

## **REGULAR BOARD MEETING - JUNE 12 2024**

06/12/2024 [03:00 PM]

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### **REGULAR BOARD MEETING**

For the Regular Board Meeting of June 12, 2024, at 3:00 p.m., in the Redwood Conference Center at the Jim Vidak Education Center, 6200 S. Mooney Boulevard, Visalia, California.

#### **1. CALL TO ORDER**

- a. Pledge of Allegiance
- b. Welcome

#### **2. ADA ACCOMMODATION REQUIREMENT**

Persons who are in need of a disability-related modification or accommodation in order to participate in the board meeting must make a request in writing to the Office of the County Superintendent of Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

Written documents concerning agenda items are available for public inspection during normal business hours within 72 hours of a regular board meeting at the Tulare County Office of Education, 6200 South Mooney Boulevard, Visalia, California.

#### **3. PUBLIC COMMENTS**

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

#### **4. ACTION ITEMS**

##### **4.a. Routine Matters**

##### **4.a.a. Consent Calendar**

- a. Approval of Minutes for the Regular Board Meeting of May 8, 2024, Encl. No. 1
- b. Authorization of Countywide Registration of Credentials, Encl. No. 2

- c. Authorization of Temporary County Certificates, Encl. No. 3
- d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4
- e. Donation from Trophy Shoppe (\$1,311.17) to Science Fair Student Event, Encl. No. 5

#### **4.b. Old Business**

- 4.b.a.** Second Reading, Consideration and Approval, Arts, Music, and Instructional Materials Discretionary Block Grant for TCOE/Special Education – **Kevin Jessee**, Encl. No. 6
- 4.b.b.** Second Reading, Consideration and Approval, Arts, Music, and Instructional Materials Discretionary Block Grant for La Sierra Military Academy (LSMA) -- **Jose Bedolla**, Encl. No. 7
- 4.b.c.** Second Reading, Consideration and Approval, Arts, Music, and Instructional Materials Discretionary Block Grant for University Preparatory High School (UPHS) -- **Dr. Helen Milliorn-Feller**, Encl. No. 8
- 4.b.d.** Second Reading, Consideration and Approval, Local Control and Accountability Plan (LCAP) for TCOE/Special Services -- **Kevin Jessee**, Encl. No. 9
- 4.b.e.** Second Reading, Consideration and Approval, Local Control and Accountability Plan (LCAP) for La Sierra Military Academy (LSMA) -- **Jose Bedolla**, Encl. No. 10
- 4.b.f.** Second Reading, Consideration and Approval, Local Control and Accountability Plan (LCAP) for University Preparatory High School (UPHS) -- **Dr. Helen Milliorn-Feller**, Encl. No. 11

#### **4.c. New Business**

- 4.c.a.** Consideration and Approval, Consolidated Application for Funding, 2024-2025 School Year -- **John Davis**, Encl. No. 12
- 4.c.b.** Consideration and Approval, Local Control and Accountability Plan/Every Student Succeeds Act Federal Addendum Update -- **John Davis**, Encl. No. 13
- 4.c.c.** Presentation of the Update on the Local Indicators for TCOE/Special Education 2024-25 -- **Kevin Jessee**, Encl. No. 14
- 4.c.d.** Presentation of the Update on the Local Indicators for La Sierra Military Academy (LSMA) 2024-25 -- **Jose Bedolla**, Enc. No. 15
- 4.c.e.** Presentation of the Update on the Local Indicators for University Preparatory High School (UPHS) 2024-2025 -- **Dr. Helen Milliorn-Feller**, Encl. No. 16
- 4.c.f.** Consideration and Approval, Mental Health Average Daily Attendance Allocation Grant Award 23-24 (\$17,734) -- **Tammy Bradford**, Encl. No. 17
- 4.c.g.** Consideration and Approval, Prop 28 Arts and Music Grant (\$285,371) -- **Sarah Hamilton**, Encl. No. 18
- 4.c.h.** Presentation of the County Office Summary Report to LEAs with their LCAPs and Differentiated Assistance – **Dr. Martin Frolli**, Encl. No. 19
- 4.c.i.** Consideration and Approval, New Materials to ERS Library through CLSD Readership Grant, Quail Art Grant and ERS Library -- **Valarie Seita**, Encl. No. 20
- 4.c.j.** Public Hearing for Adoption of the 2024-2025 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA -- **Tammy Bradford**, Encl. No. 21

- 4.c.k.** Public Hearing for Adoption of the 2024-2027 Tulare County/District Special Education Local Plan -- **Tammy Bradford**, Encl. No. 22
- 4.c.l.** Consideration and Approval, Adoption of the 2024-2025 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA -- **Tammy Bradford**, Encl. No. 23
- 4.c.m.** Consideration and Approval, Adoption of the 2024-2027 Tulare County/District Special Education Local Plan -- **Tammy Bradford**, Encl. No. 24
- 4.c.n.** Consideration and Approval, School Plan for Student Achievement (SPSA) - Court and Community Schools -- **Joe Andrade**, Encl. No. 25
- 4.c.o.** Consideration and Approval, School Plan for Student Achievement (SPSA) - Special Education - **Sarah Hamilton**, Encl. No. 26
- 4.c.p.** Consideration and Approval, SELPA Policy #2500 - SELPA Special Education Funding Allocations -- **Tammy Bradford**, Encl. No. 27
- 4.c.q.** Consideration and Approval, WorkAbility I Program Grant Award 2023-2024 (\$81,540) -- **Jennifer Reimer**, Encl. No. 28
- 4.c.r.** Consideration and approval, Resolution No. 23/24-26, Spending Determination for Funds Received from the Education Protection Account (EPA) Fiscal Year 2024-2025 -- **Jody Arriaga**, Encl. No. 29
- 4.c.s.** Consideration and Adoption, 2024-2025 Tulare County Office of Education Budget -- **Dr. Fernie Marroquin**, Encl. No. 30
- 4.c.t.** Consideration and Approval, Temporary Loans to School Districts and Charter Schools, 2024-2025 and 2025-2026 - Resolution No. 23/24-27 and 23/24-28 -- **Dr. Fernie Marroquin**, Encl. No. 31
- 4.c.u.** Consideration and Approval, 2023-2024 Forest Reserve Apportionment -- **Sarah Smigiera**, Encl. No. 32
- 4.c.v.** Consideration and Approval, Cancel July 10, 2024, TCOE Board Meeting -- **Tim Hire**, Encl. No. 33
- 4.c.w.** First Reading, Board Policy 0410, Nondiscrimination in County Office Programs and Activities - **Dedi Somavia**, Encl. No. 34
- 4.c.x.** First Reading, Superintendent Policy & Administrative Regulation 4030, Nondiscrimination in Employment -- **Dedi Somavia**, Encl. No. 35

## **5. Information (Non-Discussion Items)**

- a. Letters and Communication/Correspondence
- b. Reports from Superintendent and Staff
- c. Reports from Board, Information and Questions

## **6. Next Scheduled Board Meeting**

July 10, 2024 -- 3:00 p.m. **or** August 14, 2024 -- 3:00 p.m.

## **7. Adjournment**

## **TULARE COUNTY BOARD OF EDUCATION**

05/08/2024 [03:00 PM]

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### **REGULAR BOARD MEETING**

For the Regular Board Meeting of May 8, 2024, at 3:00 p.m., in the Redwood Conference Center at the Jim Vidak Education Center, 6200 S. Mooney Blvd., Visalia, California.

#### **1. CALL TO ORDER**

- a. Pledge of Allegiance
- b. Welcome

#### **2. Poetry & Prose Student Presentations**

Chris Meyer presented to the Board three Superior rated groups of students who presented their poems. This year was our 39th year of this wonderful event. This event included six days with 18 sessions of students reciting poems. There were 116 schools that participated, 105 from Tulare County, 10 from Fresno County, and one from Kings County schools. We had 841 performances that took place which included 1,981 participating students. Nancy Bellin was present and acknowledged. Mr. Meyer thanked Brook Killingsworth and all the assigned judges who assisted with judging. In advance, Mr. Meyer thanked the student groups who recited from Liberty Elementary School who recited "I Love America." Hurley Elementary School's student performed "I Transformed." The third performance was from a student from Oak Grove School reciting "The Cage Bird Sings."

Mr. Enea thanked all the performers and wished them well in the future.

#### **3. Board Members and Staff Present**

Board members present: President Joe Enea, Vice President Debby Holguin, Judy Coble, Tom Link, Celia Maldonado-Arroyo, Tony Rodriguez, and Ex-Officio Secretary Tim A. Hire. Absent Board Member: Chris Reed. Staff members present: Jody Arriaga, Jose Bedolla, Julie Berk, John Davis, Karla Doyer, Bekah Gomez, Kevin Jessee, Brook Killingsworth, Dr. Fernie Marroquin, Sara Marvin, Chris Meyer, Helen Dr. Milliorn-Feller, Megan Motsenbocker, Anthony Paz, Ron Pekarek, Shantall Porchia, Freddy Reyes, and Dr. Amanda Richard. Guests present: Kristie Adams, Nancy Bellin, Stanley Bonds, Blanca Chavez, Chelse Chavez Gonzalez, Diana S., Miriam Saham, and Josh Whiteside.

#### **4. ADA ACCOMMODATION REQUIREMENT**

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Schools, 6200 South Mooney Boulevard, Visalia, California, P.O. Box 5091, 559/733-6301. A request for accommodation should specify the nature of the modification or accommodation requested, including any necessary auxiliary aids or services required and the name and telephone number of the person making the request. The written request should be made as soon as possible and no later than 2 days before the meeting. The agenda, agenda packet and any written documents distributed to the board during a public meeting will be made available in appropriate alternative formats upon request by a person with a disability as required by the Americans with Disabilities Act.

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## 5. PUBLIC COMMENTS

Members of the public may address the board on any agenda item, or other item of interest within the subject matter jurisdiction of the board during the public comment period. Agenda items may also be addressed by the public at the time they are taken up by the board. The board is not able to discuss or take action on any item not appearing on the agenda. A five-minute time limit can be imposed on public input for individuals/issues as deemed necessary.

Members of the public did not address any matter of jurisdiction.

## 6. ACTION ITEMS

### 6.a. Routine Matters

#### 6.a.a. Consent Calendar

- a. Approval of Minutes for the Regular Board Meeting of April 10, 2024, Encl. No. 1
- b. Authorization of Countywide Registration of Credentials, Encl. No. 2
- c. Authorization of Temporary County Certificates, Encl. No. 3
- d. Authorization of Countywide Emergency Permit Applications, Encl. No. 4

Mr. Enea announced that board member Chris Reed was absent.

#### ***Vote Results***

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**Yea:** 6 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Tony Rodriguez

**Nay:** 0

**Abstain:** 0

**Not Cast:** 1 Chris Reed

**Motion:** Celia Maldonado-Arroyo    **Second:** Tom Link

**6.b. New Business**

**6.b.a. Presentation of the Williams/Valenzuela Uniform Complaint Report, 1st Quarter of 2024 for Tulare County School Districts – Dr. Fernie Marroquin, Encl. No. 5**

Dr. Fernie Marroquin presented the Williams/ Valenzuela Uniform Complaint Report 1st Quarter of 2024. There were two findings in this quarter. One finding was with the Burton Elementary School District regarding instructional materials. This issue has since been resolved. The second finding was with Visalia Unified School District for an ADA compliance issue. VUSD is currently addressing that issue. This report is for information only.

**6.b.b. Consideration and Approval, Part C, Early Education Program Grant Award 2023-2024 (\$140,675) -- Ron Pekarek, Encl. No. 6**

***Vote Results***

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**Yea:** 6 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Tony Rodriguez

**Nay:** 0

**Abstain:** 0

**Not Cast:** 1 Chris Reed

**Motion:** Debby Holguin **Second:** Judy Coble

**6.b.c. Public Hearing for Local Control and Accountability Plan (LCAP), TCOE, Special Services -- Kevin Jessee, Encl. No. 7**

Mr. Enea opened a public hearing at 3:19 p.m. John Davis gave a brief summary of what the following three LCAPs first readings/public hearings are pertaining to UPHS, LSMA and TCOE/Special Services. Kevin Jessee gave first reading on TCOE/Special Services. New roles were developed for different needs. One need to address is chronic absenteeism. Mr. Enea closed the hearing at 3:21 p.m.

**6.b.d. Public Hearing for Local Control and Accountability Plan (LCAP), LSMA -- Jose Bedolla, Encl. No. 8**

Mr. Enea opened the public hearing at 3:22 p.m. for LSMA LCAP first reading. Jose Bedolla thanked all partners in assisting to meet set goals to prepare our students for college and career. In March, we received recognition by having a school leadership team that is working for next year's LCAP report. We did meet our audit criteria. John Davis gave information regarding Differentiated Assistance (DA). LSMA was eligible for DA. In this case, when a charter school becomes eligible for DA, the county office provides necessary support. We can't contribute support for LSMA because we oversee LSMA. Therefore, the support would come from our region lead. It so happens that TCOE is the region lead. Which is why we asked Kern County for support in this situation.

Judy Coble said she was happy to hear WASC Accreditation was met. The hearing closed at 3:26 p.m.

**6.b.e. Public hearing for Local Control and Accountability Plan (LCAP) for UPHS -- Dr. Hellen Milliorn-Feller, Encl. No. 9**

Mr. Enea opened a public hearing at 3:27 p.m. for the LCAP first reading for University Preparatory High School (UPHS). Before discussion took place, Superintendent Hire announced to the Board that Helen is no longer the interim but is now the principal to UPHS. We conducted a survey to determine what areas are we doing well and what areas do we need improvement. Sixty-six percent of UPHS students completed the survey. We looked at what students and parents had to say. The largest challenge is the socioeconomically disadvantaged group of students. Some shifts are needed with connections with students. We need to make connections to help students decide what career that want to get into after high school. Both students and staff felt that we need to offer more

emotional support for students. Helen advised the Board that UPHS has a social worker on their campus twice a week and a school psychologist once a week to meet students' needs. The hearing was closed at 3:34 p.m.

**6.b.f. Information: Arts, Music, and Instructional Materials Discretionary Block Grant for TCOE (\$337,763) -- Kevin Jessee, Encl. No. 10**

John Davis gave the purpose of what the Arts, Music, and Instructional Materials Discretionary Block Grant is for. This grant is for schools to obtain standards-aligned professional development and acquire instructional materials for a variety of subject areas. This funding is stabilized. Kevin Jessee advised the board that this was a new grant for them, TCOE Court/Community Schools and the AcCEL programs. TCOE would be receiving \$337,763. This was for information only.

**6.b.g. Information: Arts, Music, and Instructional Materials Discretionary Block Grant for LSMA (\$132,836) -- Jose Bedolla, Encl. No. 11**

Jose Bedolla, La Sierra Military Academy (LSMA) principal, informed the Board that the Arts, Music, and Instructional Materials Discretionary Block Grant would assist in getting a technology instructor and an arts instructor. The amount this grant would provide LSMA would be \$132, 896. This is for information only.

**6.b.h. Information: Arts, Music, and Instructional Materials Discretionary Block Grant for UPHS (\$81,500) -- Dr. Helen Milliorn-Feller, Encl. No. 12**

Dr. Helen Milliorn-Feller advised the Board that the Discretionary Block Grant would be put towards hiring a drama teacher for UPHS. The amount UPHS will receive is \$81,500. This is an informational item.

**6.b.i. Presentation of the 2024-2025 Proposed Budget for TCOE -- Jody Arriaga, Encl. No. 13**

Jody Arriaga brought some of her staff (Bekah Gomez, Megan Motsenbocker, and Karla Doyer) with her today and thanked them for all their assistance in preparing the 24-25 proposed budget for TCOE.

Jody gave a review of the budget assumptions which were shown to have CSSF revenues of an estimated beginning fund balance of \$243,974,634 and expenditures of \$235,103,319. The result will be an estimated ending fund balance of \$101,411,160. The Early Childhood Education Revenues of \$84,342,758 and expenditures of \$84,997,961 were shown with an estimated ending fund balance of \$3,449,396. Other funds include La Sierra Charter School, University Preparatory High School, SCICON, Facilities and LEVIS Trust. Jody advised that our budget is well within the range accepted by the state. Jody thank Mr. Hire and the Board for their support and guidance in preparing the report today. Jody congratulated Dr. Helen Milliorn-Feller for her promotion.

**6.b.j. Public Hearing for the 2024-2025 Proposed Budget for TCOE -- Dr. Fernie Marroquin, Encl. No. 14**

President Enea opened a public hearing at 3:54 p.m. for the 24-25 Proposed Budget for TCOE. Dr. Marroquin publicly thanked Jody and her staff for all their hard work. We are scheduled to adopt the 24-25 Budget for TCOE at the June 12 board meeting. The hearing was closed at 3:55 p.m.

## 6.b.k. Consideration and Approval, Adopt Resolution 23/24-23, Call for Board Election on November 5, 2024 -- Tim Hire, Encl. No. 15

### Vote Results

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**Yea:** 6 Judy Coble, Joe Enea, Debby Holguin, Tom Link, Celia Maldonado-Arroyo, Tony Rodriguez

**Nay:** 0

**Abstain:** 0

**Not Cast:** 1 Chris Reed

**Motion:** Judy Coble    **Second:** Celia Maldonado-Arroyo

## 6.b.l. Discussion of Changes Between CSBA and CCBE -- Tim Hire, Encl. No. 16

Discussion of CCBE under CSBA was requested. The communication of that change was not handled well. Mr. Hire was on a zoom meeting today listening to the concerns and needs of this transition. However, the deal is done. Now that we have Joe Enea as a CSBA delegate, maybe we can get further information.

Mr. Enea expressed his concerns to Mr. Fisher, from CSBA, of how this transition occurred. There was not much warning regarding this change. We are now one region of many. CCBE is now fully under CSBA,

Celia Maldonado-Arroyo said that CSBA sent out a survey with 45 questions to all members. The deadline to complete the survey is this Friday. Celia learned that they had announced this transition last year at the CSBA conference. She feels like its going to be okay. We will still have the same number of representatives from CCBE. Mr. Enea feels that we don't have the voice that is necessary for our new group coming from the central valley. He also heard that the dues amount are going to change. Judy Coble's concern is that CSBA will be wanting to take some money from CCBE. Joe thinks CCBE's money will be going towards the CSBA conference. Mr. Hire emphasized the importance of completing the survey that they have distributed.

## 7. Information (Non-Discussion Items)

- a. Letters and Communication/Correspondence
- b. Reports from Superintendent and Staff
- c. Reports from Board, Information and Questions

Mr. Hire mentioned the Farm Bureau calendar, the May 1 Farm Bureau invitation to their annual dinner celebrating selected individuals from the community who have worked with them (which included Robert Herman), and a balcony pass for the Young People's Concert on Monday. Tim also pointed out the list of graduation dates/times for all of TCOE charter schools and programs. TCOE retirees will be honored at the June board meeting. Mr. Hire thanked the board members who were able to attend Poetry and Prose reciting sessions and the 2024 Support Staff Conference.

Last month, Superintendent Hire announced the Excellence in Education winners for Tulare County: Alexa Barba-Tepner from Redwood High School (VUSD), Kristy Caesar from Lincoln Elementary School (Lindsay), and Lisa Kruger at Linwood Elementary School, VUSD.

On May 3, Educators of the Year award winners were notified: Jacob Avila from Redwood High School (VUSD), Anthony Nyugen from Palo Verde Union School District, and Glenda Landin from Hope Elementary School District.

Mr. Hire thanked Joe, Celia and Tony for being a judge at this year's salsa making contest at the Spring Social. The winner was Patty Najera from Special Services.. He also thanked board members for their attendance at this year's Office Olympics.

## **8. Next Scheduled Board Meeting**

June 12, 2024 -- 3:00 p.m., Redwood Conference Center, 6200 S. Mooney Blvd., Visalia.

## **9. Adjournment**

### **Minutes**

The meeting adjourned at 4:23 p.m.

