprehensive site to assist math teachers in teaching Common Core math standards.</p> <p>Math coaches at each comprehensive sites focused on two main areas during this school year:</p> <ul style="list-style-type: none"> <li>• Learning about the CAASPP system, i.e. how to administer the Interim Assessment Blocks and Interim Comprehensive Assessments, and sharing the knowledge with their departments</li> <li>• Attending training on how to be effective coaches.</li> </ul> <p>The coaches participated in Coaching from the Heart training through TCOE. Each coach also focused on supporting the needs of their teachers, developing a growth mindset and being visible.</p>	<p>\$136,941 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>Mission Oak Tulare Union Tulare Western Grades: All</p>		<p>Scope of service:</p> <p>Mission Oak Tulare Union Tulare Western Grades: All</p>	
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless X Other (Special Needs)</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	

<p>#5 Provide full-time science teacher for Alternative Education and increase part-time science teacher to full-time for Special Education.</p>		<p>\$81,900</p> <p>LCFF S/C:</p> <p>1000-1999 Certificated Personnel Salaries</p> <p>\$35,600</p> <p>SE: 1000-1999 Certificated Personnel Salaries</p>	<p>Provide full-time science teacher for Alternative Education and increase part-time science teacher to full-time for Special Education. Tech Prep High School had a full-time science teacher during the 2015-16 school year. This allowed the students at Tech Prep to take science in a traditional setting instead of online through Edmentum. However, after reviewing the data and identifying the needs of the students at Tech Prep, changes will be made to the structure of the program in 2016-17. The main focus will be on supporting students' socioemotional needs through a behavioral intervention team and classes geared at equipping students with the tools necessary to be a productive member of society.</p>	<p>\$73,214</p> <p>LCFF S/C: 1000-1999 Certificated Personnel Salaries</p> <p>\$36,610</p> <p>SE: 1000-1999 Certificated Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>Tech Prep</p> <p>Tulare Western</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Tech Prep</p> <p>Tulare Western</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p><b>What changes in actions, servcves, and expenditures</b></p>	<p>Based on reviewing this goal, our district needs to continue to focus on implementing the Next Generation Science Standards. We need to continue to provide professional development and release time for teachers to collaborate in aligning their curriculum to the new standards. We also need to continue to support our teachers with the implementation of common core standards, specifically incorporating the 4 C's, critical thinking, creativity, communication and collaboration, into their classes. This goal will also be part of goal 1, which includes all students graduating college and career ready.</p>			

<b>Original Goal from prior year LCAP:</b>	#5 Increase the level of parental involvement		Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 Local:
Goal Applies to:	Schools:	Districtwide Grades: All	
	Applicable Pupil Subgroups:		All
Expected Annual Measurable Outcomes:	Decrease the pupil-to-counselor ratio from 350:1 to 300:1. Increase the number of parents participating in the PIQE program from 176 to 220. Establish a baseline for the number of hits on the district's Parent Link app, measured by the software provider. Establish a baseline for the number of parents participating in DELAC, ELAC, and Migrant advisory committees. Establish a baseline for the number of parents of students with special needs, involved in school-connected organizations or activities. Establish a baseline for the number of parents of foster youth, involved in school-connected organizations or activities.		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> <li>• Decreased the pupil-to-counselor ratio from 350:1 to 300:1.</li> <li>• Increased the number of parents participating in the PIQE program from 176 to 248.</li> <li>• There are 897 registered users on the district's Parent Link app.</li> <li>• Number of parents participating in DELAC, ELAC, and Migrant advisory committees.                         <ul style="list-style-type: none"> <li>◦ DELAC = 5</li> <li>◦ ELAC= average of 8 parents per meeting</li> <li>◦ Migrant = average of 18 parents per meeting</li> </ul> </li> <li>• It was difficult to establish a baseline for the number of parents of students with special needs, involved in school-connected organizations or activities.</li> <li>• It was difficult to establish a baseline for the number of parents of foster youth, involved in school-connected organizations or activities</li> </ul>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
<p>#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites.</p>		<p>\$50,000</p> <p>SCG: 5800 Professional &amp; Consulting Services</p>	<p>Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites. We offered the Parent Institute for Quality Education, PIQE, program at all of our comprehensive sites and Tech Prep/Countryside High School. This 9-week program teaches parents how to support and access the education of their students. During week 8 of the program the principal meets with the PIQE classes and answers questions that the parents generated about the school and education their children are receiving. The parents participated in a graduation at the school site on week 9. The data collected through our surveys indicate that our parents value the PIQE program and would like for the program to continue.</p>		<p>\$38,775</p> <p>Title 1: Contracted Services</p>
<p><b>Scope of service:</b></p>	<p>Mission Oak</p> <p>Tulare Union</p> <p>Tulare Western</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Mission Oak</p> <p>Tulare Union</p> <p>Tulare Western</p> <p>Grades: All</p>	
<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>X Other (Special Needs)</p>			<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_Other</p>		