Enclosure No. 2  
Agenda of 6/12/2024

CREDENTIALS REGISTERED

June 12, 2024

240123021	TC2	CL	AGAVO JESUS JR.
240104744	P12B	CD	AGUILERA AYLEEN
240116027	TC2	P5	AGUIRRE JANA E A
240002580	CTE	CL	AIELLO TERESA
240117633	P12B	CD	ALCANTAR GUTIERREZ MARIA G
240111741	SUBP	EM	ALLDRITT LISA G
240115030	SUBP	EM	ALMARAZ PEREZ VERONICA
240129087	TC2	P5	ALTAMIRANO DE INIGUEZ CELIA A
240118511	TC2	CL	ALVAREZ CRISTINA
240105860	SUBP	EM	ALVAREZ KARA
240023636	TC2	P5	ALVAREZ KARINA
240125609	SUBP	EM	ALVAREZ REYES MARYDALIA
240113965	SUBP	EM	ANTHONY TERRANCE D
240112781	TC4D	CL	APPELBAUM JULIE J
240121486	SA13	EM	ARMINIO KAITLYN A
240117654	TC2	CL	ARREDONDO SALVADOR
240108825	TC10	ML	ARREOLA RUEBEN
240128382	TC1	CL	ASTON LUKE A
240119984	TC2	CL	AUNE KATHERINE J
240111050	P12B	CD	AVILA AURELIA
240121196	TC3S	CL	AVILA ERLINDA
240114341	TC2	CL	AYON STEPHANIE C
240112560	SUBP	EM	AZEVEDO NICHOLE M
240122095	TC2	CL	BACA COURTNEY N
240120779	TC2	CL	BAEZA JAIME L
240114477	TC1	CL	BAKER DAWN M
240105208	SUBP	EM	BALTAZAR HERNANDEZ MARICRUZ
240103385	SUBP	EM	BARAJAS CISNEROS LEIDY A
240106122	SUBP	EM	BARRAZA MENDOZA ALIZANDRO
240107456	TC2	CL	BARRETO ESTHER
240104762	P12C	CD	BARRETT SARA
240118786	SUBP	EM	BARTLETT DANIEL R
240108007	SUBP	EM	BARTLETT VANESSA M
240116583	TC1	CL	BARTON ELAINE M
240101270	SUBP	EM	BASURTO ESPINO ONESIMO

Enclosure No.  
Agenda of 6/12/2024

CREDENTIALS REGISTERED

June 12, 2024

240105964	TC2	CL	BEAMER KATRINA A
240114805	TC2	CL	BECERRA-PARRILLA GLORIA
240105097	SUBP	EM	BELTRAN KAYLAN
240114277	TC2	CL	BENAS PRISCILLA E
240116116	SUBP	EM	BENAVIDES ALFRED C
240072642	TC2	CL	BENNETT AMANDA
240121195	TC2	P5	BENNETT TRISTIN T
240100902	TC1	CL	BERRY DONNA F
240100455	SC2E	EM	BESE DENISE A
240108432	TC2	CL	BITTICK JUDITH
240128203	CTE	P3	BOLDEN KAI S
240117462	TC2	CL	BOLES JANICE A
240112918	TC1	CL	BONTRAGER CODEE L
240112921	TC3A	CL	BONTRAGER CODEE L
240110525	TC1	CL	BORQUEZ CHRISTOPHER C
240119643	TC2	CL	BOWLINE DEBORAH R
240110391	TC2	CL	BRAN ILONA P
240115831	TC2	CL	BRANDERHORST MARK G
240115090	TC2	CL	BRANNEN DEANNA L
240120944	TC2	CL	BRAY BENTON J
240110358	SC8	CL	BRISENO BIANCA C
240110642	TC2	CL	BRITTER DAVID H
240125328	TC2	CL	BROWN GARETH O
240109834	TC3S	P5	BROWN SIGRID M
240122138	TC3S	P5	BROWN SIGRID M
240126107	TC13	SL	BUENROSTRO ALEJANDRO
240109059	SUBP	EM	BURAD CANO AMARIS N
240108088	SUBP	EM	BURGESS CARSTEN M
240112253	TC1	CL	BURINGRUD JOEL D
240106160	TC1	CL	CADICAMO MICHAEL P
240129470	SC5	IN	CALDERON DIAZ JENNIFER S
240104763	P12E	CD	CALVAC PEREZ FLORINDA
240126370	TC2	CL	CAMACHO FIDELINA A
240107720	SUBT	EM	CANTRELL KYLE F
240128239	TC2	CL	CARBAJAL MARILU

Enclosure No.  
Agenda of 6/12/2024

CREDENTIALS REGISTERED

June 12, 2024

240127700	SUBP	EM	CARDONA MELISSA
240111609	TC13	SE	CARRANZA GABRIELA
240109385	SUBP	EM	CARRILLO-PEREZ EVELYN E
240020646	SC5	CL	CASTELLANOS
240128417	TC1	CL	CASTILLO LEONARDO L
240117296	P12B	CD	CASTRO MARYAH Y
240129989	SC5	CL	CEJA JOSEFINA R
240107416	TC2	P5	CERVANTES RAMIREZ ELIZABETH
240112782	TC13	ML	CERVANTES RAMIREZ ELIZABETH
240110508	TC1	P5	CHARRETTE CONNOR
240106735	SUBP	EM	CHAVEZ RUBY
240124413	SUBP	EM	CHAVEZ VALERIE S
240101293	TC2	CL	CHAVEZ VATHANAPHONE
240101228	SUBP	EM	CISNEROS CRISTINA
240105488	TC2	CL	CLYBORNE ASHLEY B
240105726	RLLS	CL	CLYBURN CHERYL D
240126202	CTE	CL	COATS AMY J
240128451	TC2	CL	COLLINS JEREMY D
240100844	TC1	CL	CONN ANGELA M
240108315	TC2	CL	CONTRERAS JESSICA
240106035	P12C	CD	CONTRERAS RAMIREZ SERGIO
240103504	TC2	CL	COPE WADDLE AVRIL M
240100686	SUBP	EM	CORNEJO JAMILET
240105694	SUBP	EM	CORREA STEPHEN
240105084	SUBP	EM	COTA AMARILLAS KIMBERLY
240127748	TC2	CL	CRABTREE DENISE A
240102588	TC2	CL	CRAWFORD-FINNEY LESLIE S
240129855	TC2	CL	DE HAAN BREANN
240118518	SA13	EM	DE PONTE LAUREL K
240109137	TC2	CL	DENNIS AMY E
240110357	TC2	CL	DESROSIERS SHERIE M
240105490	TC3S	IN	DIAS CORYNNE N
240109617	RLLS	CL	DIAZ KAREN E
240109614	TC2	CL	DIAZ KAREN E
240129462	TC2	CL	DIAZ MARSELA



Enclosure No.  
Agenda of 6/12/2024

CREDENTIALS REGISTERED

June 12, 2024

240113272	TC2	P5	DIAZ MONICA F
240117834	TC2	CL	DOHERTY JORDAN D
240128722	TC2	CL	DUENAS CYNTHIA
240109595	TC2	CL	DURAN EMILY N
240110436	TC2	CL	DURAN STEPHANIE A
240101243	TC1	CL	DUSSAN SERGIO
240127002	CTE	P3	EARP TRAVIS C
240100735	SC1A	CL	EDSBERG MILDRED I
240119292	SUBP	EM	EGGMAN SARAH E
240103161	TC2	CL	ETHRIDGE DANA M
240100958	TC2	P5	EVENSON MEGAN J
240111352	TC2	CL	EVERETT JACKIE L
240120241	TC2	CL	FAST CHERITY E
240111486	SUBP	EM	FELIX DELGADO LUIS A
240129907	TC2	CL	FERNANDES SALLY L
240103891	SC8	P2	FIERRO CARMEN L
240127053	SUBP	EM	FIGUEROA ELIZABETH
240111823	TC1	CL	FLETCHER ALLISON
240109966	TC3S	CL	FLORES BEATRIZ
240104442	SUBP	EM	FLORES JARA HILDA G
240116606	TC2	CL	FLUEGEL MARIA C
240112562	TC2	CL	FONSECA TRINA K
240119177	SUBP	EM	FOX LINDA A
240107792	SC1A	CL	FRANCONE JENNIFER A
240107791	TC2	CL	FRANCONE JENNIFER A
240116492	SC8	CL	GALICIA-CALDERON JENNA L
240119731	TC2	CL	GALUSHA LAUREL J
240119777	TC2	CL	GAMBOA NOEMI
240125750	SUBP	EM	GARCIA BRANDI R
240112424	TC2	CL	GARCIA CARYN N
240116120	TC2	CL	GARCIA KENNEDEE D
240112531	SC1A	CL	GARCIA LEANDRA A
240112521	SC5	CL	GARCIA LEANDRA A
240110575	SUBP	EM	GARZA REYNALDO
240128472	TC1	CL	GAULDEN AARON A

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240113620	SA12	C8	GIBSON ANNA C
240117396	SC1A	CL	GLENTZER NICOLE H
240117212	TC2	CL	GLENTZER NICOLE H
240109663	SUBP	EM	GOMEZ MARIELA
240106849	SUBP	EM	GOMEZ YADIRA
240102330	SUBP	EM	GONZALES-MEDINA BRIANNA J
240059984	TC2	CL	GONZALEZ ANDREW
240114937	TC1	CL	GONZALEZ JUAN C
240126929	TC2	P5	GONZALEZ MARIO D
230121853	TC1	CL	GRIFFIN MICHAEL
230121854	SC1A	CL	GRIFFIN MICHAEL
240128479	TC2	CL	GROOM KELLY C
240121570	SUBP	EM	GUERRERO BRIAUNA K
240110975	P12E	CD	GUERRERO LOPEZ CINTHIA J
240113047	TC2	CL	GURRUSQUIETA REYNA
240120268	SUBP	EM	GUTIERREZ AUSTIN
240106403	SUBT	EM	GUTIERREZ BERENICE
240099532	SUBP	EM	GUTIERREZ BRENDA
240119573	TC2	CL	GUTIERREZ-GUZMAN MARIA G
200166171	TC3S	CL	GUZMAN JEROME
240110865	P12B	CD	HACHE LINDSAY A
240108827	TC10	SL	HAINA KAIMI
240131748	SUBP	EM	HARO CASTRO JACQUELINE
240113454	TC2	CL	HARRELL BENNETT D
240108877	TC2	CL	HARRELSON ELIZABETH C
240066122	SC5	CL	HERNANDEZ AMI
240127599	TC2	CL	HERNANDEZ ANAYA FRANCISCO J
240119070	SUBP	EM	HERNANDEZ ELVIA
240122635	TC2	CL	HERNANDEZ ERNESTO
240110973	P12B	CD	HERNANDEZ MONIQUE
240117693	TC2	CL	HERNANDEZ SAN JUANITA
240117523	CTE	CL	HERNANDEZ-COOK ELLIE C
240117522	TC1	CL	HERNANDEZ-COOK ELLIE C
240115658	SUBP	EM	HERRERA MARYBEL
240112161	SUBP	EM	HINOJOSA ANGEL

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240100632	SUBP	EM	HOLDER MARVIN S
240129560	SUBP	EM	HONESTO GONZALEZ NANCY P
210108282	TC2	CL	HONLEY JESSICA
240046709	TC1	CL	HUERTA JACOB
240105714	SUBP	EM	HUERTA-JOHNSON LINDA
240112819	TC2	CL	HUFF MICHELLE R
240104381	SC5	CL	HULSEY BROOKE D
240128913	P12C	CD	IBARRA BLANCA L
240103177	SUBP	EM	IBARRA SANDI
240103300	SUBP	EM	IBARRA-DENIZ SUSANA
240107688	TC1	CL	JACOBSMA NICOLE K
240120442	SC1A	CL	JAROCKI NAILYA D
240120415	TC1	CL	JAROCKI NAILYA D
240112931	TC1	P5	JOHNSTON SARAH K
240110967	P12A	CD	JULIAN CAMPOS DAISY
240126801	TC2	CL	KELLEY CHRISTOPHER
240107440	TC2	CL	KELM SUSAN L
240112356	SC1A	P5	KIRK ALYSSA D
240116970	TC2	CL	KIRKINDOLL ROBBYN L
240116971	TC3S	L2	KIRKINDOLL ROBBYN L
240028601	TC1	CL	KLINCHUCH MALINDA
240028600	TC2	CL	KLINCHUCH MALINDA
240128691	TC13	ML	KONIG CARRIE
240129363	CTE	CL	KOS MIEKA
240113601	TC2	CL	LASTIRI EMILY A
240065663	SC5	CL	LEE AMANDA
240104774	SC3A	CL	LEONARDO ROBYN C
240128227	TC2	CL	LEPPKE ISAAC A
240109684	TC2	CL	LESLIE KAREESE J
240116348	SUBP	EM	LIMON SOLIS COSME E
240115681	TC2	CL	LOPEZ ANAVELA
240100895	SUBP	EM	LOPEZ ANAYA LISAMARIE
240128464	TC1	CL	LOPEZ ANTONIA A
240127930	SUBP	EM	LOPEZ CRYSTAL
240103007	SUBP	EM	LOPEZ KASSANDRA D

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240109593	TC1	CL	LOPEZ MARIA D
240101665	SUBP	EM	LOPEZ MARINA
240105738	P12E	CD	LOPEZ SANDRA
240078526	SUBP	EM	LOPEZ VICTOR
240117866	TC3S	CL	LOPEZ ZUNIGA SIRELY G
240125397	TC2	CL	LOPEZ ZUNIGA SIRELY G
240095505	SUBP	EM	LOVCI VIRGINIA
240123457	TC2	CL	LOVIK DAVID L
240102700	TC2	CL	LOWRY CHRISTINE M
240104341	SUBP	EM	LOZANO LETICIA N
240102237	TC2	CL	LUJAN JOHN P
240114999	TC1	CL	LUTTRELL HEATHER L
240117947	SUBP	EM	MABS JULIANN J
240128633	TC2	CL	MACIAS-CERVANTES ADRIANA
W24001020	SA14	WV	MAGALLANES MAYRA
240111907	SUBP	EM	MAGANA MARIAH M
240104526	RLLS	CL	MAGDALENO PATRICIA
240102293	SUBP	EM	MALDONADO NANCY
240128341	TC3S	CL	MANRIQUEZ KRISTINA M
240121019	SC3A	P5	MANZANO NAOMI N
240105275	SUBP	EM	MANZO-RUELAS AZUCENA
240114746	TC1	CL	MARROQUIN CRISOFORO
240110892	TC2	P5	MARTINEZ ELISA
240000443	SC5	CL	MARTINEZ EVEDICIA
240113796	SUBP	EM	MARTINEZ JESSICA S
240108627	TC2	P5	MARTINEZ NATALIE
240126105	TC1	CL	MARTINEZ RAFAEL
240120392	TC2	CL	MASCORRO ARMANDO J
240113253	TC2	CL	MASON ERIC C
240113393	P12C	CD	MAYFIELD SARA L
240117386	TC2	CL	MCCARTHY MARY M
240122132	TC3S	L2	MCCLUNG LINDA L
240105423	SC1A	CL	MCFARLANE ALAN R
240111793	SUBP	EM	MCGLASSON KELLY L
240114283	TC2	CL	MCKERCHER ELIZABETH

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240110076	TC1	CL	MCPHETRIDGE BRANDY R
240126290	TC2	CL	MCREYNOLDS TERRY Y
240113527	TC2	CL	MEDEROS VICTORIA E
240113528	TC3S	CL	MEDEROS VICTORIA E
240122985	TC3S	P5	MEDRANO LUCY P
240111204	TC2	CL	MELO CARYN L
240120364	SUBP	EM	MENDEZ YESENIA M
240106291	SUBP	EM	MENDEZ ZENDEJAS CRYSTAL
240126893	TC2	CL	MENDOZA ROSE M
240115467	TC2	CL	MILLER ROBIN R
240104357	P12E	CD	MIZE DIONNE VANESSA L
240113473	TC1	CL	MONTANEZ RAQUEL
240112305	SC1A	CL	MONTEJANO LISA A
240112304	TC1	CL	MONTEJANO LISA A
240122549	SUBP	EM	MONTOYA JORDYN A
240111692	SUBP	EM	MORAN RODRIGUEZ JAIME S
240117642	TC1	CL	MORENO CHRISTINA R
240126198	TC14	SL	MORENO JERREMY
240129160	TC2	CL	MORRIS JEANNIE K
240103599	TC2	CL	MURPHY KRISTEN E
240123198	SC1A	P5	NAGATANI NANCY M
240110496	TC2	CL	NAGEL HOLLY B
240121328	SC1A	CL	NAVARRO JOSE A
240103956	SUBP	EM	NAVARRO VANESSA J
240104869	P12C	CD	NEWTON ALESIA D
240129168	P12C	CD	ONTIVEROS CELESTE
240108980	SUBP	EM	OROZCO-GARCIA FERNANDO
240101383	TC4S	P5	ORTIZ JOSE S
240106916	SUBP	EM	ORTIZ PRISCILLA
240111551	SC1A	CL	OWEN ROBERT W
240111550	TC2	CL	OWEN ROBERT W
240117042	TC2	CL	PACILLAS JENNIFER
240117724	TC2	CL	PADRON YCXIA G
240115853	TC1	CL	PAIM AMBER D
240121738	SUBP	EM	PARRA RYAN

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240126554	SUBP	EM	PERAZA KARLA A
240127677	TC2	CL	PEREZ VICKI L
240113333	TC1	CL	PERKINS SHARON J
240111682	TC1	CL	PERRY DAVID
240125735	STCB	CL	PERRY SHERRY M
240119457	TC3H	CL	PETERSEN VIKKI G
240115715	TC1	CL	PHELAN RYAN P
240107900	SUBP	EM	PHILPOTT DIANE E
240110276	TC1	CL	PONCE-PENALOZA YEINE
240120579	P12D	CD	PORRAS YVONNE
240126093	SUBP	EM	POWELL MEGAN F
240127115	TC1	CL	POWELL MICHAEL D
240113347	TC1	CL	QUEZADA ARIEL
240125244	SUBP	EM	QUILLIN JASON
240106564	TC1	CL	QUINTERO BRANDI L
240127361	TC2	CL	QUINZON DOMINIC M
230295947	TC2	CL	RAMIREZ ANNA
230295948	SC1A	CL	RAMIREZ ANNA
240103497	SUBP	EM	RAMIREZ CHAVEZ MICAELINA
240103892	SC3A	P5	RAMOS DIANE M
240122235	TC2	CL	RAMOS JOSE L
240110528	TC2	CL	RAMOS JR ROSARIO
240117976	SUBP	EM	RAWLINS JAMES C
240120082	SA12	C8	RAY RYAN M
240107234	TC2	CL	RESURRECCION CATHERINE A
230308357	TC2	CL	REYES LAWRENCE
240109853	SUBP	EM	REYES-OLIVERA ODALYS
240096772	SUBP	EM	REYNA JODIE
240102186	TC2	CL	REYNA-RODRIGUEZ YADIRA
240105180	SUBP	EM	RIOS ANA G
240126081	SUBP	EM	RIVERA CANO EDUARDO A
240105412	SUBP	EM	RIVERA SIERRA DULSE
230204187	TC1	CL	ROBINSON AMBER
240129559	TC14	SL	RODRIGUEZ AARON
240111895	SUBP	EM	RODRIGUEZ CHRISTIAN

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240122727	SUBP	EM	RODRIGUEZ DAIZZY
240111885	TC2	CL	RODRIGUEZ GRISELDA
240107711	SUBP	EM	RODRIGUEZ JESSICA L
240106593	TC1	CL	ROEBUCK TRAVIS M
240103433	SUBP	EM	ROMERO RUBEN
240108370	SUBP	EM	ROONEY CHARLES
230321224	SUBP	EM	ROSS AMBER
240100552	TC1	CL	ROSS JENNIFER L
240109712	TC1	CL	ROYBAL AMANDA R
240111491	TC1	CL	RUIZ CLAUDIA M
240123685	P12C	CD	RUIZ FERNANDA
240113468	TC2	CL	RUIZ ZAMORA VANESA
240111249	SUBP	EM	RUTH DALLAS
240127597	TC2	CL	SALCEDO DANIA V
240119280	SUBP	EM	SALDANA PAUL
240122709	TC1	CL	SALVATORE HEATHER L
240100964	SUBP	EM	SANCHEZ ENRIQUE
240102807	SUBP	EM	SANCHEZ SAVANNAH
240100999	TC2	CL	SANDOVAL DORIA A
240119484	P12D	CD	SANTOS RAMIREZ ISABEL
240114555	TC1	CL	SAYRE-SILVA HEATHER R
240114554	TC2	CL	SAYRE-SILVA HEATHER R
240119200	TC2	CL	SCHMAL KAREN J
240112196	TC1	CL	SCHUSTER JOSEPH T
240106152	SUBP	EM	SCOTT TARA D
240127338	TC3S	L2	SEALS DAWN M
240117931	TC1	CL	SEARCY JR. KENNETH D
220041079	TC3S	CL	SEGURA SYLVIA
240102222	TC3S	CL	SERRATO YOLANDA
240130158	TC1	CL	SETSER TINA S
240132002	SUBP	EM	SETSER WILLIAM
240116466	SUBP	EM	SHABAN JOHNNY J
240122517	SUBP	EM	SIERRA OMAR
240121860	SUBP	EM	SILLEMON DEVAN L
240126726	SUBP	EM	SILVEIRA MARQUEZ JANET I