<p>#2 Continue to provide Parent Link app and Teleparent software programs to communicate information to parents.</p>		<p>\$36,000 LCFF S/C: 5100 Sub Agreements</p>	<p>Continue to provide Parent Link app and Blackboard software programs to communicate information to parents. Blackboard purchased Teleparent. All school sites are using Parent Link to send information to the parents via phone calls or text messages. Currently our district has 897 registered users on the district's Parent Link app. Our goal for next school year is to train our teachers and administrators on how to use the advanced Parent Link features, as well as to alert parent of the app and how to use it.</p>		<p>\$33,736 LCFF S/C: 5100 Sub Agreements</p>
<p><b>Scope of service:</b></p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>#3 Increase district English language advisory committee (DELAC), site English language advisory committees (ELAC) and Migrant parent advisory participation by recruiting parents through contact made by site administrators and Family Community Liaisons.</p>		<p>\$2,000 LCFF S/C: 5900 Communications</p>	<p>Increase the participation in the district English Language Advisory Committee (DELAC), site English Language Advisory Committees (ELAC) and Migrant Parent Advisory Committee participation by recruiting parents through contact made by site administrators and Family Community Liaisons.</p> <p>During the 2015-26 school year, our ELD Coordinator continued to work on ways to increase the parent participation at ELAC, DELAC and Migrant. Participation was as follows:</p> <ul style="list-style-type: none"> <li>• DELAC - 5 parents participated</li> <li>• Number of parents per meeting who participated at the each of the Tulare Union ELAC meetings- 9,16,2</li> <li>• Number of parents per meeting who participated at the each of the Tulare Western ELAC meetings- 6,8,9</li> <li>• Number of parents per meeting who participated at the each of the Mission Oak ELAC meetings- 1,14, 11</li> <li>• Number of parents per meeting who participated at the Migrant meetings - 21,16,21,15</li> </ul>	<p>\$0 No funds spent, personal contact was used instead.</p>
<p><b>Scope of service:</b></p>	<p>Mission Oak Tulare Union Tulare Western Grades: All</p>		<p><b>Scope of service:</b> Mission Oak Tulare Union Tulare Western Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>#4 Continue to provide incentives for parental involvement (babysitting and recognition certificates).</p>		<p>\$4,500</p> <p>Title 3:</p> <p>2000-2999 Classified Personnel Salaries</p>	<p>Continue to provide incentives for parental involvement (babysitting and recognition certificates). We used Title 3 funds to provided babysitting for parents who participated in PIQE, ELAC and DELAC meetings. We also provided perfect attendance certificates for parents who participated in all of the Migrant meetings. We will continue this action for the 2016-17 school year, but will include it in our Title 3 plan instead of our LCAP.</p>	<p>\$2,242</p> <p>Title 3: 2000-2999 Classified Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>Mission Oak</p> <p>Tulare Union</p> <p>Tulare Western</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Mission Oak</p> <p>Tulare Union</p> <p>Tulare Western</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	