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240100379	TC2	P5	SMITH ATHENA R
240112191	SC1A	CL	SMITH KATRINA M
240103884	SC5	CL	SMITH PHILLIPA J
240112724	SC1A	CL	SOLIAN CHERIE A
240125085	TC13	ML	SOLIS STEPHANIE A
240115185	SUBP	EM	SOLORZANO PANIAGUA DENISE
240131704	SUBP	EM	SORIANO JANET
240123574	SUBP	EM	SOTO DANIELLE N
240106067	P12C	CD	SOTO ERMELINDA
240101574	SUBP	EM	SOUZA JESLYN M
240114007	TC2	CL	STANNARD AMANDA D
240115463	SUBP	EM	STEFFEN BRENDA
240115089	SUBP	EM	STODDARD NICOLETTE L
240119314	TC2	CL	STOUT MARGARET A
240120782	TC2	CL	SUN MADISON R
230262899	P12F	CD	TAFOLLA JUAN
240109323	P12C	CD	TAPIA-CISNEROS YASMIN
240110068	SUBP	EM	TATE BRANDON J
240103474	TC2	CL	THOMAS TRINA M
240128980	TC2	CL	THOMASON KIMBERLY D
240110122	SC1A	CL	THOMPSON MARK W
240110078	TC2	CL	THOMPSON MARK W
240112687	SUBP	EM	TILLEY CODY
240108515	CTE	CL	TILLEY RACHEL A
240117836	TC2	CL	TOLEDO LORENA E
240112859	TC2	CL	TORRES LOPEZ ESTHER
240110434	SUBP	EM	TORRES MELANO CINTHYA M
240129583	TC13	SE	TRUJILLO BEATRICE A
240117078	SUBP	EM	TURNER VERONICA
240101680	TC2	CL	TUTTLE MADILYNN
240102853	SC1A	P5	TYLER KIMBERLIE D
240101457	TC3S	L2	VALDEZ GRACIE
240119782	TC2	CL	VALDIVIA VALERIA
240105245	TC2	CL	VARGAS NARCISO
240103351	SUBP	EM	VAZQUEZ NORMA A



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240116298	TC2	CL	VEENENDAAL LISA M
240111055	P12A	CD	VENEGAS IRAIS
240130999	SUBP	EM	VERDUZCO ALEXANDRA
240113349	SUBP	EM	VIEIRA ADRIANNA A
240103143	SUBP	EM	VIELMA ALEJANDRA
240121227	TC4S	P5	VILLA JOSEPH E
240109564	SUBP	EM	VILLALOBOS ANDREW
240110131	SUBP	EM	VILLEGAS MARTHA
240111671	TC1	P5	WALKER CHRISTOPHER J
240110557	SC3A	CL	WALKOWIAK TIFFANI N
240112555	SUBP	EM	WALL EILEEN M
240129353	TC3S	CL	WARFORD KRYSTIN E
240126222	TC1	CL	WEAVER RODNEY L
240105816	SUBP	EM	WEISZBROD TWILA F
240103040	SUBP	EM	WENDT KUSTIYAH
240115145	TC2	CL	WEST SHELLY L
240129676	SUBP	EM	WHITAKER MATHEW
240124386	TC2	CL	WHITE ANALY R
240125136	SUBP	EM	WHITFIELD ROBERT T
240121289	P12E	CD	WOBROCK NATHAN D
240121696	TC1	CL	WOOD SCOTT B
240112249	TC2	CL	WOODS SHERRY L
240125992	TC2	CL	WRIGHT VIENNA N
240105881	SUBP	EM	YBARRA JACQUELINE O
240123615	TC3S	CL	YOUNG DARLENE R
240119609	TC1	CL	ZAMORA ERYKA G
240105153	P12C	CD	ZAMORA TAPIA GABRIELA
240102159	TC2	P5	ZAMUDIO BREANNA J
240109021	SUBP	EM	ZAVALA EFRAIN
240115634	TC2	CL	ZITO JACLYN A

APPROVAL OF TEMPORARY COUNTY CERTIFICATES

June 12 2024

NAVARRO NORMA	CD SITE SUPERVISOR PERMIT	CHILD CARE
ALVARADO ANNALY	WAIVER: ADMIN SVCS - RENEWAL	CUTLER-OROSI
ISLAS DIANA	PRELIM ADMIN SVCS	DINUBA
CLEMONS KIM	PRELIM ADMIN SVCS	EARLIMART
RAMOS ALMA	CD ASSOC TEACHER PERMIT - EXT	EARLIMART
REED JACOB	EMERG CAREER SUB - RENEWAL	EXETER
TRUJILLO BEATRICE	STSP: MN ED SPEC	LINDSAY
LANCASTER STEVEN	CLEAR SS: FL GEN SCI	OAK VALLEY
CAMACHO FIDELINA	PRELIM ADMIN SVCS	PLEASANT VIEW
MARTINEZ ELIA	CD TEACHER PERMIT	PORTERVILLE
QUEZADA ARIEL	PRELIM ADMIN SVCS	TULARE HIGH
BROWN SIGRID	PRELIM M/S ED SPEC	TCOE
JUAREZ ADAM	WAIVER: ADMIN SVCS - RENEWAL	TCOE
FERNANDEZ ZEPEDA JAZLYN	PROSPECTIVE SUB PERMIT	VARIOUS
GONZALEZ ARMANDO	PROSPECTIVE SUB PERMIT	VARIOUS
KAVADAS NICHOLAS	PRELIM SS: PE- BOOS	VARIOUS
LEMUS BERENISE	PROSPECTIVE SUB PERMIT	VARIOUS
LOPEZ-JUAREZ JACQUELINE	EMERG 30-DAY SUB PERMIT -RENEWAL	VARIOUS
MENDOZA TREYEZ FABIAN	PROSPECTIVE SUB PERMIT	VARIOUS
MILLER CYNTHIA	EMERG 30-DAY SUB PERMIT -RENEWAL	VARIOUS
PAYNE TIMOTHY	EMERG 30-DAY SUB PERMIT -RENEWAL	VARIOUS
BOLDEN KAI	PRELIM CTE: ECDF	VISALIA
CHASTEEN DEBORAH	SUPP AUTH: ENGLISH	VISALIA
HINKLE MELISSA	ADDED AUTH: CHEMISTRY	VISALIA
PEREZ NANCY	CLEAR SS: SPANISH -RENEWAL	VISALIA
ROBLES NICOLAS	SUPP AUTH: ENGLISH	VISALIA
VALENCIA BRITTNEY	PRELIM ADMIN SVCS	VISALIA
SUMMERS SHAUN	PRELIM ADMIN SVCS	WOODLAKE



**APPROVAL OF EMERGENCY PERMITS  
FOR FULL-TIME EMPLOYMENT**

**June 12, 2024**

**Emergency Permits: Online  
Recommendations**

STSP: MN ED SPEC

EMERG CLAD

PIP: SOCIAL SCIENCE

STSP: MULT SUBJ

STSP: MN ED SPEC

LINDSAY

FARMERSVILLE

VALLEY LIFE

VALLEY LIFE

VISALIA

TRUJILLO BEATRICE

MCINTOSH DAGNY

RODRIGUEZ AARON

KONIG CARRIE

CREECH FAITH

**Emergency Permits: Mailed**

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Chris Meyer, Assistant Superintendent, District Support Services

**SUBJECT:**

Acceptance of donation from Trophy Shoppe.

**DESCRIPTION/SUMMARY:**

This donation is on behalf of Trophy Shoppe. This in-kind donation of plaques and ribbons was given to the Science Fair student event.

**FINANCING:**

\$1311.17 in-kind value

**RECOMMENDATION:**

Acceptance of donation.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Arts, Music, and Instructional Materials Discretionary Block Grant - Expenditure Plan

**DESCRIPTION/SUMMARY:**

The sum of \$3,560,885,000 was appropriated from the General Fund to the State Department of Education, to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for schools to obtain standards-aligned professional development and acquire instructional materials for a variety of subject areas.

**FINANCING:**

\$337,763 received by Tulare County Office of Education

**RECOMMENDATION:**

Approval of funds.

## Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

<b>LEA Name:</b>	Tulare County Office of Education
<b>Contact Name:</b>	Tammy Bradford
<b>Email Address:</b>	tammy.bradford@tcoe.org
<b>Phone Number:</b>	559-730-2910

<b>Total Amount of funds received by the LEA:</b>	\$337,763
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<b>Date of adoption at a public meeting:</b>	05/08/2024
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[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

**(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:**

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
AcCEL Special Education Program - Will use the funds for the purchase of Unique Learning Systems to provide students with access to English, Math, Science and Social Studies curriculum.	0	160,940.57	136,622.43		297,563.00
<b>Subtotal</b>		<b>160,940.57</b>	<b>136,622.43</b>		<b>297,563.00</b>

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Court School - Will purchase music recording equipment such as laptop, monitors, speakers, headphones, microphones, software, audio interface, midi pad, cart			\$10,000		10,000.00
Court School - Will purchase curriculum for the purposes of teaching music recording			\$5,000		5,000.00
Court School - Will purchase musical instruments (guitar, drums)			\$8200		8,200.00
Court School - Will bring in an outside vendor/producer to instruct students on music/music recording			\$12,000		12,000.00
<b>Subtotal</b>			<b>35,200.00</b>		<b>35,200.00</b>

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Mid County Community School - Will purchase a variety of art supplies to support arts education			\$1,000		1,000.00
Mid County Community School - Will contract with an artist to provide scheduled art instruction			\$1,000		1,000.00
Mid County Community School - Purchase materials for students to create a mural on the west side of the school building			\$3,000		3,000.00
<b>Subtotal</b>			<b>5,000.00</b>		<b>5,000.00</b>

**Summary of Expenditures**

<b>Total Planned Expenditures by the LEA:</b>	<b>337,763.00</b>
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten



and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

<b>Planned Activity</b>	<b>Budgeted 2022-23</b>	<b>Budgeted 2023-24</b>	<b>Budgeted 2024-25</b>	<b>Budgeted 2025-26</b>	<b>Total Budgeted per Activity</b>
<b>Subtotal Section (1)</b>		160,940.57	136,622.43		297,563.00
<b>Subtotal Section (2)</b>			35,200.00		35,200.00
<b>Subtotal Section (3)</b>			5,000.00		5,000.00
<b>Totals by year</b>	<b>0.00</b>	<b>160,940.57</b>	<b>176,822.43</b>	<b>0.00</b>	<b>337,763.00</b>

<b>Total planned expenditures by the LEA:</b>
337,763.00

**General Instructions**

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Jose Bedolla

**SUBJECT:**

Consideration and approval of the Art and Music Discretionary Block Grant Plan for La Sierra Military Academy.

**DESCRIPTION/SUMMARY:**

The first public reading of the Art and Music Discretionary Block Grant Plan for La Sierra Military Academy was presented at the TCOE Board Meeting in May. This is a second public reading. Approval is being requested at this time.

**FINANCING:**

Funding is enumerated in the plan. No additional funding is being requested.

**RECOMMENDATION:**

Approval of the plan is recommended.

## Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

<b>LEA Name:</b>	Tulare County Office of Education
<b>Contact Name:</b>	Jose Bedolla
<b>Email Address:</b>	jose.bedolla@tcoe.org
<b>Phone Number:</b>	559-733-6963

<b>Total Amount of funds received by the LEA:</b>	132,836
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<b>Date of adoption at a public meeting:</b>	
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[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

**(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:**

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase new core curriculum for Math & ELA subject areas			13,752		13,752.00
<b>Subtotal</b>			<b>13,752.00</b>		<b>13,752.00</b>

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils’ home languages, to support pupils’ independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils’ home and community experiences and be available in English, pupils’ home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

**(6) Usage towards Career & Technical Education Certificated Salaries & Benefits**

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Usage towards Career & Technical Education Certificated Salaries & Benefits		58,692	60,392		119,084.00
<b>Subtotal</b>		<b>58,692.00</b>	<b>60,392.00</b>		<b>119,084.00</b>

**Summary of Expenditures**

<b>Total Planned Expenditures by the LEA:</b>	132,836.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal Section (1)</b>			13,752.00		13,752.00
<b>Subtotal Section (6)</b>		58,692.00	60,392.00		119,084.00
<b>Totals by year</b>	<b>0.00</b>	<b>58,692.00</b>	<b>74,144.00</b>	<b>0.00</b>	<b>132,836.00</b>

<b>Total planned expenditures by the LEA:</b>
132,836.00

**General Instructions**

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Helen Milliorn-Feller

**SUBJECT:**

Consideration and approval of the Art and Music Discretionary Block Grant Plan for University Preparatory High School.

**DESCRIPTION/SUMMARY:**

The first public reading of the Art and Music Discretionary Block Grant Plan for University Preparatory High School was presented at the TCOE Board Meeting in May. This is a second public reading. Approval is being requested at this time.

**FINANCING:**

Funding is enumerated in the plan. No additional funding is being requested.

**RECOMMENDATION:**

Approval of the plan is recommended.

## Arts, Music, and Instructional Materials Discretionary Block Grant 2022 Expenditure Plan

<b>LEA Name:</b>	University Preparatory High School
<b>Contact Name:</b>	Helen L. Milliorn-Feller
<b>Email Address:</b>	helenmf@tcoe.org
<b>Phone Number:</b>	5597375451

<b>Total Amount of funds received by the LEA:</b>	81500
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<b>Date of adoption at a public meeting:</b>	05/08/2024 12:00 am
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[AB 181 Sec. 134](#)

[AB 185 Sec. 56](#)

(a) For the 2022–23 fiscal year, the sum of three billion five hundred sixty million eight hundred eighty-five thousand dollars (\$3,560,885,000) is hereby appropriated from the General Fund to the State Department of Education to establish the Arts, Music, and Instructional Materials Discretionary Block Grant, for allocation to county offices of education, school districts, charter schools, and the state special schools to:

**(1) Obtain standards-aligned professional development and acquire instructional materials, in the following subject areas:**

- (A) Visual and performing arts.
- (B) World languages.
- (C) Mathematics.
- (D) Science, including environmental literacy.
- (E) English language arts, including early literacy.
- (F) Ethnic studies.
- (G) Financial literacy, including the content specified in Section 51284.5 of the Education Code.
- (H) Media literacy.
- (I) Computer science.
- (J) History-social science.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

(2) Obtain instructional materials and professional development aligned to best practices for improving school climate, including training on deescalation and restorative justice strategies, asset-based pedagogies, antibias, transformative social-emotional learning, media literacy, digital literacy, physical education, and learning through play.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

(3) Develop diverse book collections and obtain culturally relevant texts, including leveled texts, in both English and pupils' home languages, to support pupils' independent reading. It is the intent of the Legislature that these book collections and culturally relevant texts be used to provide support for pupils through the establishment of site-based school and classroom libraries that are culturally relevant to pupils' home and community experiences and be available in English, pupils' home language, or a combination of more than one language.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

(4) Operational costs, including but not limited, to retirement and health care cost increases.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Provide support for the salary and benefit cost of Fine Arts Teacher	5327	76173			81,500.00
<b>Subtotal</b>	<b>5,327.00</b>	<b>76,173.00</b>			<b>81,500.00</b>

(5) As related to the COVID-19 pandemic, acquire personal protective equipment, masks, cleaning supplies, COVID-19 tests, ventilation upgrades, and other similar expenditures, if they are necessary to keep pupils and staff safe from COVID-19 and schools open for in-person instruction.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					



(6)

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal</b>					

**Summary of Expenditures**

<b>Total Planned Expenditures by the LEA:</b>	81,500.00
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(b) The Superintendent of Public Instruction shall apportion funds proportionally to county offices of education, school districts, charter schools, and the state special schools on the basis of an equal amount per unit of average daily attendance for kindergarten and grades 1 to 12, inclusive, as those numbers were reported as of the second principal apportionment for the 2021–22 fiscal year. The average daily attendance for each state special school shall be deemed to be 97 percent of the enrollment as reported in the California Longitudinal Pupil Achievement Data System as of the 2021–22 Fall 1 Submission.

(c) Funding appropriated pursuant to this section shall be available for encumbrance through the 2025–26 fiscal year. Local educational agencies are encouraged, but not required, to proportionally use resources received pursuant to this section for the purposes noted in paragraphs (1) to (5), inclusive, of subdivision (a) and to support arts and music education programs.

(d) For purposes of this section, standards-aligned instructional materials includes, but is not limited to, books for school and classroom libraries.

(e) The governing board or body of each school district, county office of education, or charter school receiving funds pursuant to this section shall discuss and approve a plan for the expenditure of funds received pursuant to this section at a regularly scheduled public meeting. It is the intent of the Legislature that each school district, county office of education, or charter school expend any resources received pursuant to this section consistent with their governing board or body approved plan.

Planned Activity	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
<b>Subtotal Section (4)</b>	5,327.00	76,173.00			81,500.00
<b>Totals by year</b>	<b>5,327.00</b>	<b>76,173.00</b>	<b>0.00</b>	<b>0.00</b>	<b>81,500.00</b>

<b>Total planned expenditures by the LEA:</b>
81,500.00

**General Instructions**

This example template is provided as a resource as one way to develop an expenditure plan for the Arts, Music, and Instructional Materials Discretionary Block Grant of 2022. LEAs are cautioned to refer to AB 181, Sec. 134, (amended by AB 185, Sec. 56) for all program requirements. Please verify all calculations/formulas before finalizing the plan.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Local Control and Accountability Plan, Tulare County Office of Education- Second Reading

**DESCRIPTION/SUMMARY:**

The Tulare County Office of Education LCAP is developed for the wide range of students including expelled or incarcerated youth and students with disabilities with moderate to severe served by Tulare County Court School, Community School and Special Education School (AcCEL Program). These three schools serve students including those that may be English Language Learners, Low Income, Foster Youth as well as Students with Disabilities. As of Census Day (October 4th, 2024) TCOE had a total of 1169 students enrolled in the district in grades TK through 12th grade. The Special Education School had 1089. Court School had 68. Community School had 12.

**FINANCING:**

See LCAP for more details.

**RECOMMENDATION:**

Provide a public hearing and first read of the Tulare County Office of Education Local Control and Accountability Plan (LCAP). After public comments and input is obtained, the LCAP will be brought back for approval in June.

# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

# Goals and Actions

## Goal

Goal #	Description
1	All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Proficiency-State Assessment	3.85% of students met the standard (2019)	Data populated when CAASPP scores are available.	TCOE - 116.6 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 185.9 points below standard Court - 211.9 points below standard Community - less than 11 students, data not displayed for privacy	7% of students will meet the ELA standard on the state assessment
Math Proficiency-State Assessment	0% of students met the standard (2019)	Data populated when CAASPP scores are available.	TCOE - 179.1 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 255.5 points below standard. Court - 278.3 points below standard Community - less than 11 students, data not displayed for privacy	5% of students will meet the Math standard on the state assessment
English Learner Progress Toward English Language Proficiency	27.9% of English Learners progressed at least one ELPI level toward English	44% increased one level, 37% remained the same, 19% decreased one level	TCOE - 35.7% making progress towards English language proficiency -	TCOE - 55.6% making progress in ELA, an increase of 19.6%	40% of ELs will show 1 year's growth based on ELPAC results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
	language proficiency (2019 Dashboard)		2022 Dashboard ELPI levels 1-3 Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	Court - 58.3% making progress  Community - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	
Course completion meeting requirements for entrance UC and CSU campuses	3% of students have successfully met requirements (2019)	0% of students met requirements	0% of students met requirements	3.3% of TCOE students met requirements for College/Career readiness	7% of students will successfully meet requirements
CTE Course Completion	9% of students have successfully met requirements CTE sequence or other programs of study aligning with SBE-approved CTE Standards (2019)	0% met the CTE course completion	0% met the CTE course completion	0% prepared	13% of students will successfully meet requirements
English Learner Reclassification	0% of English Learners have been Reclassified (2020)	0% were reclassified	0% reclassified	no new data available	20% of English Learners will be Reclassified
Advanced Placement Examination	0% of students taking an AP exam have achieved a score of 3 or higher (2019)	0% students taking AP exam (2021-22)	0% students taking AP exam (2021-22)	no new data available	25% of students taking an AP exam will achieve a score of 3 or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
High School Cohort Graduation Rate	1.7% (2019-20)	4% graduation rate Updated data - 10.8% graduated - 2022 Dashboard	TCOE - 10.8% graduated Special Ed school - 0% graduated, our students with disabilities served in moderate/severe program work towards a certificate of completion. Court - 13% graduated Community - 7.7% graduated	3.2% graduated Special Ed school - 93% completed, 0% graduated Court - 5% graduated Community - Community - less than 11 students, data not displayed for privacy	14% Graduation Rate
Demonstration of College Preparedness via the Early Assessment Program (EAP) or other Assessment	3.85% ELA – TCOE Community 0% Math – TCOE Community 0% ELA – TCOE Court 0% Math – TCOE Court (All data for 2018-19 school year)	0% demonstrated preparedness	0% demonstrated preparedness	no new data available	10% ELA – TCOE Community 7% Math – TCOE Community 7% ELA – TCOE Court 7% Math – TCOE Court
Student, Parent, and Staff Sense of Safety and School Connectedness	Baseline will be established with results of 2021-22 Student, Parent, and Staff survey	67% of survey respondents indicated school environment is safe and nurturing	92.7% of parents indicated on the survey that their student feels connected to his/her school. 84.6% of respondents reported their student feels safe at school.	Healthy kids survey indicated 63% feel safe at school. School connectedness 42%. Caring adult relationships is 49%	75% of survey respondents will indicate school environment is safe & nurturing

## Goal Analysis

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

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

TCOE was successful in implementing LCAP action 1.1 (Provide a highly qualified staff) in the 2023-2024 LCAP. TCOE students were supported through highly qualified staff in our Court and Community schools including teachers, counselors social workers and education technology specialists. All credentialed positions were filled with the candidates appropriately credentialed for the position. Some estimated staffing costs were slightly lower than anticipated with an unexpected mid year retirements and grant funded positions.

Action 1.2 was partially implemented as planned with purchases of additional supplemental materials and supplies to support and reinforce learning. Some funds were reserved for additional supplies and materials to be purchased by the additional staff starting in the fall of 2024.

Action 1.3 was implemented as with facilities improved and maintained, however some field improvements were not able to be completed this school year due to limited availability of contractors.

Action 1.4 was partially implemented as planned. PD was provided to staff on ELD, however due to scheduling conflicts with the PD provider not all the funds were spent.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some of our LCAP goal 1 actions had minor material differences between budgeted expenditures and estimated actual expenditures.

Action 1.1 - had a material difference in the planned expenditures and the estimated actual expenditures. Some estimated staffing costs were slightly lower than anticipated with an unexpected mid year retirements and grant funded positions.

Action 1.2 - had a material difference in the planned expenditures and the estimated actual expenditures. Some funds were reserved for additional supplies and materials to be purchased by the additional staff starting in the fall of 2024

Action 1.3 - had a material difference in the planned expenditures and the estimated actual expenditures. Some field improvements were not able to be completed this school year due to limited availability of contractors

Action 1.4 - had a material difference in the planned expenditures and the estimated actual expenditures. PD was provided to staff on ELD, however due to scheduling conflicts with the PD provider not all the funds were spent

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Make sure to address each Action under the Goal as to its effectiveness or ineffectiveness. You can address as a single Action or group of Actions if the group is tied to the same metric(s). Provide evidence of effectiveness via metric outcomes, educational partner feedback, survey results, local growth outcomes, etc... Reference each Action. (ex.- Action 1.1 - , Actions 1.2, 1.3, and 1.6 - )

From the analysis of the combined data on actions associated with LCAP goal 1, improvements in social emotional functioning demonstrate effectiveness of the actions as measured by student and parent provided feedback and survey data, however continued growth is needed to further target academic growth. Over the 3 year LCAP cycle there were improvements in social emotional functioning however some regression in academic outcomes was also observed during this cycle followin the covid pandemic.

Action 1:1 supported students by building relationships and connecting to students as evidenced by students sharing the importance of having adults who care and take time to support them. Continued support of students with appropriately credentialed staff is needed, however additional targeted staff is needed for improved academic outcomes.

Action 1.2 provided additional CTE options for TCOE students. Supplemental materials and supplies resulted in increased academic outcomes as measured by students gaining credit towards graduation requirements, however did not yield gains in academic test scores since most of our students are in and out of TCOE schools too quickly to see the gains in CAASPP testing. This action will be rewritten next LCAP cycle.

Action 1.3 provided an improved environment for studnets to learn as evidenced by student and parent feedback through surveys and site visits. This action will continue.

Action 1.4 provided needed Professional development for teachers and students performance on ELD testing demonstrates significant improvement in ELD progress. This action will continue.

Action 1.5 Continued support for students with disabilities is needed and this support ensures students with disabilities have access to the appropriate modifications accommodations and services needed. This action will continue.

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

One of the things to include here is that for any Action in the Prompt 3 response that was ineffective, the district must describe the reasons for the ineffectiveness and revise the Action. Include a description of how this change will result in a new or strengthen approach. If the Action was ineffective, and the district chooses to remove the Action from the LCAP, that information would be included here as well.



Action 1:1 will be revised to focus on more instructional intervention and support to increase academic outcomes for students. This will be accomplished through the hiring of additional support staff.

Action 1.2 will be changed to improve academic outcomes for students by targeting supplemental materials and supplies to include interventions targeted to ELA and Math.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
2	All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation at parent/teacher conferences and parent meetings by using rosters/sign-in sheets	81% parent participation per Sign-in/Roster sheets (2020-21)	95% parent participation	100% participation in Community schools Court	School Sit Council meetings have occurred on...	85% parent participation
Credit accrual	99% (2019-20)	98% of students accrued credits	100% of student accrued credits in court school 100% of students accrued credits in community school	Court: 95 students earned an average of 11.43 credit earned during period of enrollment Community: 10 students earned an average of 21.9 credits	100% credit accrual
Student attendance rate	49% - Community Schools (2020-21) 96% - Court Schools (2020-21)	Community school attendance 54% Court School attendance 98%	Community School Attendance: Local attendance data indicates average up to 62.5% Court school attendance: 98%	Court - to few students for data rates Community - 5 students with attendance less than 90%	60% = Community School 98% = Court School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Chronic absenteeism rate	81.6% - Community Schools (2020-21) 8.10% - Court Schools (2020-21)	73% Community School 4% Court School	52% Tulare County Office of Education (district) Court and Community School both had too few students for a dashboard metric.	No dashboard data available for this area however last year Community School had 53%. Court had 0% Chronically absent.  This fall 10 students were enrolled in Mid County and 8/10 attended regularly however 2 students refused to attend despite repeated efforts of staff to intervene.	75% - Community School 5% - Court Schools
Suspension rate	8.1% - TCOE Community School (2020) 1.3% - TCOE Court School (2020)	Community schools suspension rate 5% Court school suspension rate 1%	2.3% of TCOE district students suspended (2022) 18.8% of TCOE Community schools (2022) 0.4% of TCOE Court School (2022)	TCOE - 1.6% suspended Court - 0% suspended Community - 8 suspensions in fall 2023	5% - TCOE Community School 1% - TCOE Court School
Middle School Dropout Rate	0% Dropout Rate (2020)	0% drop out rate	0% drop out rate	0%	0% Dropout Rate
High School Dropout Rate	91.5% Dropout Rate (2019-20)	91% drop out rate	Court had 3 dropouts last year, 0 this year.	0%	80% Dropout Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0% Expulsion Rate (2020)	0% Expulsion Rate	0% Expulsion Rate	0	0% Expulsion Rate

## Goal Analysis

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

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

During the last 3 year LCAP cycle the only substantive difference in planned and actual implementation was the elimination of action 2.2 in the 2022-2023 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.3 had a small material difference between the budgeted expenditures and estimated actual expenditures. This material difference was the result in reduced student directed learning online packages purchased during this LCAP year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

LCAP actions 2.2 demonstrate effectiveness in students by improving social emotional outcomes of students evidenced by the parent, student and teacher qualitative data including surveys and educational partner meetings. This action will continue.

Action 2.3 improved options for students to gain additional credit towards graduation however this did not necessary improve graduation rates. This action will be changed.

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

Action 2.2 has been successful and will increase and expand to serve more students and improve more social emotional outcomes for TCOE students.

Action 2.3 will be adjusted to provide increased educational opportunities for students to show improved graduation outcomes and continued growth in increasing credit accrual towards graduation.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Goals and Actions

### Goal

Goal #	Description
3	Increase student achievement for Foster Youth. Educational outcomes will not be adversely affected due to school mobility.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth Acquiring Credits Toward Graduation	100% of Foster Youth acquire credits toward graduation (2020)	100% foster youth acquired credits toward graduation	75% of foster youth in Court and Community earned credits towards graduation	No data available	Maintain 100%
Foster Youth FAFSA Completion	75% of Foster Youth completed the FAFSA application (2020)	100% of eligible foster youth completed the FAFSA application	100% of foster youth completed the FAFSA	no data available	100%
Foster Youth Enrollment in College	70% of Foster Youth enrolled in college after high school graduation (2019)	100% of foster youth enrolled in college after high school	72.7% of foster youth enrolled in college.	no data available	90%
Foster Youth Appropriately Transferred to a New School Within Two Days	50% of Foster Youth were appropriately transferred within two days. (2020)	75% of Foster Youth were appropriately transferred within two days.	33% of foster youth placed within two days	no data available	80%

### Goal Analysis

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

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

TCOE successfully implemented the actions associated with this LCAP goal to improve outcomes for foster youth during the last 3 year LCAP cycle. No Substantive differences were observed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no funds apportioned to the Actions under this Goal, therefore no material differences exist.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on a review of our LCAP outcomes these actions were effective.

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

TCOE will continue to support foster students with these actions, however actions will be targeted on the areas associated with our low income students for the equity multiplier.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Goal Analysis

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

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

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An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

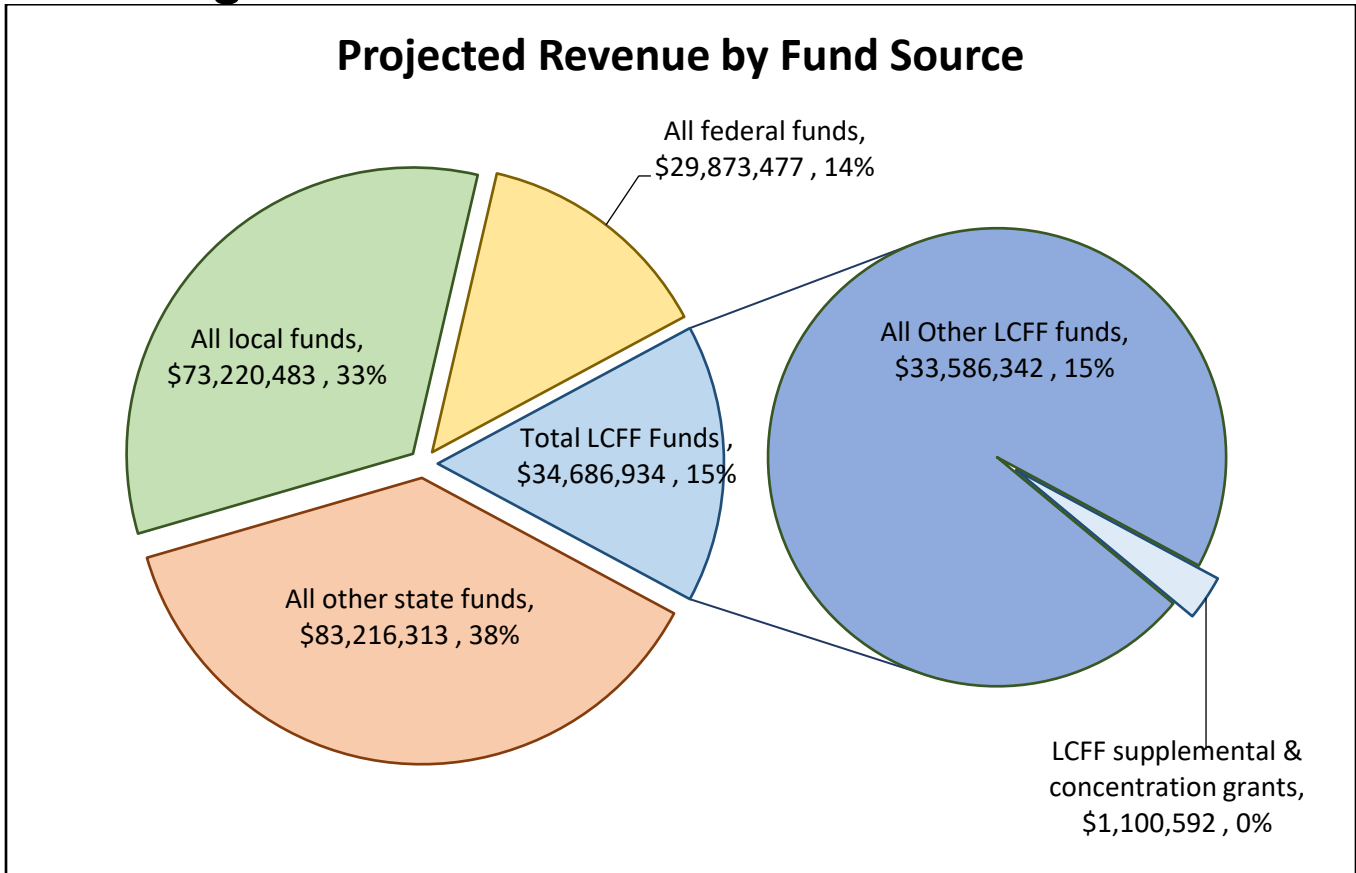
California Department of Education  
November 2023

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare County Office of Education  
CDS Code: 54105460000000  
School Year: 2024-25  
LEA contact information:  
Tammy Bradford  
Assistant Superintendent  
tammy.bradford@tcoe.org  
(559) 730-2910 x 5120

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

## Budget Overview for the 2024-25 School Year

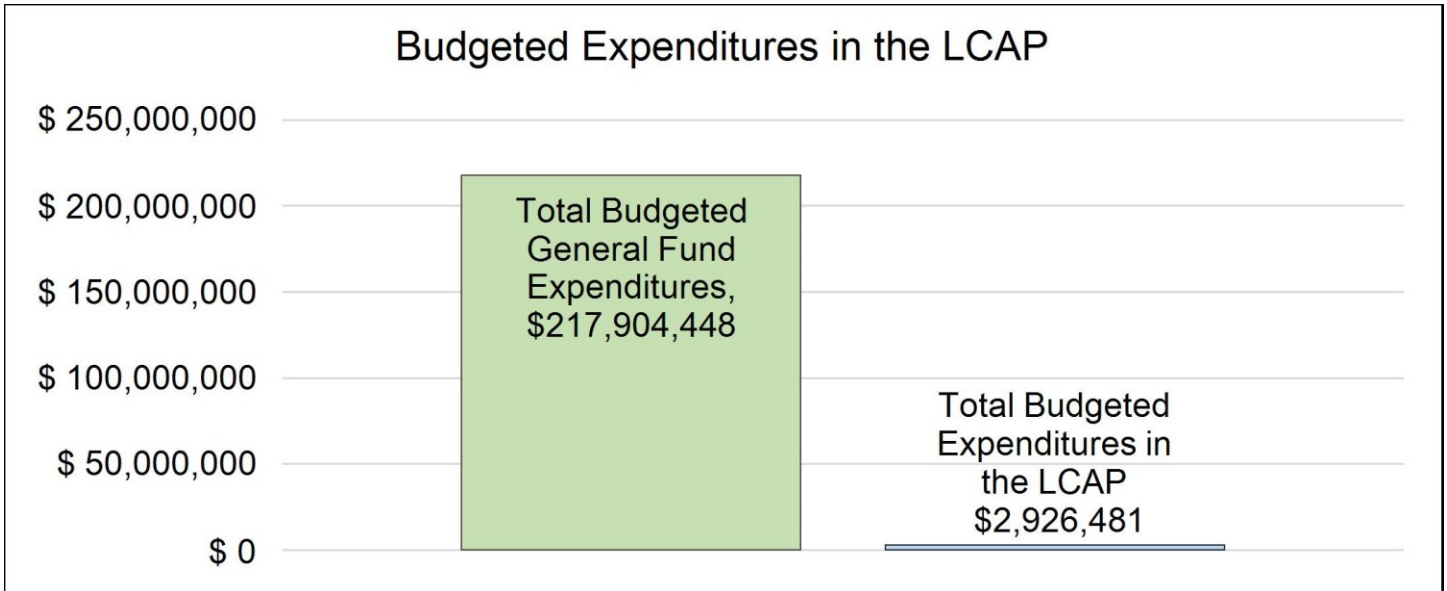


This chart shows the total general purpose revenue Tulare County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare County Office of Education is \$220,997,207, of which \$34,686,934 is Local Control Funding Formula (LCFF), \$83,216,313 is other state funds, \$73,220,483 is local funds, and \$29,873,477 is federal funds. Of the \$34,686,934 in LCFF Funds, \$1,100,592 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tulare County Office of Education plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tulare County Office of Education plans to spend \$21,790,4448 for the 2024-25 school year. Of that amount, \$2,926,481 is tied to actions/services in the LCAP and \$214,977,967 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

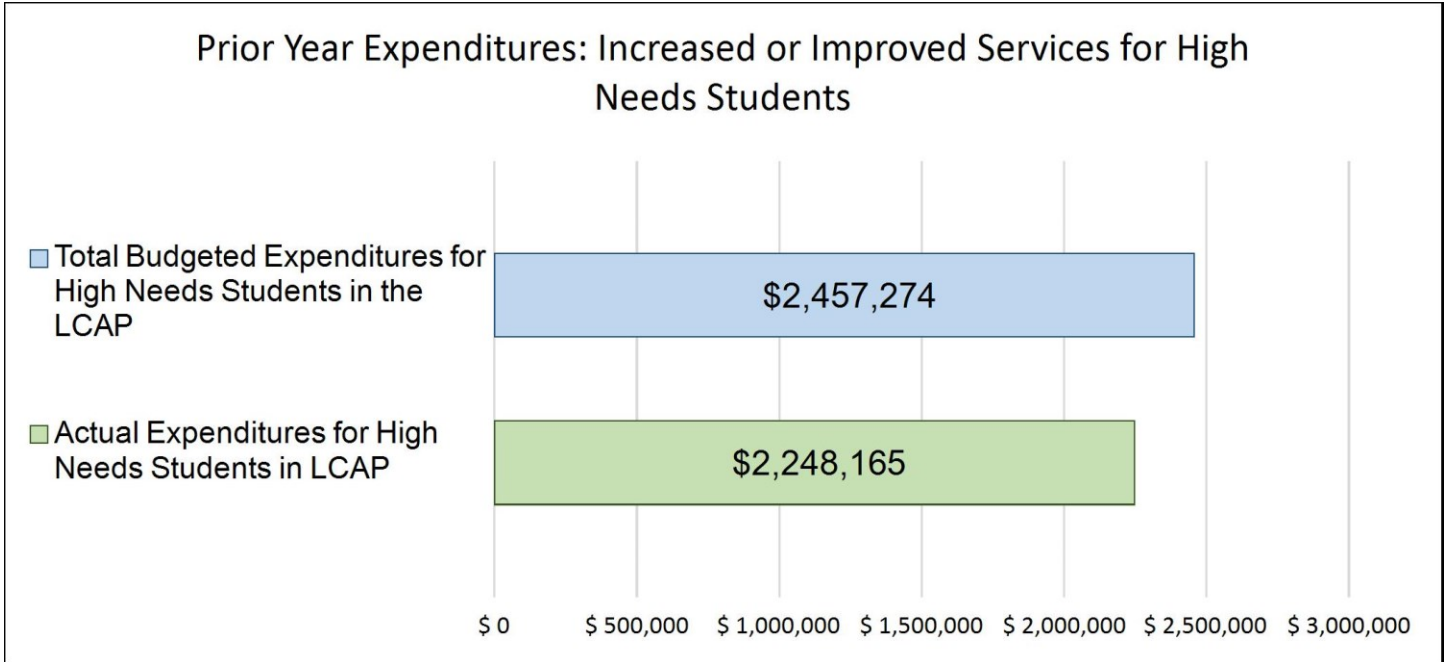
General Fund expenditures not in the LCAP include some employee costs, maintenance and operation expenses, and other expenditures tied to the execution of services to support providing for the needs of students in the district.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Tulare County Office of Education is projecting it will receive \$1,100,592 based on the enrollment of foster youth, English learner, and low-income students. Tulare County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Tulare County Office of Education plans to spend \$2,285,372 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Tulare County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tulare County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Tulare County Office of Education's LCAP budgeted \$2,457,274 for planned actions to increase or improve services for high needs students. Tulare County Office of Education actually spent \$2,248,165 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-209,109 had the following impact on Tulare County Office of Education's ability to increase or improve services for high needs students:

The difference in planned and actual expenditures had no impact on the delivery of services for high needs students. There was an over-budgeting in some planned expenditures, thus resulting in the difference. High needs students received planned Action services as intended.



# 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

# Goals and Actions

## Goal

Goal #	Description
1	All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA Proficiency-State Assessment	3.85% of students met the standard (2019)	Data populated when CAASPP scores are available.	TCOE - 116.6 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 185.9 points below standard Court - 211.9 points below standard Community - less than 11 students, data not displayed for privacy  Data year: 2022-2023	7% of students will meet the ELA standard on the state assessment
Math Proficiency-State Assessment	0% of students met the standard (2019)	Data populated when CAASPP scores are available.	TCOE - 179.1 points below standard Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 255.5 points below standard. Court - 278.3 points below standard Community - less than 11 students, data not displayed for privacy  Data year: 2022-2023	5% of students will meet the Math standard on the state assessment

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Toward English Language Proficiency	27.9% of English Learners progressed at least one ELPI level toward English language proficiency (2019 Dashboard)	44% increased one level, 37% remained the same, 19% decreased one level	TCOE - 35.7% making progress towards English language proficiency - 2022 Dashboard ELPI levels 1-3 Court - less than 11 students, data not displayed for privacy Community - less than 11 students, data not displayed for privacy	TCOE - 55.6% making progress in ELA, an increase of 19.6% Court - 58.3% making progress Community - less than 11 students, data not displayed for privacy Community - Data year: 2022-2023	40% of ELs will show 1 year's growth based on ELPAC results
Course completion meeting requirements for entrance UC and CSU campuses	3% of students have successfully met requirements (2019)	0% of students met requirements	0% of students met requirements	3.3% of TCOE students met requirements for College/Career readiness Data year: 2022-2023	7% of students will successfully meet requirements
CTE Course Completion	9% of students have successfully met requirements CTE sequence or other programs of study aligning with SBE-approved CTE Standards (2019)	0% met the CTE course completion	0% met the CTE course completion	0% prepared Data year: 2022-2023	13% of students will successfully meet requirements
English Learner Reclassification	0% of English Learners have been Reclassified (2020)	0% were reclassified	0% reclassified	4 total students reclassified or 1.8% reclassified	20% of English Learners will be Reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Data year: 2022-2023	
Advanced Placement Examination	0% of students taking an AP exam have achieved a score of 3 or higher (2019)	0% students taking AP exam (2021-22)	0% students taking AP exam (2021-22)	0% Data year: 2022-2023	25% of students taking an AP exam will achieve a score of 3 or higher
High School Cohort Graduation Rate	1.7% (2019-20)	4% graduation rate  Updated data - 10.8% graduated - 2022 Dashboard	TCOE - 10.8% graduated Special Ed school - 0% graduated, our students with disabilities served in moderate/severe program work towards a certificate of completion. Court - 13% graduated Community - 7.7% graduated	3.2% graduated  Special Ed school - 93% completed, 0% graduated  Court - 5% graduated  Community - Community - less than 11 students, data not displayed for privacy  Data year: 2022-2023	14% Graduation Rate
Demonstration of College Preparedness via the Early Assessment Program (EAP) or other Assessment	3.85% ELA – TCOE Community 0% Math – TCOE Community 0% ELA – TCOE Court 0% Math – TCOE Court (All data for 2018-19 school year)	0% demonstrated preparedness	0% demonstrated preparedness	0% demonstrated preparedness  Data year: 2022-2023	10% ELA – TCOE Community 7% Math – TCOE Community 7% ELA – TCOE Court 7% Math – TCOE Court
Student, Parent, and Staff Sense of Safety	Baseline will be established with	67% of survey respondents indicated	92.7% of parents indicated on the	Healthy kids survey indicated 63% feel	75% of survey respondents will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and School Connectedness	results of 2021-22 Student, Parent, and Staff survey	school environment is safe and nurturing	survey that their student feels connected to his/her school. 84.6% of respondents reported their student feels safe at school.	safe at school. School connectedness 42%. Caring adult relationships is 49%  Data year: 2022-2023	indicate school environment is safe & nurturing

## Goal Analysis

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

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

TCOE was successful in implementing LCAP action 1.1 (Provide a highly qualified staff) in the 2023-2024 LCAP. TCOE students were supported through highly qualified staff in our Court and Community schools including teachers, counselors social workers and education technology specialists. All credentialed positions were filled with the candidates appropriately credentialed for the position. Some estimated staffing costs were slightly lower than anticipated with an unexpected mid year retirements and grant funded positions.

Action 1.2 was partially implemented as planned with purchases of additional supplemental materials and supplies to support and reinforce learning. Some funds were reserved for additional supplies and materials to be purchased by the additional staff starting in the fall of 2024.

Action 1.3 was implemented as with facilities improved and maintained, however some field improvements were not able to be completed this school year due to limited availability of contractors.

Action 1.4 was partially implemented as planned. PD was provided to staff on ELD, however due to scheduling conflicts with the PD provider not all the funds were spent.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Some of our LCAP goal 1 actions had minor material differences between budgeted expenditures and estimated actual expenditures. Action 1.1 - had a material difference in the planned expenditures and the estimated actual expenditures. Some estimated staffing costs were slightly lower than anticipated with an unexpected mid year retirements and grant funded positions.

Action 1.2 - had a material difference in the planned expenditures and the estimated actual expenditures. Some funds were reserved for additional supplies and materials to be purchased by the additional staff starting in the fall of 2024

Action 1.3 - had a material difference in the planned expenditures and the estimated actual expenditures. Some field improvements were not able to be completed this school year due to limited availability of contractors

Action 1.4 - had a material difference in the planned expenditures and the estimated actual expenditures. PD was provided to staff on ELD, however due to scheduling conflicts with the PD provider, not all the funds were spent

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Make sure to address each Action under the Goal as to its effectiveness or ineffectiveness. You can address as a single Action or group of Actions if the group is tied to the same metric(s). Provide evidence of effectiveness via metric outcomes, educational partner feedback, survey results, local growth outcomes, etc... Reference each Action. (ex.- Action 1.1 - , Actions 1.2, 1.3, and 1.6 - )

From the analysis of the combined data on actions associated with LCAP goal 1, improvements in social emotional functioning demonstrate effectiveness of the actions as measured by student and parent provided feedback and survey data, however continued growth is needed to further target academic growth. Over the 3 year LCAP cycle there were improvements in social emotional functioning however some regression in academic outcomes was also observed during this cycle following the COVID pandemic.

Action 1:1 supported students by building relationships and connecting to students as evidenced by students sharing the importance of having adults who care and take time to support them. Continued support of students with appropriately credentialed staff is needed, however additional targeted staff is needed for improved academic outcomes.

Action 1.2 provided additional CTE options for TCOE students. Supplemental materials and supplies resulted in increased academic outcomes as measured by students gaining credit towards graduation requirements, however did not yield gains in academic test scores since most of our students are in and out of TCOE schools too quickly to see the gains in CAASPP testing. This action will be rewritten next LCAP cycle.

Action 1.3 provided an improved environment for students to learn as evidenced by student and parent feedback through surveys and site visits. This action will continue.

Action 1.4 provided needed Professional development for teachers and students performance on ELD testing demonstrates significant improvement in ELD progress. This action will continue.

Action 1.5 Continued support for students with disabilities is needed and this support ensures students with disabilities have access to the appropriate modifications accommodations and services needed. This action was effective and will continue.

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

One of the things to include here is that for any Action in the Prompt 3 response that was ineffective, the district must describe the reasons for the ineffectiveness and revise the Action. Include a description of how this change will result in a new or strengthened approach. If the Action was ineffective, and the district chooses to remove the Action from the LCAP, that information would be included here as well.

Action 1:1 will be revised to focus on more instructional intervention and support to increase academic outcomes for students. This will be accomplished through the hiring of additional support staff.

Action 1.2 will be changed to improve academic outcomes for students by targeting supplemental materials and supplies to include interventions targeted to ELA and Math.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation at parent/teacher conferences and parent meetings by using rosters/sign-in sheets	81% parent participation per Sign-in/Roster sheets (2020-21)	95% parent participation	100% participation in Community schools Court	100% participation in Community schools Court as measured by parent participation in School Site Council meetings have occurred on February 8, 2024 March 18, 2024 April 23, 2024	85% parent participation
Credit accrual	99% (2019-20)	98% of students accrued credits	100% of student accrued credits in court school 100% of students accrued credits in community school	Court: 95 students earned an average of 11.43 credit earned during period of enrollment Community: 10 students earned an average of 21.9 credits  Data year: 2022-2023	100% credit accrual



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rate	49% - Community Schools (2020-21) 96% - Court Schools (2020-21)	Community school attendance 54% Court School attendance 98%	Community School Attendance: Local attendance data indicates average up to 62.5%. Court school attendance: 98%	Court - too few students for data rates Community - 5 students with attendance less than 90% Special Ed - 63.4% students attending 90% or more  Data year: 2022-2023	60% = Community School 98% = Court School
Chronic absenteeism rate	81.6% - Community Schools (2020-21) 8.10% - Court Schools (2020-21)	73% Community School 4% Court School	52% Tulare County Office of Education (district) Court and Community School both had too few students for a dashboard metric.	No dashboard data available for this area however last year Community School had 53%. Court had 0% Chronically absent.  This fall 10 students were enrolled in Mid County and 8/10 attended regularly however 2 students refused to attend despite repeated efforts of staff to intervene.  Data year: 2022-2023	75% - Community School 5% - Court Schools
Suspension rate	8.1% - TCOE Community School (2020)	Community schools suspension rate 5%	2.3% of TCOE district students suspended (2022)	TCOE - 1.6% suspended Court - 0% suspended	5% - TCOE Community School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1.3% - TCOE Court School (2020)	Court school suspension rate 1%	18.8% of TCOE Community schools (2022) 0.4% of TCOE Court School (2022)	Community - 8 suspensions in fall 2023  Data year: 2022-2023	1% - TCOE Court School
Middle School Dropout Rate	0% Dropout Rate (2020)	0% drop out rate	0% drop out rate	0%  Data year: 2022-2023	0% Dropout Rate
High School Dropout Rate	91.5% Dropout Rate (2019-20)	91% drop out rate	Court had 3 dropouts last year, 0 this year. Community had 3 dropouts last year, 0 this year. TCOE Special Education had 1 dropout in 2022	0%  Data year: 2022-2023	80% Dropout Rate
Expulsion Rate	0% Expulsion Rate (2020)	0% Expulsion Rate	0% Expulsion Rate	0%  Data year: 2022-2023	0% Expulsion Rate

## Goal Analysis

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

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

During the last 3 year LCAP cycle the only substantive difference in planned and actual implementation was the elimination of action 2.2 in the 2022-2023 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.3 had a small material difference between the budgeted expenditures and estimated actual expenditures. This material difference was the result in reduced student directed learning online packages purchased during this LCAP year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

LCAP actions 2.2 demonstrate effectiveness in students by improving social emotional outcomes of students evidenced by the parent, student and teacher qualitative data including surveys and educational partner meetings. This action will continue.

Action 2.3 improved options for students to gain additional credit towards graduation however this did not necessarily improve graduation rates. This action will be changed.

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

Action 2.2 has been successful and will increase and expand to serve more students and improve more social emotional outcomes for TCOE students.

Action 2.3 will be adjusted to provide increased educational opportunities for students to show improved graduation outcomes and continued growth in increasing credit accrual towards graduation.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Increase student achievement for Foster Youth. Educational outcomes will not be adversely affected due to school mobility.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth Acquiring Credits Toward Graduation	100% of Foster Youth acquire credits toward graduation (2020)	100% foster youth acquired credits toward graduation	75% of foster youth in Court and Community earned credits towards graduation	59.1% of foster youth in Court and Community earned credits towards graduation 82.4% of all TCOE students including students with disabilities earned credits towards graduation.  Data year: 2023-24	Maintain 100%
Foster Youth FAFSA Completion	75% of Foster Youth completed the FAFSA application (2020)	100% of eligible foster youth completed the FAFSA application	100% of eligible foster youth completed the FAFSA application	80% of eligible foster youth completed the FAFSA application  Data year: 2023-24	100%
Foster Youth Enrollment in College	70% of Foster Youth enrolled in college after high school graduation (2019)	100% of foster youth enrolled in college after high school	72.7% of foster youth enrolled in college.	60% of foster youth enrolled in college.  Data year: 2020-21	90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Foster Youth Appropriately Transferred to a New School Within Two Days	50% of Foster Youth were appropriately transferred within two days. (2020)	75% of Foster Youth were appropriately transferred within two days.	33% of foster youth placed within two days	25.9% of foster youth placed within two days Data year: 2023-24	80%

## Goal Analysis

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

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

TCOE successfully implemented the actions associated with this LCAP goal to improve outcomes for foster youth during the last 3 year LCAP cycle. No Substantive differences were observed and no particular challenges with implementation occurred.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no funds apportioned to the Actions under this Goal, therefore no material differences exist.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on a review of our LCAP outcomes these actions were effective.

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

TCOE will continue to support foster students with these actions, however actions will be targeted on the areas associated with our low income students for the equity multiplier. After review of the Goal, metrics and outcomes, it was evident that no other changes are needed at this time.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

#### Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

#### Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

#### Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

## Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education  
November 2023



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Tulare County Office of Education (TCOE) is made up of three separate schools, the Special Education School, Court School and Community School in the rural Central Valley. TCOE serves a wide range of students including expelled or incarcerated youth and students with disabilities with moderate to severe. These three schools serve students including those that may be English Language Learners, Low Income, Foster Youth as well as Students with Disabilities. As of Census Day (October 4th, 2024) TCOE had a total of 1169 students enrolled in the district in grades TK through 12th grade. The Special Education School had 1089. Court School had 68. Community School had 12. The student population served by the Tulare County Office of Education includes:

- 76.4% Socioeconomically Disadvantaged or Low Income
- 2.1% Foster Youth,
- 10.9% English Language Learners districtwide

Each of our three schools serve very distinct populations of students. Each may include English Language Learners, Foster Youth, Low Income and Students with Disabilities.

**COURT SCHOOL:** Located at the Juvenile Detention Facility serves incarcerated youth ranging in ages 12-19 and provides comprehensive educational services for students who are under the custodial care of the Tulare County Probation Department. The Court School is year round and enrollment varies continuously throughout the school year as students come and go from the Juvenile Detention Facility as determined by the adjudication process of the juvenile court. The average number of days court school students were enrolled was 32. 63% of students were enrolled less than 14 days. 75% were enrolled less than 30 days, while 82% were enrolled less than 60 days, the balance of the students were enrolled 90 plus days.

**COMMUNITY SCHOOL:** The community school serves students ranging in grades 7-12. The Community School is Tulare County's educational program for expelled and probation/court referred youth. The program is a multi-tiered approach involving Tulare County Office of Education, Tulare County Probation, Tulare County Mental Health, and other collaborative partners. Students attending are either court-ordered, probation referred (formal or informal), or who have been expelled from district schools. Students are provided with an educational

program tailored to meet their individual academic learning level and behavioral needs. Students are typically enrolled for one to two semesters with the goal of transitioning back to their school of origin. There is a high transient population with the average number of days Community School students were enrolled of 84. 11% of students enrolled less than 14 days, 44% of students enrolled less than 60 days.

**SPECIAL EDUCATION SCHOOL:** The Tulare County Special Education School is a special education program titled AcCEL, Academic Collaborative of Exceptional Learners serving students TK through 12 and preschool. The Special Education School provides special education instruction and services to students with disabilities by IEP team decision. The Special Education School is the service provider for students with moderate to severe disabilities for our 43 member school districts in Tulare County. As of Census day the total number of students in grades Transitional Kindergarten through 12th grade was 1089.

The Special Education School offers educational services to students with moderate to severe disabilities including those with intellectual disabilities. TCOE Special Education School students are served in satellite classes at regular education school campuses throughout the county and in four special education centers located in Visalia, Tulare, Porterville and Yettem. The 1089 students are served in over 75 satellite classes and the four centers throughout the county serve students either within their neighborhood school or closer to them. The curriculum follows the California State Standards, but is significantly modified to meet the individual needs of students who have moderate to severe intellectual disabilities. Students interact with their typically developing peers to the maximum extent possible. Students who are educated in one of our four centers generally have multiple or profound disabilities and/or are able to function best in a more sheltered environment.

Both Court School and Community School are receiving Equity Multiplier funding.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A review of the California School Dashboard indicates some successes to highlight as well as areas Tulare County Office of Education will focus improvement efforts in the following three years of this LCAP cycle. These areas of focus are those areas identified in the lowest performance level on the California Dashboard.

Two highlights in the California Dashboard include improvements in English Learners proficiency and suspension rates overall.

- 55.6% English Learners are making progress towards English language proficiency which is an increase of 19.8% districtwide.
- Suspension rates for all students declined by .8% to 1.6% of students suspended at least one day.

Survey data indicates: The CHKS Survey indicated 49% of surveyed students in Court school reported having caring relationships with adults in school. Considering the short time that students in a juvenile detention facility, 49% of students reporting caring relationships within that setting is positive.

- 73% of students in court school reported "No" to feeling chronically sad or hopeless. This is below the state average.

Students provided feedback during site visits:

- Teachers explain things and help both academically and emotionally

- Appreciate staff patience, fairness, equality and the student store to motivate
- Staff checking in with students, help them feel cared for

Tulare County Office of Education district level red performance on Dashboard: Graduation rate for All students and Socioeconomically Disadvantaged

Special Education School red on the Dashboard:

- Chronic absenteeism for All students, Hispanic, Socioeconomically disadvantaged, English Learners, Students with Disabilities
- Graduation rate for All students, Hispanic, Socioeconomically disadvantaged, English Learners, Students with Disabilities
- College/Career rate All students

Community School level red on Dashboard:

- Suspension rate for Hispanic students

Court School students identified in the CHKS Survey that:

31% of students reported social emotional distress

only 66% of students reported no missing any days of school in the last 30 days

18% of students reported missing school due to feeling very sad, hopeless, anxious, stressed or angry

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Tulare County Special Education School is eligible for CSI.

### ***Support for Identified Schools***

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

Tulare County Office of Education supported the Special Education School in conducting their needs assessments by providing professional learning on understanding and analyzing student data and supporting troubleshooting procedures. TCOE will work with the SELPA and the

CAC to explore data, improvement ideas, and collaborate to identify appropriate evidence-based interventions to support student success. TCOE will also equip site leaders with relevant data to identify possible resource inequities.