<p>#5 Conduct parent involvement survey for parents of students with special needs.</p>		<p>\$1,500</p> <p>SE: 5800 Professional &amp; Consulting Services</p>	<p>Conduct parent involvement survey for parents of students with special needs. Five percent of the parents who completed the parent survey were parents of special needs students. For the 2016-17 school year, we need to explore other ways to gather feedback from the special education parents. This may include having the parents complete a survey at the Individualized Education Plan meeting.</p>	<p>\$0</p> <p>No survey conducted.</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>#6 Implement PIQE program at Alternative Education.</p>		<p>\$10,000</p> <p>SCG: 5800 Professional &amp; Consulting Services</p>	<p>Implement PIQE program at Alternative Education. We offered the Parent Institute for Quality Education, PIQE, program at Tech Prep/Countryside High School. This 9-week program teaches parents how to support and access the education of their students. During week 8 of the program, the principal meets with the PIQE classes and answers questions that the parents generated about the school and education of their children. The parents participated in a graduation at the school site on week 9. The data collected through our surveys indicate that our parents value the PIQE program and would like for the program to continue. Twelve parents participated in the PIQE program at the alt ed site.</p>	<p>\$5,000</p> <p>School Climate Grant: 5800 Professional &amp; Consulting Services</p>

<b>Scope of service:</b>	Tech Prep Countryside Grades: All		Scope of service:	Tech Prep Countryside Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#7 Community forums with Tulare Police Department and Tulare City Schools on relevant issues		\$1,000 LCFF S/C: 4000-4999 Books and Other Supplies	Community forums with Tulare Police Department and Tulare City Schools on high risk behaviors. Our district collaborated with the Tulare Police Department and Tulare City Schools on a community forum to address drugs and gang involvement. The forum was held at a local junior high. Due to very low parent attendance, our district is working with the police department to provide the same information at Back to School night, where more parents are in attendance.		\$0 No costs involved.
<b>Scope of service:</b>	District-wide Grades: All		Scope of service:	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>#8 Conduct parent involvement survey for parents of foster students.</p>		<p>\$1,000 LCFF S/C: 5800 Professional &amp; Consulting Services</p>	<p>Conduct parent involvement survey for parents of foster students. We conducted a meeting in early spring to gather feedback from foster parents on how to better support their needs and those of their foster children. Even though letters and reminder phone calls were made to parents, only three parents attended. Parents shared their glows and grows about our schools and district at the meeting, however only two of the parents present completed the written survey. We will explore other ways to involved foster parents during the 2016-17 school year.</p>	<p>\$225 LCFF S/C: 4300 Materials and supplies</p>
<p><b>Scope of service:</b></p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>#9 Add 0.50 FTE Counselor position to all comprehensive sites and Alternative Education.</p>		<p>\$225,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Add 0.50 FTE Counselor position to all comprehensive sites and Alternative Education. We added a .5 FTE counselor at our comprehensive sites, but were unable to fill the full-time position to be shared by our alternative sites. Our surveys revealed that 77% of our students districtwide met with their counselor at least 1 time during the past year, while 45% met with their counselor 2 or more times. The survey was administered in March.</p>	<p>\$140,475 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

<b>Scope of service:</b>	Districtwide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	PIQE continues to be an effective way to teach parents how to support and access the education of their students. Our district has been offering PIQE for the past 8 years and we were able to have 248 parents participate in the 9-week program on our campus. The data collected through our surveys indicate that our parents value the PIQE program and would like for the program to continue. We also added a .5 FTE counselor at our comprehensive sites and were unable to fill the shared position at our alternative sites. For the 2016-17 school year, we will have a full-time counselor at each of our alternative sites. Our surveys revealed that 77% of our students districtwide met with their counselor at least 1 time during the past year, while 45% met with their counselor 2 or more times. The survey was administered in March. Our district is also continuing to work on ways to increase the parent participation at ELAC, DELAC and Migrant. We also implemented a new website this school year in an effort to share with students, parents and community members pertinent information about our schools. For 2016-17, this goal will be combined with goal 8 and will be as follows: All students will be part of a positive learning environment where they feel welcomed, valued, safe and engaged as a part of the greater community.				

<b>Original Goal from prior year LCAP:</b>	#6 Implementation of the Facility Master Plan		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Districtwide Grades: All Applicable Pupil Subgroups: All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Projection completion list attached.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Fund 400 Multi Year Projections set forth timeline and funding needs for Facility Master Plan Projects.</p> <p>Projects:</p> <p>The following projects were identified as priorities on the facility Master Plan:</p> <ul style="list-style-type: none"> <li>• Tulare Union Science Modernization/Security/Student Drop Off Project. (Construction summer 2017)</li> <li>• Tulare Western Science Modernization 500 Building Project. (Construction summer 2018)</li> <li>• Ag Farm Modernization Project. (Construction summer 2017)</li> <li>• Mission Oak Sports Field Lighting Project. (Construction summer 2016)</li> <li>• Prop 39 Energy Saving Projects. (Construction starting summer 2017)</li> <li>• Mission Oak Swimming/Competition Pool. (Construction TBD)</li> <li>• Mission Oak All Weather Track Surface. (Construction TBD)</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>#1 Continue the renovation of Bob Mathias Stadium to provide handicapped accessible path of travel, replace concession and restroom facilities, and add handicapped seating. Begin process to renovate science classrooms at Tulare Union and Tulare Western.</p>	<p>\$1,201,800 Fund 400: 6200 Building Improvements</p>	<p>Continue the renovation of the Bob Mathias Stadium to provide handicapped accessible path of travel, replace concession and restroom facilities, and add handicapped seating. Begin process to renovate science classrooms at Tulare Union and Tulare Western. The renovation of Bob Mathias Stadium was completed as described in the goal. The process to renovate science classrooms at Tulare Union and Tulare Western was also initiated.</p>	<p>\$1,044,830 Fund 400: 6200 Building and improvements</p>

<b>Scope of service:</b>	Tulare Union Tulare Western Grades: All		<b>Scope of service:</b>	Tulare Union Tulare Western Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#2 Continue to fund deferred maintenance activities, including flooring, lighting replacement, electrical, HVAC, painting, roof replacement, plumbing, chiller, track, tennis courts, equipment, doors, hardware, locks, evaporative coolers, paving, irrigation, gym floors, and bleachers.		\$2,374,000 Fund 400: 5600 Repairs and Maintenance	Continue to fund deferred maintenance activities, including flooring, lighting replacement, electrical, HVAC, painting, roof replacement, plumbing, chiller, track, tennis courts, equipment, doors, hardware locks, evaporative coolers, paving, irrigation, gym floors and bleachers. The goal was completed as described.	\$1,740,753 Fund 400: 5600 Repairs and maintenance	
<b>Scope of service:</b>	District-wide Grades: All		<b>Scope of service:</b>	Districtwide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>#3 Survey stakeholders to determine the most conducive learning environment for all district facilities.</p>		<p>\$200,000 Fund 400: 5800 Professional &amp; Consulting Services</p>	<p>Survey stakeholders to determine the most conducive learning environment for all district facilities. Through communication with the literacy coaches, a conducive learning environment classroom was developed for each comprehensive site. The literacy coaches use their conducive learning classes to provide demonstration lessons, as well as allow other teachers to use their classroom during coaching periods. The furniture lends itself well to group work and collaboration activities. We are still in the process of evaluating the furniture.</p>	<p>\$34,514 Fund 400: 4400 Non-capitalized equipment</p>
<p><b>Scope of service:</b></p>	<p>District-wide Grades: All</p>		<p>Scope of service:</p> <p>Disctrictwide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>#4 Provide Facilities/MOT Secretary position to support the implementation of the Facility Master Plan.</p>		<p>\$50,500 LCFF S/C: 2000-2999 Classified Personnel Salaries</p>	<p>Provide Facilities/MOT Secretary position to support the implementation of the Facility Master Plan. A Facilities/MOT Secretary was hired to support the implementation of the Facility Master Plan.</p>	<p>\$71,454 LCFF S/C: 2000-2999 Classified Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>District-wide Grades: All</p>		<p>Scope of service:</p> <p>Districtwide Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>This goal will not be part of the LCAP for the 2016-17 school year as it is funded through Fund 400.</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>#7 To create a positive learning environment in which all students feel welcomed, valued, safe and engaged as part of a greater community</p>	<p>Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools: Districtwide</p> <p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>