### ***Monitoring and Evaluating Effectiveness***

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

Monitoring the implementation of the CSI plan includes site leaders using action aligned data metrics to evaluate action effectiveness and support effective implementation and/or begin a new cycle of improvement based on the interventions effectiveness or lack thereof.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	<ul style="list-style-type: none"> <li>• Surveyed staff in March 2024 to request input student needs, climate and possible actions to support development of the new LCAP</li> <li>• Met with teachers during staff meetings to discuss the Equity Multiplier funds and goals during monthly meetings. LCAP development and goals was addressed with staff input during School Site Council meetings in February and March.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Presented Mid year LCAP to School Site Council meetings including parents on February 8th and March 18th. Discussed LCAP planning and development process.</li> <li>• Surveyed parents in March 2024 to gain input on LCAP development.</li> <li>• Presented LCAP draft to School Site Council on 4/23 and discussed the Equity Multiplier funds and goals and actions. Educational Partners provided input to the development of LCAP goals and activities during the SSC meetings. Chronic Absenteeism continues to be an ongoing area of need. Parent engagement and involvement was also discussed and options for inclusion opportunities, training for parents and activities for students.</li> </ul>

Educational Partner(s)	Process for Engagement
Students	<ul style="list-style-type: none"> <li>• Surveyed students to request input in LCAP development on March 2024</li> <li>• Met with students in group forum to discuss their needs and obtain feedback on what's working April 19th. Students provided input on the LCAP actions and goals. Discussion of incentives and strategies fro improving Chronic Absenteeism.</li> </ul>
Administrators	<ul style="list-style-type: none"> <li>• Conducted LCAP meetings with administrators to collaborate on current student needs, metrics, goals, review data and discuss ideas for addressing ongoing needs in the LCAP. Meetings occurred approximately monthly and included discussions of the new Equity Multiplier funds and goal</li> <li>• Individual and joint meetings with administrators to explore students needs and ideas for improvement for developing new LCAP quarterly</li> </ul>
Other School Personnel including local bargaining units	<ul style="list-style-type: none"> <li>• Surveyed staff including bargaining unit members to request input on student needs and possibe actions to update LCAP.</li> <li>• School Site Council meetings held on February 8th and March 18th to present LCAP data, planning and development process and discussed of the new Equity Multiplier funds and goal</li> </ul>
SELPA	<ul style="list-style-type: none"> <li>• Met monthly with SELPA administrators to discuss and review needs of students with disabilities and possible actions to include in LCAP development. This included reviewing student data, discussing root causes of areas of need, and exploring professional development ideas and included discussions of the new Equity Multiplier funds and goal</li> </ul>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> <li>Met monthly with district Directors of Special Education to discuss students with disabilities needs and potential ideas for improvement with SELPA staff and how these actions align with district priorities addressed in the LCAPs. Each district participating in the monthly DOSE meetings includes Students with Disabilities in their LCAP. DOSE share potential goals and actions to address the needs of students with disabilities in their respective LCAPs.</li> </ul>
Educational Partner Engagement for Purposes of Input and Feedback Relative to Equity Multiplier Funding for TCOE Court and Community Schools	Met with Educational Partners of TCOE Court and Community schools to discuss student outcomes, review current needs, and gather input for development of possible steps to address these needs to elicit more positive student outcomes. Information regarding the purpose of the Equity Multiplier funding and the reason for the schools' eligibility was shared.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In response to the needs identified through discussion with Educational Partners TCOE identified needs related to student performance and attendance and TCOE will implement a goal that includes actions to improve attendance across all student groups identified in the lowest performance area.

Educational Partners provided great feedback through surveys, meetings and site visits. Students expressed barriers to attendance include transportation, lack of sleep, feeling stressed and lack of motivation. Students expressed ideas to improve attendance included more activities, sports, field trips, rewards, facility improvements and getting connected to other services and programs. Additional ideas shared to improve outcomes for students included supplemental materials and supplies such as calculators, supplemental curriculum.

Staff Surveys indicated Professional development options are useful and effective and more is needed. More parent participation is desired along with additional materials for supporting academics.

Parents surveys indicated the need for additional materials such as reading books to improve ELA. Parents expressed appreciation for the support of staff, feel staff respect and care for their students.

Parents provided additional feedback during School Site Council meetings that additional parent trainings and activities would be appreciated, especially on how parents can support their students at home.

Educational Partner feedback at Equity Multiplier sites (TCOE Court and Community): Through our discussions and analysis of data with Educational Partners, additional staffing is needed to improve outcomes for students particularly in the area of attendance and graduation rates. Input obtained via the LCAP development process by engaging Educational Partners, the data clearly indicated that staff are critical to improving outcomes for students.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to the needs identified through analysis of the data and input from Educational Partners. The analysis of the California Dashboard data continues to indicate a need to support all TCOE students in Math and ELA performance and English Language Development to support Long Term English Language Learners. As measured by the dashboard, TCOE students are performing 185.9 points below standard in ELA and 211.9 points below standard in Math. During LCAP development process, feedback from staff, parents and students identified the need for ongoing instructional support in ELA, Math and ELD. Feedback from Educational Partners agreed that actions to improve educational outcomes for students is warranted including the following actions:</p> <ul style="list-style-type: none"> <li>Continued educational support from highly qualified teachers and support staff</li> <li>Purchase and utilization of additional supplementary supplies and materials for reading, writing, math, ELD and CTE.</li> <li>Professional Development for instructional staff to improve learning and teaching modalities and increase student achievement.</li> <li>Expanded instructional support to guide teachers in meeting the needs of diverse learners through highing Teachers on Special Assignment to provide additional support to students and teachers.</li> </ul>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC: English Language Arts Assessment	Performance represented by distance from standard			TCOE: <ul style="list-style-type: none"> <li>All TCOE students: 100</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Dashboard	<p>Data year: 2022-23</p> <ul style="list-style-type: none"> <li>All TCOE students: 185.9 points below standard</li> <li>Hispanic Court Students: 184.8 points below standard</li> <li>Low income students: 185 points below standard</li> </ul> <p>* Other student groups were too small to display dashboard data (ie. Foster, SWD)</p> <p>Court School:</p> <ul style="list-style-type: none"> <li>All Court Students: 211.9 points below standard</li> <li>Hispanic Court Students: 201.7 points below standard</li> </ul>			<ul style="list-style-type: none"> <li>points below standard</li> <li>Hispanic Court Students: 100 points below standard</li> <li>Low income students: 100 points below standard</li> </ul> <p>Court School:</p> <ul style="list-style-type: none"> <li>All Court Students: 100 points below distance standard</li> <li>Hispanic Court Students: 150 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Low income students: 211.9 points below standard</li> </ul> <p>* Other student groups were too small to display dashboard data (ie. Foster, SWD)</p> <p>Community School: No placement data is available for the 2023 reporting year</p>			<ul style="list-style-type: none"> <li>Low income students: 150 points below standard</li> </ul> <p>Data source: Dashboard</p>	
1.2	SBAC: Math Assessment Data Source: Dashboard	<p>Data year: 2022-23</p> <p>Performance represented by distance from standard</p> <ul style="list-style-type: none"> <li>All TCOE Students 255.5 points below standard</li> <li>All Court Students: 278.3 points below standard</li> <li>Hispanic Court Students:</li> </ul>			<ul style="list-style-type: none"> <li>All TCOE Students 200 points below standard</li> <li>All Court Students: 200 points below standard</li> <li>Hispanic Court Students: 200</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>278.5 points below standard</p> <ul style="list-style-type: none"> <li>Low income students: 278.3 points below standard</li> </ul> <p>* Other student groups were too small to display dashboard data (ie. Foster, SWD)</p> <ul style="list-style-type: none"> <li>Community School: * no data available</li> </ul>			<p>points below standard</p> <ul style="list-style-type: none"> <li>Low income students: 200 points below standard</li> </ul> <p>Date source: Dashboard</p>	
1.3	<p>English Learners Making Progress Toward English Language Proficiency</p> <p>Data Source: English Learner Progress Indicator, Dashboard</p>	<p>Data year: 2022-23</p> <ul style="list-style-type: none"> <li>TCOE 55.6% making progress</li> <li>Court School: 58.3% making progress</li> <li>Community School: * no data available</li> </ul>			<ul style="list-style-type: none"> <li>TCOE 58% making progress</li> <li>Court School: 60% making progress</li> </ul>	
1.4	Credit Accrual towards Graduation	Data year: 2022-23			<p>Community: 95%</p> <p>Court: 75%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Student Information System	Percentage of students accruing credits towards graduation during period of attendance  Community: 90%  Court: %				
1.5	CTE Course Completion  Date Source: Student Information System	Data Year: 2022-23  Community: 17/42 students (40%) accrued at least some CTE credit  Court: 2/425 students (0%) accrued at least some CTE credit			Community: 50%  Court: 1%	
1.6	Participation in CTE Courses and Vocational Certificates  Data year: 2022-23 Data Source: Dashboard	Data Year: 2023-24  Court: 3 out of 10 students completed the Retail Customer Service CTE certificate  Community: * no data available			Court: 20 students will complete Retail Customer Service and obtain the CTE Certificate	
1.7	College Course Dual or Concurrent Enrollment  Data Source: Dashboard	Data Year: 2023-24  Students enrolled in concurrent college enrollment:			Students enrolled in Dual or concurrent Enrollment: 2	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Court School: 2022-2023- 1 student 2023-2024- 1 student  Community School: 0			Community School: 0	
1.8	CTE Pathway and Completion Rates  Data Source: Dashboard, College Career indicator	Data Year: 2022-23  TCOE: All Students: 3.3% Prepared  Court School: 0% prepared <ul style="list-style-type: none"> <li>• Hispanic Court Students: 0% prepared</li> <li>• Low income students: 0% prepared</li> </ul> * Other student groups were too small to display dashboard data (ie. Foster, SWD)			Court: 0%  Community: 0%	
1.9	A-G Completion Rate  Data Source: CALPADS EOY 3, Dashboard	Data Year: 2022-23  0%			5% Data Source: College Career indicator on Dashboard	
1.10	AP Class Passage Rate	Data year: 2022-23			0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CALPADS	Percentage of Students Passing AP Class with Score of 3 or higher  0%			Data source: CALPADS	
1.11	English Learner Reclassification Rate	Data Year: 2022-2023  Court: 0% Community 0%  Data Source: CALPADS 2.16, EOY 3			Court: 10% Community 10%  Data Source: CALPADS 2.16, EOY 3	
1.12	Early Assessment Program (EAP)  Date source: DataQuest	Data year: 2022-23  0%			0%	
1.13	Long-Term English Learners (LTELS)  Data Source: DataQuest	Number of LTELS  SPED School: 45 Court: 11 Community: 6			Number of LTELS  SPED school: 14 Court: 8 Community: 5  Data Source: DataQuest	
1.14	California Science Test (CAST)	Data Year: 2022-2023			Percentage of Students Meeting	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CAASPP ETS	<p>Percentage of Students Meeting or Exceeding Standard</p> <p>TCOE: 5.26% met or exceeded</p> <p>Court: 9.09% met or exceeded</p> <p>Community No data available</p> <p>SPED School: 15.46% met or exceeded</p> <p>Data Source: CAASPP ETS</p>			<p>or Exceeding Standard</p> <p>TCOE: 10% met or exceeded</p> <p>Court: 15% met or exceeded</p> <p>SPED School: 15.46% met or exceeded</p> <p>Data Source: CAASPP ETS</p>	
1.15	Graduation Rate and/or Completers	<p>Data Year: 2022-23</p> <p>Graduation Rate: TCOE Total: 3.2% Court: 0% Community: 0% Special Ed: 0%</p> <p>Graduation Cohort Rate: Court: 0 Community: 0 Special Ed: 0% grade, 56.12% Certificate of Completion</p>			<p>Graduation Rate: TCOE total: 10% Court: 5% Community: 10% Special Ed: 0%</p> <p>Graduation Cohort Rate Court: 5% Community: 5% Special Ed: 0%, 65% Certificate of Completion</p> <p>Data Source: Ed Data</p>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Ed Data Data Year: 2022-23 Graduation/Completers Annual: Court: 2 Community: Special Ed: 110 certificate of completion  Data Source: CALPADS			Graduation/Completers annual: Court: 4 Community: 4 Special Ed: 110 certificate of completion Data Source: CALPADS	
1.16	Implementation of Academic Content and Performance Standards  Data Source: Local Indicator Report	Data Year: 2023-24  Full Implementation and Sustainability			Full Implementation and Sustainability	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide Highly Qualified Teachers and Staff	To address the needs identified in the data analysis and input from educational partners, continued hiring and maintaining appropriate highly qualified staff are needed to address educational outcomes for all TCOE students. The combination of credentialed teachers, support staff, counselors, instructional assistants/aides, transition specialists, truancy officers and teachers on special assignment work together to support TCOE students.	\$1,736,867.00	Yes
1.2	Supplemental Instructional Materials and Supplies	The purchase of supplemental materials and supplies for reading, writing and math to supplement and enhance learning of all TCOE students in ELA, Math, ELD and CTE to meet their unique and individualized learning needs. This action is essential to improving CAASPP scores and graduation rates for SWDs.	\$93,750.00	No
1.3	Online Educational Programs	To improve educational outcomes and opportunities for all TCOE students, additional learning options through online formats including CTE and intervention based supports.	\$110,000.00	Yes
1.4	Professional Development	Professional Development to support improved instructional practices targeting individualized needs of Low income and Hispanic student and English Language Learners. For Long Term English Learners PD will target strategies for increasing redesignation.	\$15,000.00	Yes
1.5	Maintain updated technology for	Maintain update to date technology to support individualized learning needs to access supports.	\$1,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students to access curriculum and resources			

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
- Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from our educational partners. The analysis of the California State Dashboard (Dashboard) data clearly indicated that since the COVID-19 pandemic students have continued to struggle to return to school and maintain attendance. Despite various prior efforts many of TCOE students continue to miss significant days of attendance thus identifying continued high levels of Chronic Absenteeism as evidenced on the California Dashboard. TCOE is committed to continuing to expand resources to target barriers to attendance through actions developed to improve transportation options, incentivize attendance and improve school climate and connectedness for our students.

During the LCAP development process, TCOE engaged all Educational Partners in discussion to explore barriers to attendance and possible strategies for new actions to target and improve attendance for TCOE students. The Educational Partners identified perceived barriers to attendance including transportation, lack of sleep, lack of motivation and feeling stressed. Educational Partners recognized the need to improve attendance through new and enhanced LCAP actions and provide more options for students to get to school. Through collaboration with your Educational Partners including feedback on surveys additional strategies and actions were explored to improve Chronic Absenteeism. The value of social worker support was recognized as an action to address the feelings of stress and being overwhelmed and increase these services to students during this next LCAP cycle. Additional input suggested more field trip and career exploration opportunities may improve students desire to attend and address motivation recognized by Educational Partners. Through additional support, interventions and resources developed through this LCAP development cycle, TCOE will provide the following actions to target chronic absenteeism.

- Increase parent involvement
- Increase Social Worker to 5 days a week

- Increase options for transportation for students with an additional transport vehicle and bus passes for students
- Increase Student Transition Specialists to work with students in building connections to staff, the school community and available resources and supports to improve desire to attend
- Improve the school environment through well maintained and updated facilities
- Incentivize attendance by offering rewarding and engaging activities, and reinforcers for students with good or improved attendance
- 

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate  Data year: 2023-2024, up to this point in the year (March)  Data source: Student Information System (Aeries)	Data year: 2023-2024 (to March)  Court: Current average daily attendance: 100%  Community: Current average daily attendance: 62.24%  Special Ed School: 82.%			Court: average daily attendance: 100%  Community: average daily attendance: 75%  Special Ed School: 90%	
2.2	Chronic Absenteeism  Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic	Data Year: 2023-24  Special Ed School: 44.4% Court: 10.2% Community: 50%			Special Ed School: 30% Court: 5% Community: 35%	
2.3	Percentage of Appropriately Assigned and Fully Credentialed Teachers	Data Year: 2023-24  Appropriately Assigned: Court -			Appropriately Assigned: Court - 100% Community- 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: 2023 Dashboard.	Community- Fully Credentialed (Possessing either a Full or Preliminary Teaching Credential): Court - Community -  62.7% Clear Date Year: 2021-22 Data Source: 2023 Dashboard.			Fully Credentialed (Possessing either a Full or Preliminary Teaching Credential): Court - 100% Community - 100%	
2.4	Access to standards aligned instructional materials  Data Source: Local Indicators, 2023 Dashboard	Data year: 2023-2024  100%			100%	
2.5	Facilities Maintained in Good Repair  Data Source: Local Indicators, 2023 Dashboard	Data year: 2023-2024  <ul style="list-style-type: none"> <li>0 instances of facilities not meeting "Good Repair" status</li> </ul>			- 0 instances of facilities not meeting "Good Repair" status	
2.6	Seek Parent Input and Promote Parent Participation in Programs for Unduplicated Pupils and students with Exceptional Needs	Data year: 2023-2024  Status: Full Implementation			Status: Full Implementation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Local Indicators, 2023 Dashboard					
2.7	Suspension Rate  Data Source: 2023 Dashboard	Data Year: 2022-23  Districtwide: 1.6% Students with Disabilities: 5.6% English Learners: 4.9%  Court: 0% Community: 16.7% SPED: 0.4%			Districtwide: < 1.5% Students with Disabilities: < 4% English Learners: < 2%  Court: 0% Community: < 10% SPED: < 1%	
2.8	Drop Out Rate  Data Source: CALPADS EOY	Date Year: 2022-23  Districtwide: Low income: 5 students Students with Disabilities: 2 students English Learners: 1 students Foster:  Court: 3 students Community: 3 students SPED: 1 student  Cohort drop out rate (includes data inaccuracies) Court: 94.74% Community: 100% SPED school: 43.88%			Cohort drop out rate: Court: 10% Community: 10% SPED school: 10%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement and communication	Continue education, training, and collaboration with parents and guardian with focus on improving attendance and targeting Chronic Absenteeism. Increase communication between home and school to monitor absences and verify absences where appropriate.	\$6,936.00	Yes
2.2	Social Worker contract to improve SEL	Contract Social Worker to help address issues related to Chronic Absenteeism and increase days from one to 5 days.	\$140,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
<b>2.3</b>	Transportation bus and bus passes	Remove barriers to transportation to school impacting attendance and chronic absenteeism by increasing transportation options available. Purchasing an additional transport van for transportation and bus passes to allow more options including those principally directed for low income and Hispanic students.	\$65,000.00	Yes
<b>2.4</b>	Additional Student Transition Specialist	With Chronic Absenteeism continuing to impact our Hispanic and low income students additional staffing support through hiring an additional Student Transition Specialist is needed.	\$110,000.00	Yes
<b>2.5</b>	Maintain and update proper facilities	To improve student belonging and sense of pride in coming to school, school facilities will be properly maintained and updated to ensure the optimal learning environment.	\$74,769.00	Yes
<b>2.6</b>	incentive structures and supports	To improve attendance throughout TCOE, additional resources for incentives, interventions and supports targeting chronic absenteeism of SWD, Hispanic, and low income students is needed.	\$20,000.00	Yes
<b>2.7</b>	Field trip and incentives for career exploration and improved school connectedness	To improve school connectedness to address chronic absenteeism field trips to explore careers will be provided.	\$5,000.00	Yes
<b>2.8</b>	Incentives and interventions for attendance	To improve attendance for SWD through additional resources for incentives, interventions and supports targeting chronic absenteeism	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All students at Court and Community Schools including students who are Low income, English Language Learners, Students with Disabilities and Hispanic will demonstrate improved outcomes specifically related to Chronic Absenteeism and Graduation rates.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