<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the district's attendance rate from 93.4% to 94.4%.</p> <p>Decrease the percentage of students identified as chronic absentees from 65.6% to 64%.</p> <p>Increase the district's graduation rate from 85% to 86%.</p> <p>Decrease the district's dropout rate from 14.5% to 13.5%.</p> <p>Decrease the district's suspension rate from 3.2% to 3.0%.</p> <p>Maintain the district's expulsion rate at 0%.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• The current district's attendance rate based on 10 months of school is 95.2% compared to 93.4% in 2014-15.</li> <li>• Decreased the number of students identified as chronic absentees from 624 to 146 as of April.</li> <li>• Increased the district's graduation rate from 85% to 85.6%.</li> <li>• Decreased the district's dropout rate from 14.5% to 13.6%.</li> <li>• The district decreased its district's suspension rate from 4.9% in 2013-14 to 4.2 in 2014-15.</li> <li>• The district was unable to maintain the expulsion rate at 0%, our district currently has 10 mandatory expulsions for the 2015-16 school year.</li> </ul>
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LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
#1 Continue with Positive Behavioral Intervention and Support student incentives.		\$45,000 LCFF S/C: 4000-4999 Materials and Supplies	Continue with Positive Behavioral Intervention and Support student incentives. Our district hired a Positive Behavior Intervention and Support system coordinator this school year. The district coordinator is responsible for training the PBIS team from each site and supporting the PBIS implementation. Site teams from all of our schools have created mottos to represent the school expectations and have implemented many opportunities throughout the year to recognize and reward students who are meeting the expectations of the program. We did not use the funds set aside for this goal because we did not expend all of our funds from the PBIS grant which ended in June of 2015. Our district received permission to use the remaining grant funds during the 2015-16 school year	
<b>Scope of service:</b>	District-wide  Grades: All		Scope of service:	Districtwide  Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>#2 Contract with Tulare County Office of Education to provide activities and services related to the School Climate Grant including, CAST, Reconnecting Youth, and a part-time school psychologist.</p>		<p>\$127,010 SCG:5100 Sub Agreements</p>	<p>Contract with Tulare County Office of Education to provide activities and services related to the School Climate Grant including, Coping and Support Training (CAST), Reconnecting Youth, (RY) and a part-time school psychologist. Our district received the School Climate Grant in partnership with Tulare County Office of Education. This grant pays for the PBIS coordinator, release time for PBIS training and two periods of Reconnecting Youth at Tulare Union and one period at Tulare Western High School. Since this action is not being funded through LCFF funds, it will not be part of the LCAP for the 2016-17 school year.</p>		<p>\$138,144 School Climate Grant: 5100 Sub Agreements</p>
<p><b>Scope of service:</b></p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