This focus goal was developed by analyzing the data available and collaborating with the Educational Partners at our two Equity Multiplier schools (Court and Community) to help develop actions to best meet the needs of our students in the lowest performance areas, specifically Chronic Absenteeism and Graduation rates for our Low income, Hispanic, English Language Learners and students with disabilities. Through our discussions and analysis of data with Educational Partners, additional staffing is needed to improve outcomes for students particularly in the area of attendance and graduation rates. Input obtained via the LCAP development process by engaging Educational Partners clearly indicated that staff are critical to improving outcomes for students. Increasing staff available to support our students' academic and social emotional needs will improve outcomes for our students. In addition students expressed the desire to learn skills for employment, and the CTE curriculum helps students gain these skills and thereby improve both attendance and graduation rates.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Graduation Rates  Data Source: California Dashboard	Data Year: 2022-23  Court: 5% <ul style="list-style-type: none"> <li>Hispanic: 5.3</li> <li>English Learners: 8.3%</li> </ul>			Court: 10% <ul style="list-style-type: none"> <li>Hispanic: 5.3</li> <li>English Learners: 8.3%</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>Low income: 5%</li> </ul> Community: <ul style="list-style-type: none"> <li>Less than 9 students, therefore data not displayed for privacy for 2022-23</li> <li>7.7% (2021-22 data)</li> </ul>			<ul style="list-style-type: none"> <li>Low income: 5%</li> </ul> Community: 10%	
3.2	Chronic Absenteeism Rate  Data Source: Student information System (Aeries)	Data Year: 2023-24  Districtwide: 55.1% (District dashboard metric used. *California Dashboard data not available due to too few students Low income: 53.4% Students with Disabilities: 57.3% English Learners: 54.5% Foster: 51.7%  Special Ed School: 63.5% ELLs: 64.5% Hispanic: 65% Low Income: 62.5% SWD: 63.5% Date Year: 2023			Districtwide: 35% (District dashboard metric used. Low income: 35% Students with Disabilities: 35% English Learners: 35% Foster: 35%  Special Ed School: 50% ELLs: 50% Hispanic: 50% Low Income: 50% SWD: 50%  Court: <10% Community: <35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Data Source: Dashboard</p> <p>Court: 53.33% Community: 0% Data Source CALPADS EOY Data Year: 2023</p> <p>10% or greater Chronic Absenteeism Court: 10.2% Community: 50% Data Year: 2023-24 Data Source: Student Information System Aeries Analytics Attendance Percentage Chronic</p>				
3.3	<p>Percentage of Court and Community Students Participating in Interventions</p> <p>Data Source: Local Records</p>	<p>Data Year: 2023-24</p> <p>Court: 100% of students participated in credit recovery and intervention courses. (Specific disaggregated participation Baseline will be established during 2024-25)</p> <p>Community: Participation Baseline will be established during 2024-25</p>			<p>Court: 100%</p> <p>Community: 100%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community School Equity Multiplier Additional Staffing	Evidence based interventions provided by the additional staffing will support improved outcomes for low income, Hispanic, English Learners, and Students with Disabilities in our Community Schools.	\$50,000.00	No
3.2	Court School Additional Staffing Support	Additional needs for students based on feedback, through an additional teacher, Student Transition Specialist, and a social worker.	\$155,280.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	CTE Curriculum, materials and supplies	CTE curriculum, materials and supplies including technology	\$292,079.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Within three years Tulare County Court School and Tulare County Community School students will demonstrate improvement in academic progress including ELA, Math and Graduation rate.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal was developed in response to feedback from Educational Partners by analyzing both qualitative and quantitative data from a variety of sources including the California Dashboard CAASPP scores, Chronic Absenteeism, graduation rates as well as surveys provided by Educational partners. Throughout the LCAP year, Educational Partners engaged in discussion at School Site Council meetings, through surveys to identify areas of need as well as ideas for improvement. Following the Covid pandemic students continue to demonstrate challenges in emotional regulation and properly addressing mental health concerns. This continues to be an area of need for our students.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CAASPP performance on English Language Arts by distance from Standard	<p>Court School: 211.9 Points below standard</p> <ul style="list-style-type: none"> <li>Hispanic: 201.7 Points below standard</li> <li>Low income: 211.9 points below standard</li> </ul> <p>*All other groups have too few students to display data</p> <p>Community School: too</p>			<p>Court School: 100 Points below standard</p> <ul style="list-style-type: none"> <li>Hispanic: 100 Points below standard</li> <li>Low income: 100 points below standard</li> </ul>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		few students to provide a performance level including specific student groups			*All other groups have too few students to display data  Community School:	
4.2	CAASPP performance on Math by distance from standard	<p>Court School: 278.3 Points below standard</p> <ul style="list-style-type: none"> <li>Hispanic: 278.5 Points below standard</li> <li>Low income: 278.3 points below standard</li> </ul> <p>*All other groups have too few students to display data</p> <p>Community School: too few students to provide a performance level including specific student groups</p>			<p>Court School: 150 Points below standard</p> <ul style="list-style-type: none"> <li>Hispanic: 150 Points below standard</li> <li>Low income: 150 points below standard</li> </ul> <p>*All other groups have too few students to display data</p> <p>Community School:</p>	
4.3	Graduation rate from California Dashboard (Year 2023)	<p>Court School:</p> <ul style="list-style-type: none"> <li>All students: 5%</li> <li>English Learners: 8.3%</li> </ul>			<p>Court School:</p> <ul style="list-style-type: none"> <li>All students: 15%</li> </ul>	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> <li>• Low income: 5%</li> <li>• Hispanic: 5.3%</li> </ul> Community School:			<ul style="list-style-type: none"> <li>• English Learners: 15%</li> <li>• Low income: 15%</li> <li>• Hispanic: 15%</li> </ul> Community School:	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Equity Multiplier Court School additional supports	Additional staffing to support social emotional learning of students in Court School including Mental Health Clinician, Intervention Teacher, and a Triage Social Worker		No
4.2	Equity Multiplier Court School SEL and CTE curriculum	Additional SEL and CTE curriculum to support low income, Hispanic, English Learners, Students with Disabilities at Community School		
4.3	Community School SEL and CTE curriculum	Community school students will receive additional curriculum to support their improvement in social emotional learning and CTE.	\$50,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,100,592	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.061%	0.000%	\$0.00	4.061%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Provide Highly Qualified Teachers and Staff</p> <p><b>Need:</b> Reviewing the Dashboard student groups including Low income, Hispanic, English Learners are performing in the lowest level in ELA, Math, Chronic Absenteeism,</p>	Highly qualified provide necessary supports and instruction to support the unduplicated struggling students in TCOE. Nearly all students attending TCOE Court and Community are low income.	CA Dashboard SBAC performance in ELA, Math,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> LEA-wide</p>		
<p><b>1.3</b></p>	<p><b>Action:</b> Online Educational Programs</p> <p><b>Need:</b> Graduation rate and low academic performance for low income, Hispanic, English Learners.</p> <p>Nearly all Hispanic students are low-income.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Increased academic options for credit recovery will improve graduation rates and provide more learning intervention options.</p>	<p>Graduation Rate from CA Dashboard, local measures of credit completion and accrual of credits during period of enrollment.</p>
<p><b>1.5</b></p>	<p><b>Action:</b> Maintain updated technology for students to access curriculum and resources</p> <p><b>Need:</b> Low performance in Graduation rates and academic performance for Low income</p> <p><b>Scope:</b> LEA-wide</p>	<p>Students need access to online curriculum tools and resources to be better prepared and engaged in their learning. Access to updated technology assets allows students to access and engage in their learning to improve their scores on assessments.</p>	<p>CAASPP performance measures</p>
<p><b>2.1</b></p>	<p><b>Action:</b> Parent Involvement and communication</p> <p><b>Need:</b> Chronic Absenteeism for Low income, Hispanic, and English Learners</p>	<p>Based on input from Educational Partners further intervention and focus on incentivising attendance is needed to Positive Behavior Intervention and supports</p>	<p>Chronic Absenteeism on dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<b>Scope:</b> LEA-wide		
2.2	<b>Action:</b> Social Worker contract to improve SEL  <b>Need:</b> Chronic absenteeism  <b>Scope:</b> Schoolwide	Increasing mental health services available to our Court and Community School students	Chronic Absenteeism rate
2.3	<b>Action:</b> Transportation bus and bus passes  <b>Need:</b> Chronic Absenteeism  <b>Scope:</b> Schoolwide	Remove barriers to transportation to school impacting attendance and chronic absenteeism by increasing transportation options available.	Chronic Absenteeism on dashboard
2.4	<b>Action:</b> Additional Student Transition Specialist  <b>Need:</b> Chronic Absenteeism  <b>Scope:</b> Schoolwide	Student Transition Specialists help students support students in addressing motivation and lack of connection to school.	Chronic Absenteeism on dashboard
2.5	<b>Action:</b> Maintain and update proper facilities	Providing well maintained facilities improves school connectedness to help improve attendance	Chronic Absenteeism on dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Need:</b> Chronic Absenteeism</p> <p><b>Scope:</b> LEA-wide</p>		
2.6	<p><b>Action:</b> incentive structures and supports</p> <p><b>Need:</b> Chronic Absenteeism</p> <p><b>Scope:</b> LEA-wide</p>	Improving climate through an incentive intervention will reduce absenteeism	Chronic Absenteeism on dashboard
2.7	<p><b>Action:</b> Field trip and incentives for career exploration and improved school connectedness</p> <p><b>Need:</b> Chronic Absenteeism</p> <p><b>Scope:</b> LEA-wide</p>	To further improve attendance and address chronic absenteeism TCOE will provide additional resources for field trips for career exploration and help students feel more connected.	Chronic Absenteeism on dashboard

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> Low performance in ELA and Math on CAASPP for Low income, Hispanic, English Learners including LTELs</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Professional development designed to improve instructional practices and provide teachers more tools to serve students in our lowest performing groups will improve test performance including on the ELPAC	Student progress will be measured by CAASPP and ELPAC performance in a reduction of the distance from standard.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Professional Development and Online educational programs were selected based on the review of qualitative and quantitative data analysis including feedback from Educational Partners. Based on this process TCOE believes that these actions will support Low income, English Learners and Hispanic students performing in the lowest range.

**Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		



# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	27,099,731	1,100,592	4.061%	0.000%	4.061%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,379,122.00	\$547,359.00			\$2,926,481.00	\$2,067,147.00	\$859,334.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide Highly Qualified Teachers and Staff		Yes	LEA-wide		All Schools		\$1,736,867.00	\$0.00	\$1,736,867.00				\$1,736,867.00
1	1.2	Supplemental Instructional Materials and Supplies	Students with Disabilities, Low Income, Hispanic All Students with Disabilities	No					\$0.00	\$93,750.00	\$93,750.00				\$93,750.00
1	1.3	Online Educational Programs	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$110,000.00	\$110,000.00				\$110,000.00
1	1.4	Professional Development	English Low Learners Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools		\$15,000.00	\$0.00	\$15,000.00				\$15,000.00
1	1.5	Maintain updated technology for students to access curriculum and resources		Yes	LEA-wide		All Schools Specific Schools: Court School and Community School		\$0.00	\$1,800.00	\$1,800.00				\$1,800.00
2	2.1	Parent Involvement and communication		Yes	LEA-wide				\$0.00	\$6,936.00	\$6,936.00	\$0.00	\$0.00	\$0.00	\$6,936.00
2	2.2	Social Worker contract to improve SEL	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Court		\$0.00	\$140,000.00	\$140,000.00				\$140,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
							and Community Schools								
2	2.3	Transportation bus and bus passes	English Low Learners Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Community School		\$0.00	\$65,000.00	\$65,000.00				\$65,000.00
2	2.4	Additional Student Transition Specialist	English Low Learners Income	Yes	Schoolwide	English Learners Low Income			\$110,000.00	\$0.00	\$110,000.00				\$110,000.00
2	2.5	Maintain and update proper facilities	English Low Learners Income	Yes	LEA-wide	English Learners Low Income			\$0.00	\$74,769.00	\$74,769.00				\$74,769.00
2	2.6	incentive structures and supports	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00
2	2.7	Field trip and incentives for career exploration and improved school connectedness	English Low Learners Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
2	2.8	Incentives and interventions for attendance	Students with Disabilities	No					\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Community School Equity Multiplier Additional Staffing	Hispanic, Low income, Learners, Students with Disabilities All Students with Disabilities	No					\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00
3	3.2	Court School Additional Staffing Support	Hispanic, Low income, and Learners All Students with Disabilities	No					\$155,280.00	\$0.00	\$0.00	\$155,280.00	\$0.00	\$0.00	\$155,280.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.3	CTE Curriculum, materials and supplies	All Students with Disabilities	No					\$0.00	\$292,079.00		\$292,079.00			\$292,079.00
4	4.1	Equity Multiplier Court School additional supports	Low income, English Learners, and Hispanic students with Disabilities	No											
4	4.2	Equity Multiplier Court School SEL and CTE curriculum													
4	4.3	Community School SEL and CTE curriculum	Low Income, Hispanic, English Learners with Disabilities	No					\$0.00	\$50,000.00		\$50,000.00			\$50,000.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
27,099,731	1,100,592	4.061%	0.000%	4.061%	\$2,285,372.00	0.000%	8.433 %	<b>Total:</b>	\$2,285,372.00
								<b>LEA-wide Total:</b>	\$1,955,372.00
								<b>Limited Total:</b>	\$15,000.00
								<b>Schoolwide Total:</b>	\$315,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide Highly Qualified Teachers and Staff	Yes	LEA-wide		All Schools	\$1,736,867.00	
1	1.3	Online Educational Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$110,000.00	
1	1.4	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools	\$15,000.00	
1	1.5	Maintain updated technology for students to access curriculum and resources	Yes	LEA-wide		All Schools Specific Schools: Court School and Community School	\$1,800.00	
2	2.1	Parent Involvement and communication	Yes	LEA-wide			\$6,936.00	
2	2.2	Social Worker contract to improve SEL	Yes	Schoolwide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools	\$140,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	Transportation bus and bus passes	Yes	Schoolwide	English Learners Low Income	Specific Schools: Community School	\$65,000.00	
2	2.4	Additional Student Transition Specialist	Yes	Schoolwide	English Learners Low Income		\$110,000.00	
2	2.5	Maintain and update proper facilities	Yes	LEA-wide	English Learners Low Income		\$74,769.00	
2	2.6	incentive structures and supports	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools	\$20,000.00	
2	2.7	Field trip and incentives for career exploration and improved school connectedness	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Court and Community Schools	\$5,000.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$2,713,242.00	\$2,248,165.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide a highly qualified staff	Yes	\$2,425,259.00	2,046,475
1	1.2	Increase student achievement for all students	Yes	\$57,462.00	26,822
1	1.3	All school facilities are maintained.	Yes	\$55,717.00	39,588
1	1.4	Professional development to support improved instructional outcomes including English Learner acquisition	Yes	\$17,600.00	6,400
1	1.5	Identify and provide a free and appropriate public education (FAPE) for each student with a disability	No	\$0.00	0
2	2.1	Parent Involvement	No	\$0.00	0
2	2.2	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	Yes	\$23,500.00	21,880
2	2.3	Student-directed learning	Yes	\$133,704.00	107,000
2	2.4	Expelled Youth return to home district	Yes	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Promote school stability for foster youth	No	\$0.00	0
3	3.2	Ensure foster youth are promptly and appropriately enrolled	No	\$0.00	0

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,090,510	\$2,457,274.00	\$2,248,165.00	\$209,109.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide a highly qualified staff	Yes	\$2,176,553.00	2,046,475		
1	1.2	Increase student achievement for all students	Yes	\$50,200.00	26,822		
1	1.3	All school facilities are maintained.	Yes	\$55,717.00	39,588		
1	1.4	Professional development to support improved instructional outcomes including English Learner acquisition	Yes	\$17,600.00	6,400		
2	2.2	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	Yes	\$23,500.00	21,880		
2	2.3	Student-directed learning	Yes	\$133,704.00	107,000		
2	2.4	Expelled Youth return to home district	Yes	\$0.00	0		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.



## 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
27,138,278	1,090,510	0	4.018%	\$2,248,165.00	0.000%	8.284%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

# Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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



# Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

## Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

### Focus Goal(s)

#### Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

#### Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

**Broad Goal**

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

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

## **Maintenance of Progress Goal**

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric
<ul style="list-style-type: none"> <li>• Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.</li> </ul>
Baseline
<ul style="list-style-type: none"> <li>• Enter the baseline when completing the LCAP for 2024–25.</li> </ul>

- Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
- Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
  - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
  - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

**Current Difference from Baseline**

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

**A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.**

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.



## Title

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### **Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### **Statutory Requirements**

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar**

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year**

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**Required Descriptions:**

**LEA-wide and Schoolwide Actions**

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis**

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

**Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

**Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

**How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.  
  
See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***



- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA’s current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

#### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Jose Bedolla

**SUBJECT:**

Consideration and approval of the 2024-2025 Local Control and Accountability Plan (LCAP) for La Sierra Military Academy

**DESCRIPTION/SUMMARY:**

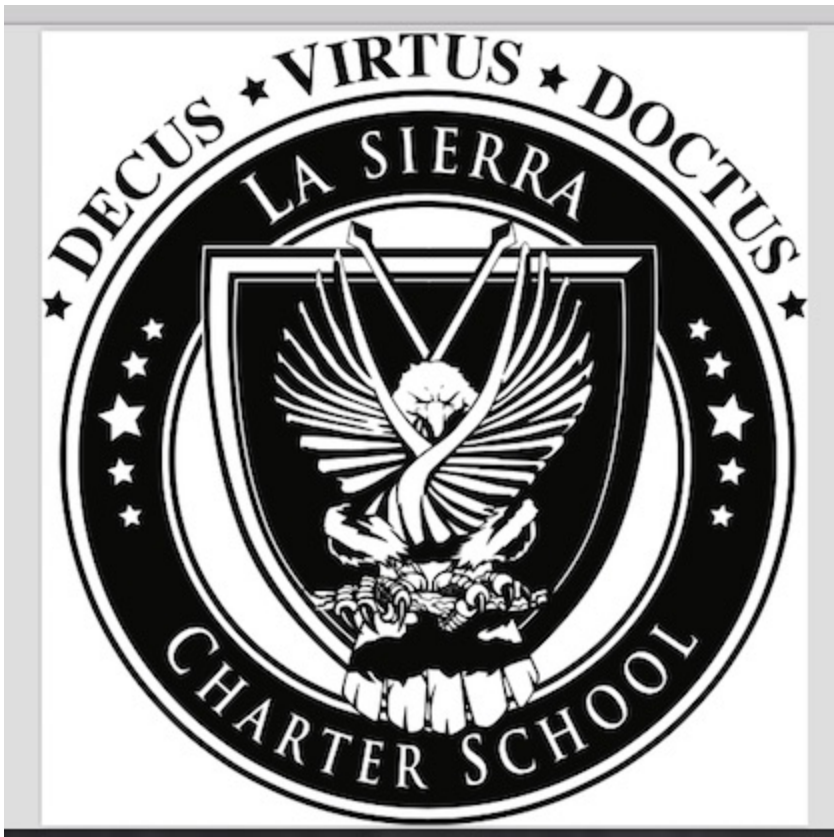
The first public reading of the LCAP was presented at the TCOE Board Meeting in May. This is a second public reading. Approval is being requested at this time.

**FINANCING:**

Funding is enumerated in the plan. No additional funding is being requested.

**RECOMMENDATION:**

Approval of the plan is recommended.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tulare County Office of Education	Jose Bedolla Principal	jose.bedolla@tcoe.org 559.733.6963

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

La Sierra Charter High is governed by the Tulare County Board of Education with Tim Hire serving as Tulare County Superintendent of Schools. At La Sierra High School, we are committed to presenting an educational vision and program that celebrates and assures all of our



students are successful and college and career ready. We are a learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, competent, productive and adaptable with the skills and talents to enable them to successfully contribute to society. La Sierra High School serves Tulare County and surrounding counties and is open to all students in grades 7-12. La Sierra is designed to serve students who desire a small learning community in a structured environment. Through an individualized learning plan, the school provides an alternate solution to a large comprehensive high school setting. La Sierra is a unique school that serves as a safety net for students who are struggling academically and socially and are at risk of dropping out of school. Approximately 88% of students enter La Sierra credit deficient. La Sierra has an enrollment of 195 students and 27 part-time and full time staff members. As a military academy, La Sierra affiliates in recruitment with all segments of the armed services i.e., (Army, Navy) in terms of service recruitment for students upon graduation from high school. La Sierra prides itself on being a stellar academic and service learning institution that provides students with the leadership skills for success for all levels of adult life.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2022-2023 CAASPP data via the California Dashboard demonstrates that La Sierra increased by 10 points in ELA in comparison to the 2021-2022 ELA CAASPP Data. La Sierra decreased by 21 points in Math in comparison to the 2021-2022 CAASPP exam. The Graduation Rate for La Sierra increased by 9% in comparison to the 2021-2022 Graduation Rate metric. The Chronic Absenteeism rate for La Sierra declined by 2.2% in comparison to the 2021-2022 Chronic Absenteeism rate. The Suspension rate for La Sierra increased by 0.8% in comparison to the 2021-2022 school suspension rate.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

La Sierra will be placed on technical assistance for the 2024-2025 school year. La Sierra is committed to continuous improvement in raising student achievement across all academic and social sectors. Removed from the school's LCAP Plan, La Sierra High will also utilize the advent of an improvement plan it will develop in partnership with Kern County Superintendent of Schools for school improvement purposes for the upcoming 2024-2025 school year. The improvement plan will be geared towards providing La Sierra High greater accountability measures towards raising student achievement across all academic and social sectors for continual school improvement measures over time. The plan will address specifically learning constructs as it pertains to improving instruction across all subject areas for staff and student capacity building efforts. The plan will also address improving the school's tiered structures of support towards further strengthening student and familial connections to the school for student engagement and positive learning outcomes for student success efforts. Removed from this, the plan will also address school improvement efforts as it pertains to college and career readiness indicators towards providing students with the necessary educational frameworks necessary to be successful in post secondary settings upon graduation from the military academy.