#3 Provide intervention programs to at-risk students (Early Warning System, CAHSEE Bootcamp).		\$562,400 Title 1: 1000-1999 Certificated Personnel Salaries	Provide intervention programs to at-risk students (Early Warning System, CAHSEE Bootcamp). Due to the CAHSEE being suspended, this action consisted of providing intervention programs at each of our sites for at-risk students. These programs include Plato, a credit recovery program that is offered as a class both during school and after school. Reconnecting Youth, Mustang Academy and Redskin Academy are additional programs offered at our sites to support students academically and socioemotionally.	\$295,520 LCFF S/C: 1000-1999 Certificated Personnel Salaries \$384,120 Title 1: 1000-1999 Certificated Personnel Salaries
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>#4 Add full-time Attendance Officer to assist with truancy.</p>		<p>\$84,780</p> <p>LCFF S/C: 2000-2999 Classified Personnel Salaries</p>	<p>Add full-time Attendance Officer to assist with truancy. Our district hired a full-time attendance officer this school year to assist with addressing our truancy issues and excessive absences. The truancy officer has played a key role in refining our district attendance policies, communicating with all stakeholders and utilizing community resources, such as creating a School Attendance and Review Board, SARB. Our attendance rate for this school year has increased by 2%. This is our highest attendance rate over a period of 6 years.</p>	<p>\$82,155</p> <p>LCFF S/C: 2000-2999 Classified Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Districtwide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>#5 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.</p>		<p>\$120,000</p> <p>LCFF S/C: 5100 Sub Agreements</p>	<p>Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School. Our district contracts with Tulare Youth Services Bureau to provide mental health services at our comprehensive sites and specifically our mental health community day school, Countryside High School. The mental health services are embedded into the curriculum at Countryside. The WASC team who visited Countryside was very impressed by the level of mental health support that the students receive. All of the Countryside High School seniors will graduate this school year, 9 students.</p>	<p>\$115,420</p> <p>LCFF S/C: 5100 Sub Agreements</p>

<b>Scope of service:</b>	Countryside Grades: All		Scope of service:	Districtwide Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
#6 Contract with Tulare County Health and Human Resources Child Welfare Services to provide Intern Education Case Manager to address the needs to foster youth.		\$1,000 LCFF S/C: 5100 Sub Agreements	Contract with Tulare County Health and Human Resources Child Welfare Services to provide Intern Education Case Manager to address the needs to foster youth. Through a partnership with the Tulare County Health and Human Resources Child Welfare Services, our district had an Intern Education Case Manager during this school year, whose main responsibility was to address the needs of our foster students. The Intern Education Case Manager spent time at each school site servicing the needs of foster students. The internship was very positive, but was only for one year and will not continue through the 2016-17 school year.	There was no cost associated with this action.	
<b>Scope of service:</b>	Districtwide Grades: All		Scope of service:	Districtwide Grades: All	

<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	
#7 Add two full-time Psychologist to assist students with social-emotional needs.		\$238,020 LCFF S/C: 1000-1999 Certificated Personnel Salaries	Add two full-time Psychologist to assist students with social-emotional needs. By adding two additional psychologists, each of our comprehensive school sites has a full-time psychologist to support the socioemotional needs of the students. Our alternative education sites share one psychologist.	\$252,617 LCFF S/C: 1000-1999 Certificated Personnel Salaries
<b>Scope of service:</b>	Districtwide  Grades: All		Scope of service:	Districtwide  Grades: All
<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	

<b>What changes in actions, servivces, and expenditures</b>	<p>Based on the data collected and reviewed, our district will continue to contract with Tulare Youth Services Bureau to provide mental health services at our comprehensive sites and specifically our mental health community day school, Countryside. Countryside has been very successful with meeting the needs of its students and this year will graduate its full class of 9 students. Our district will also continue to fund the two full-time psychologists. The psychologists have been instrumental in supporting our students with socioemotional needs. Our district will also continue to train our staff on Positive Behavior Intervention and Support system and will continue to provide incentives to our students. This will include informing our students of the consequences associated with being involved with drugs on a school campus. Our full-time attendance officer has played a key role in refining our attendance policies and utilizing community resources to support our policy, such as creating a SARB board. We will continue with these goals as part of goal #3 which includes creating a safe, positive and engaging learning environment.</p>
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<b>Original Goal from prior year LCAP:</b>	#8 Provide students with essential skills to be college and career ready upon graduation	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	Districtwide Grades: All Applicable Pupil Subgroups: All



Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Increase the number of students participating in honors and advance placement courses from 1,552 to 1,568.</p> <p>Increase the number of students participating in Linked Learning pathways from 120 to 300.</p> <p>Establish a baseline for the number of student passing CTE courses based on semester grades.</p> <p>Increase the A-G course completion rate from 32% to 33%.</p> <p>Establish a baseline for the number of special needs students in workforce or enrolled in post-secondary CTE courses based on annual post-high school survey.</p> <p>Establish baseline for the number of students who demonstrate, through the EAP readiness for English and Mathematics, college level work.</p>		<ul style="list-style-type: none"> <li>• The number of students participating in honors and advanced placement courses increased from 1,552 to 1,870.</li> <li>• The number of students participating in Linked Learning pathways increased from 120 to 190.</li> <li>• We established a baseline for the number of student taking CTE courses, 4,940.</li> <li>• The A-G course completion rate from 31% to 37%.</li> <li>• Based on the annual post-high school survey, 38 out of the 47 special needs students contacted were in the workforce or enrolled in post-secondary CTE courses based on annual post-high school survey.</li> <li>• 16% of the students demonstrated through the EAP readiness for English, college level work.</li> <li>• 5% of the students demonstrated through the EAP readiness for Mathematics college level work</li> </ul>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
#1 Continue to provide honors and advance placement courses.		\$1,419,700  LCFF S/C:  1000-1999 Certificated Personnel Salaries	Continue to provide honors and advance placement courses. Our district continues to make it a priority for our students to challenge themselves by taking honors and Advanced Placement classes, AP. Students in the AVID program must be enrolled in an honors or AP class each year. This includes students who are English Learners, Reclassified, foster and/or low income. During the 2015-16 school year, the number of students participating in honors and AP classes increased from 1552 to 1870. The number of AVID classes offered in our district will continue to increase during the 2016-17 school year, in turn also increasing the participation in honors and AP classes.		\$1,845,970  LCFF S/C: 1000-1999 Certificated Personnel Salaries
<b>Scope of service:</b>	Mission Oak  Tulare Union  Tulare Western  Grades: All		Scope of service:	Mission Oak  Tulare Union  Tulare Western  Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>#2 Expand the number of students participating in Linked Learning pathways by adding sophomore grade level.</p>		<p>\$140,200 LCFF Base: 1000-1999 Certificated Personnel Salaries</p>	<p>Expand the number of students participating in Linked Learning pathways by adding sophomore grade level. During this school year, Tulare Western High school offered for the first time its Pre-Medical Pathway. Since 57 students were interested in participating in the pathway, 2 cohorts were offered at the freshmen level. Sophomore cohorts were also added in Engineering at Mission Oak High School (2 cohorts) and Arts at Tulare Union High School (1 cohort).</p>	<p>\$118,200 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	
<p><b>Scope of service:</b></p>	<p>Mission Oak Tulare Union Tulare Western Grades: All</p>		<p>Scope of service:</p>	<p>Mission Oak Tulare Union Tulare Western Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>#3 Continue to offer career-technical education courses throughout the district and expand CTE course offerings to include online options</p>		<p>2,734,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>	<p>Our district did not expand the CTE course offerings to include online options, but continues to offer career-technical education courses throughout the district and expand. Career Technical Education (CTE) courses have always been an integral part of our district's course offerings. Our district wants to make sure that our students are well-rounded and have exposure to a variety of CTE courses such as cooking, welding, accounting and etc. In 2015-16, 4,910 students were enrolled in CTE courses in our district.</p>		<p>\$2,137,620 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p><b>Scope of service:</b></p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>#4 Provide additional opportunities for A-G courses through Edgenuity online software courses.</p>		<p>\$15,000 LCFF Base: 1000-1999 Certificated Personnel Salaries</p>	<p>Provide additional opportunities for A-G courses through Edgenuity online software courses. We did not use the Edgenuity online software, but instead used our existing Edmentum licenses to provide the opportunity for a maximum of 40 students to take a zero period history online course.</p>		<p>\$0 No costs, using software licenses for PLATO, already owned by district</p>
<p><b>Scope of service:</b></p>	<p>Districtwide Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>#5 Continue to provide work experience for special needs students through the Workability Program.</p>		<p>\$1180,000</p> <p>WA:</p> <p>2000-2999 Classified Personnel Salaries</p>	<p>Continue to provide work experience for special needs students through the Workability Program. The goal of Workability is to provide activities and services to students on IEPs in order to promote a successful transition from the high school setting to employment and other post-secondary pursuits. Through career exploration, pre-employment training, and on-the-job experiences, students learn what it takes to obtain and maintain a job, which leads to increased independence and greater quality of life once students graduate. During the 2015-16 school year, 100 students were placed in subsidized job placements, including those placed throughout the school year at local businesses and those placed during our summer work program.</p>	<p>\$118,114</p> <p>Workability I: 2000-2999 Classified Personnel Salaries</p>	
<p><b>Scope of service:</b></p>	<p>Districtwide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>Districtwide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	<p>Based on our metrics, we need to continue to promote and encourage our students to challenge themselves through honors and advanced placement courses. As a district we will also continue to focus on improving our A-G completion rates so that our students have the opportunity to attend a 4-year college and university directly from high school. The mathematics and science course requirements are the courses that keep most students from meeting A-G eligibility. During the 2016-17 school year, we will implement a math lab at each comprehensive site to support students in meeting not only the graduation requirements, but also the A-G requirements. Even though only 16% of the students demonstrated readiness for college level work in English, 36% are conditionally ready and with the support offered through the Expository Reading and Writing Course, ERWC, can bypass the CSU and community college placement test, enrolling directly in college level English. All of our senior English classes for the 2015-16 school year will be ERWC.</p>
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**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	9268513
<p>District demographics indicate that 72% of our students qualify for Free &amp; Reduced meals, 15% are English learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined all district goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of these targeted students. The district's unduplicated eligible students comprise 73% of our student population. In closing the achievement gap and implementing our goals, our stakeholders have determined the best approach is to allow the remaining 27% of students to automatically receive similar services. By providing these services district-wide, we are able to serve the populations that generated these funds. The following actions are offered/implemented districtwide, but are principally directed at our unduplicated pupils:</p> <ul style="list-style-type: none"> <li>• Continuing to provide English language arts and mathematics support courses provided by staff members during the school day (double-blocked English courses, double-blocked mathematics courses, Reconnecting Youth course, Mustang Academy, and Redskin Academy) for students identified through local criteria. This includes using Read 180 and Math 180 to support English learners and special education students.</li> <li>• Continue to provide credit recovery courses for students at-risk of not graduating through summer school, winter intercession and before and after school.</li> <li>• Create a math tutoring lab at each comprehensive high school focused on supporting students who need additional help.</li> <li>• Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.</li> <li>• Add a Behavior Specialist/Counselor at Tech Prep High School to support students with behavioral needs.</li> <li>• Implement Project Grad at Tech Prep High School aimed at addressing social emotional needs and career certification.</li> </ul>	



- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

21.77	%
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The district is meeting its minimum proportionality requirement by expenditure of the total 2016-2017 supplemental and concentration grant funding for qualifying purposes. The planned expenditures are \$\_9,774,540\_ which equals 22.89% or 1.12% above the minimum requirement. The District has demonstrated the proportional use of supplemental and concentration grant funds by budgeted expenditure of those dollars. The following services are provided for specifically English Learners.

- ELD support sections in the master schedule.
- Staff development on embedding ELD standards and instructional strategies in Social Studies, Mathematics and Science.
- In addition to the many services that are principally directed to unduplicated students delineated in section 3A, the District plans to not only continue, but also expand the ELD support sections in the master schedule, staff development on embedding ELD standards and instructional strategies in core subjects, and the successful ELD professional learning community, which enables teachers and administrators to focus on the specific needs of English learner students. Additionally, the District is rewording Goal 3 to underscore the importance of increasing EL student proficiency over the next three year cycle, and direct services for unduplicated pupils above and beyond services for other students include additional efforts that are being made to increase parent participation in DELAC and site ELACs through expanded services of the ELD coordinator, site administrators, and Family Community Liaisons (G3.3) and increased efforts to involve the parents of special needs and FY students through additional surveying and analysis of these data (G3.12) in 2016-2017.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

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

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

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

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

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

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