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

La Sierra High has been designated for Comprehensive Support and Improvement Designation for the upcoming 2024-2025 school year.

## ***Support for Identified Schools***

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

La Sierra High completed a WASC Self Study during the month of March of 2024. La Sierra is utilizing the the feedback it received from the WASC visiting committee to improve its systems for ongoing school improvement efforts for the upcoming 2024-2025 school year. La Sierra has incorporated the assessments from the WASC committee as part of its documentation with its educational partners towards the development and planning of the site's LCAP plan for school capacity building efforts. La Sierra recognizes the importance of external organizational observation as a critical component towards further assisting in helping the school improve its tiered systems of support for the raising of student achievement across all grade levels spans and student subgroup needs for school improvement measures for reform.

## ***Monitoring and Evaluating Effectiveness***

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

Due to La Sierra High's designation for technical assistance, the school site will receive outside guidance for school improvement measures via the Kern County Superintendent of Schools for the upcoming 2024-2025 school year. The Kern County Superintendent of Schools will help provide educational leadership and school recommendations to La Sierra High on best practices towards further improving its educational programs and tiered structures of support for student and staff success efforts. Through its internal needs assessment and root cause analysis evaluations, La Sierra High recognizes that continuous improvement is needed specifically in the areas of instruction, curriculum planning, student tiered practices and professional development for its staff for ongoing school improvement efforts towards raising student achievement over time. La Sierra High is appreciative of the partnership with the Kern County Superintendent of Schools towards further improving its school systems for the betterment of the students and families it proudly represents and serves.

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>The development of La Sierra's LCAP plan was completed via the advent of direct collaboration with all of the site's educational partners i.e., (students, parents and staff). All of the LCAP goals reflect the site's improvement plan for raising student achievement across all academic and social sectors for student capacity building efforts. La Sierra is committed to improving student academic performance and will utilize the LCAP plan for school improvement efforts for student and program monitoring efforts.</p>	<p>La Sierra engaged educational partners via the advent of School Site Council Meetings, English Learner Advisory Meetings and Focus groups to complete program needs assessments that provided the necessary input towards the drafting and completion of the site's 2024-2025 LCAP plan.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Through collaboration with the site's Educational Partners, coupled with local and state reporting data, the following goals have been calibrated by La Sierra for the upcoming 2024-2025 school year to further help students find academic and social success:

Goal 1: All LSMA students will improve academically in English language arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.

Goal 2: All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre Algebra, Algebra I, Geometry and Trigonometry.

Goal 3: All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.

Goal 4: All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.

Goal 5: All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	All LSMA students will improve academically in English language arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.	Broad Goal

**State Priorities addressed by this goal.**

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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**An explanation of why the LEA has developed this goal.**

Annual CAASPP and CDE Dashboard Data indicate low student performance in ELA. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of English Language Arts.
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Assessment	<p>21-22 CAASPP ELA Data- 108.4 points below standard.</p> <p>22-23 CAASPP ELA Data- 97.6 points below standard.</p>			Achieve 80% percent proficiency in grades 7, 8 and 11th grade in State CAASPP ELA Assessments during the 2024-2025 school year.	
1.2	STAR Renaissance Reading Assessment	The STAR Reading exam will be administered four times during a given school year. Twice during the			Each LSMA student will increase one Grade Level Equivalent in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Fall Semester and twice during the Spring Semester.			Reading Comprehension during the 2024-2025 school year.	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	STAR Renaissance Reading Program	The STAR Renaissance Program will be utilized during the 2024-2025 school year to assess students in all components of English Language Arts.	\$3,000.00	No Yes
1.2	ELA Materials & Supplies	The purchase of ELA materials for grade levels 7-12 for student daily use and application.	\$4,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.3</b>	Professional Learning	Provide professional learning opportunities for ELA teachers to attend ELA trainings for continual teacher capacity building efforts in ELA instruction.	\$5,000.00	No Yes
<b>1.4</b>	After School ELA Tutoring	Provide after school ELA tutoring to LSMA students in grades 7-12 who require additional ELA instruction and intervention support.	\$4,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre Algebra, Algebra I, Geometry and Trigonometry.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>Annual CAASPP and CDE Dashboard Data indicate low student performance in Mathematics. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of Mathematical foundations and problem solving frameworks.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Math Assessment	<p>21-22 CAASPP Math Data- 174.6 points below standard.</p> <p>22-23 CAASPP Math Data- 196.1 points below standard.</p>			Achieve 80% percent proficiency in grades 7, 8 and 11th grade in State CAASPP Math Assessments during the 2024-2025 school year.	
2.2	STAR Renaissance Math Assessment	The STAR Math exam will be administered four times during a given school year.			Each LSMA student will increase one Grade Level	



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Twice during the Fall Semester and twice during the Spring Semester.			Equivalent in Mathematics Application during the 2024-2025 school year.	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	STAR Renaissance Math Program	The STAR Renaissance Program will be utilized during the 2024-2024 school year to assess students in all components of Mathematics.	\$3,000.00	No Yes
2.2	Math Materials & Supplies	The purchase of Math materials for grade levels 7-12 for student daily use and application.	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes
<b>2.3</b>	Professional Learning	Provide professional learning opportunities for Math teachers to attend Math trainings for continual teacher capacity building efforts in Mathematics instruction.	\$5,000.00	No Yes
<b>2.4</b>	After School Math Tutoring	Provide after school Math tutoring to LSMA students in grades 7-12 who require additional Math instruction and intervention support.	\$4,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard Data indicate low student performance in English Language Arts and the ELPAC exam for the site's English Learner students. Removed from this, La Sierra's local assessment via STAR Renaissance, indicate a significant need to improve student achievement in all aspects of English Language Arts for EL student capacity building efforts.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	State ELPAC Assessment	39.1% of La Sierra EL students made progress English Language Proficiency.			50% of La Sierra EL students will make progress towards English Language Proficiency.	
3.2	CAASPP ELA Assessment	21-22 CAASPP ELA Data- La Sierra EL students were 133 points below standard.			La Sierra EL students will achieve 50% percent proficiency in grades 7, 8 and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		22-23 CAASPP ELA Data- La Sierra EL students were 95.9 points below standard.			11th grade in State CAASPP ELA Assessments during the 2024-2025 school year.	
3.3	STAR Renaissance Reading Assessment	The STAR Reading exam will be administered four times during a given school year. Twice during the Fall Semester and twice during the Spring Semester.			Each LSMA student will increase one Grade Level Equivalent in Reading Comprehension during the 2024-2025 school year.	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STAR Renaissance Reading Program	The STAR Renaissance Program will be utilized during the 2024-2024 school year to assess students in all components of English Language Arts.	\$3,000.00	No Yes
3.2	ELD Materials & Supplies	The purchase of ELD materials for grade levels 7-12 for student daily use and application.	\$4,000.00	Yes
3.3	Professional Learning Implementation	Provide professional learning opportunities for ELD teachers to attend ELD trainings for continual teacher capacity building efforts in Designated and Integrated ELD instruction.	\$3,500.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Annual CDE Dashboard Data indicate only 7.9% of La Sierra students were College & Career ready at the conclusion of the 22-23 school year. La Sierra recognizes that significant improvements need to be made in order to raise student achievement for college and career expansion efforts on behalf of La Sierra students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CDE Dashboard College & Career Indicator	22-23 College & Career Dashboard Data- Only 7.9% of La Sierra students were College & Career ready.			The College & Career indicator for La Sierra students will increase by 4% for the 2024-2025 school year.	
4.2	CDE Dashboard High School Graduation Rate	22-23 High School Graduation Rate- 97% of La Sierra students			La Sierra will have a 100% High School Graduation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>graduated from the high school program.</p> <p>21-22 High School Graduation Rate- 87% of La Sierra students graduated from the high school program.</p>			Rate for the 2024-2025 school year.	
4.3	A-G Requirement Completion	<p>1% of students met A-G requirements during the 22-23 school year.</p> <p>1% of students met A-G requirements during the 21-22 school year.</p>			30% of LSMA students will meet A-G requirements during the 2024-2025 school year.	
4.4	CTE Completer's Certificate	0% of students achieved Completer status during the 22-23 school year.			50% of LSMA students will earn a CTE Completer's Certificate during the 2024-2025 school year.	
4.5	CDE Dashboard Chronic Absenteeism Indicator	<p>22-23 Chronic Absenteeism Indicator- 25.7% of students were chronically absent.</p> <p>21-22 Chronic Absenteeism Indicator- 27.9% of students were chronically absent.</p>			Chronic Absenteeism will reduce by 2% during the 2024-2025 school year.	

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Transition Specialist	The Student Transition Specialist assists students in determining post-secondary plans which include transitioning to a post-secondary path to college, vocational program, military service or work force. The STS also helps students navigate to meet A-G requirements in order to be prepared for college admission. Removed from this, the STS also assists students in the completion of credit recovery plans for student capacity building efforts for successful high school graduation. The STS also works with school administration in the implementation of student study teams for all 7-12 grade level spans for student improvement efforts.	\$112,843.36	No Yes
4.2	CTE Pathways	The continual offering of CTE courses in Culinary and Media/Graphic Arts. Students who successfully complete the CTE requirements via these two pathways attain a CTE Completer's Certificate that can be utilized for post-secondary student capacity building efforts for professional advancement.	\$195,000.00	No Yes



Action #	Title	Description	Total Funds	Contributing
4.3	College, Career and Counseling Center	The College and Career Center provides a variety of resources for students to explore and gain knowledge regarding post-secondary options. The center also provides services for students and parents such as College/University application assistance, ASVAB analysis, FAFSA seminars and work force resources for La Sierra students and families. The (CCC) center will also be utilized for parent presentations to La Sierra middle school students and families regarding CTE and college and career pathways for student investigation and career exploration.	\$2,000.00	No Yes
4.4	After School Credit Recovery Program	Provide an after school credit recovery program for credit deficient students to earn additional credits after the school day to help designated students stay on track towards successful completion of high school within the traditional four-year span.	\$5,000.00	Yes
4.5	ASVAB Workshop	The implementation of ASVAB Workshops. The CCC Center will conduct multiple ASVAB workshops to prepare students for the ASVAB assessment and to analyze the results with students upon completion of the exam. In addition, the CCC center will work directly with our local Military Service recruiters with the administration of the ASVAB exam and exploring options for Military Service upon graduation from La Sierra Military Academy.	\$300.00	No Yes
4.6	CTE Food Culinary Arts Instructor	The CTE instructor provides daily CTE instruction to students in grades 9-12 on all components of Food Culinary Arts. Students who complete the pathway receive a CTE Completer's Certificate after successful completion of all CTE course sequences.	\$122,004.24	No Yes
4.7	CTE Media/Graphic Arts Instructor	The CTE instructor provides daily CTE instruction to students in grades 9-12 on all components of Food Culinary Arts. Students who complete the pathway receive a CTE Completer's Certificate after successful completion of all CTE course sequences.	\$60,392.83	No Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Truancy Officer	The Truancy Officer works with all La Sierra Educational partners towards the daily progress monitoring of attendance for all La Sierra 7-12 grade level spans. The Truancy Officer will carry out and implement interventions to help support and reduce student chronic absenteeism for student capacity building efforts for college and career entry.	\$116,007.75	No Yes
4.9	Attendance Clerk	The attendance clerk is responsible for managing and administering all attendance procedures and policies for all 7-12 grade level spans. The attendance clerk will work closely with School Administrative staff and the Truancy Officer to establish systems of intervention and the promulgation of daily home contact to address and resolve student attendance issues for school improvement efforts towards further ensuring that every student continues to be on path towards future college and career standing.	\$94,218.78	No Yes
4.10	School Registrar	The La Sierra Military Academy Science Teacher provides daily military science instruction in all segments of military programming for grade levels 9-12. As a military program, the LSMA Military Science instructor also ensures that all LSMA military policies and procedures are in alignment with California Cadet Corps. The LSMA Military Science teacher prepares students upon graduation from the military academy to be successfully prepared for possible entry into one of the country's armed services branches if they choose to do so.	\$98,912.71	No Yes
4.11	Military Science Teacher	The La Sierra Military Academy Science Teacher provides daily military science instruction in all segments of military programming for grade levels 9-12. As a military program, the LSMA Military Science instructor also ensures that all LSMA military policies and procedures are in alignment with California Cadet Corps. The LSMA Military Science teacher prepares students upon graduation from the military academy to be successfully prepared for possible entry into one of the country's armed services branches if they choose to do so.	\$102,849.13	No Yes

Action #	Title	Description	Total Funds	Contributing

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
5	All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive, and inclusive environment.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The analysis of La Sierra's 22-23 CDE Dashboard data, demonstrate that La Sierra still needs to make significant improvements toward addressing and reducing student suspension rates. Removed from this, analysis of CDE Dashboard data indicate that La Sierra has significant equity gaps with relation to student achievement specifically in high school mathematics courses for student capacity building efforts. The La Sierra Military Academy Independent Study program provides individualized learning opportunities for at-promise students to complete their educational studies towards successfully graduating from La Sierra Military Academy within four years of high school study. Educational Partner meetings have further substantiated that redressing these areas through the advent of further refinement via the school's tiered structures of support will be of critical importance towards supporting at-promise students towards greater academic and social success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	CDE Dashboard Suspensions Indicator	22-23 Suspension Rate Indicator- 23.9% of students were suspended at least one time.			La Sierra will decrease student suspension rates by 2% during the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		21-22 Suspension Rate Indicator- 23.1% of students were suspended at least one time.			2024-2025 school year.	
5.2	CAASPP Math Assessment	21-22 CAASPP Math Data- 174.6 points below standard.  22-23 CAASPP Math Data- 196.1 points below standard.			Achieve 70% percent proficiency in grades 9-12 in State CAASPP Math Assessments during the 2024-2025 school year.	
5.3	CDE High School Graduation Rate	21-22 Graduate Rate Indicator- 87.5% Graduated  22-23 Graduation Rate Indicator - 97.4% graduated			The La Sierra Military Academy Independent Study Program will have a 100% percent high school graduation rate during the 2024-2025 school year.	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Learning Director	The Learning Director will assist the site principal in the execution of all daily school operations. The Learning Director will help oversee the implementation of all student tiered systems school wide for ongoing school improvement efforts in all academic, social, fiscal and facility sectors. The Learning Director will help provide professional support to all certificated and classified La Sierra staff for ongoing school efforts for raising student achievement across all academic learning domains. The Learning Director will oversee student discipline affairs as it pertains to implementing restorative principles for improving student culture and familial relations.	\$174,423.42	No Yes
5.2	High School Mathematics Teacher	The High School Mathematics teacher will provide quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in the content areas of Algebra I, Geometry and Trigonometry for student capacity building efforts towards future college and career entry.	\$152,154.33	No Yes
5.3	Independent Study Teacher	The La Sierra Independent Study teacher provides independent study instruction to students in grade levels 7-12 for at-promise student capacity building efforts towards successfully graduating from La Sierra in four years of high school study and entry into a college/career pathway of standing.	\$93,285.00	No Yes

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$605963	\$90809

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.362%	54.535%	\$886,218.02	91.897%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> STAR Renaissance Reading Program</p> <p><b>Need:</b> School Wide District ELA Assessment for student progress monitoring.</p> <p><b>Scope:</b></p>	The exam will provide semester progress regarding student proficiency towards meeting grade level standards as measured by the CAASPP state assessment in ELA.	The exam will be completed four times during the 2024-2025 school year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.2	<p><b>Action:</b> ELA Materials &amp; Supplies</p> <p><b>Need:</b> Purchase of print McGraw Hill Student Consumable Workbooks</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The student consumable workbooks will be used for everyday ELA student instruction and capacity building efforts.	The workbooks will be utilized in preparation for the ELA CAASPP Assessment.
1.3	<p><b>Action:</b> Professional Learning</p> <p><b>Need:</b> Professional Training for ELA Middle School &amp; High School Teachers</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	Ongoing Professional training for ELA capacity building towards improving all components of differentiated instruction in English Language Arts for raising student achievement.	CAASPP ELA & STAR Renaissance Reading Exams
2.1	<p><b>Action:</b> STAR Renaissance Math Program</p> <p><b>Need:</b> School Wide District Math Assessment for student progress monitoring.</p> <p><b>Scope:</b></p>	The exam will provide semester progress regarding student proficiency towards meeting grade level standards as measured by the CAASPP state assessment in Math.	The exam will be completed four times during the 2024-2025 school year.



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
2.2	<p><b>Action:</b> Math Materials &amp; Supplies</p> <p><b>Need:</b> Purchase of print Houghton Mifflin Student Consumable Workbooks.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The student consumable workbooks will be used for everyday Math student instruction and capacity building efforts.	The workbooks will be utilized in preparation for the Math CAASPP Assessment.
2.3	<p><b>Action:</b> Professional Learning</p> <p><b>Need:</b> Professional Training for Math Middle School &amp; High School Teachers.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	Ongoing Professional training for Math capacity building towards improving all components of differentiated instruction in Mathematics for raising student achievement.	CAASPP Math & STAR Renaissance Math Exams
3.1	<p><b>Action:</b> STAR Renaissance Reading Program</p> <p><b>Need:</b> School Wide District Reading Assessment for student progress monitoring.</p> <p><b>Scope:</b></p>	The exam will provide semester progress regarding student proficiency towards meeting grade level standards as measured by the CAASPP state assessment in English Language Arts.	The exam will be completed four times during the 2024-2025 school year.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
4.1	<p><b>Action:</b> Student Transition Specialist</p> <p><b>Need:</b> The STS provides student academic and social services for raising student achievement towards college and career readiness.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The STS provides tiered supports for student capacity building efforts for students to successfully enter post-secondary pathways upon graduation from La Sierra.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric
4.2	<p><b>Action:</b> CTE Pathways</p> <p><b>Need:</b> The offering of two CTE Pathways in Culinary and Media/Graphic Arts for La Sierra students.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	Upon student completion of the CTE pathway course sequences, students can earn a CTE Completer's Certificate that they can utilize for future career advancement upon graduation from La Sierra.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric
4.3	<p><b>Action:</b> College, Career and Counseling Center</p> <p><b>Need:</b> The College and Career Center provides post-secondary individual and collective student planning for students to investigate and prepare for college and career pathways. The center also provides familial and student</p>	The implementation of the CCC center further helps towards raising student achievement in all 7-12 grade level spans towards becoming 21st century ready for college and career entry upon graduation from La Sierra Military Academy.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>presentations regarding school academic and social policies for student capacity building efforts.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>		
4.5	<p><b>Action:</b> ASVAB Workshop</p> <p><b>Need:</b> The provision of ASVAB exams for students interested in pursuing a career through one of the Military Service options available through our country.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>The application of the ASVAB exams and workshops provides students and families the resources necessary to make the best decision regarding which military service branch a student should enroll in upon graduation from La Sierra Military Academy.</p>	<p>The ASVAB Battery Test</p>
4.6	<p><b>Action:</b> CTE Food Culinary Arts Instructor</p> <p><b>Need:</b> The CTE Culinary Arts Instructor provides instruction in the CTE pathway for Food Culinary Arts.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Students who complete the Culinary Arts sequence receive a CTE Completer's Certificate for post-secondary professional application after graduating from La Sierra Military Academy.</p>	<p>CDE College &amp; Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>4.7</b></p>	<p><b>Action:</b> CTE Media/Graphic Arts Instructor</p> <p><b>Need:</b> The CTE Media/Graphic Arts Instructor provides instruction in the CTE pathway for Food Culinary Arts.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Students who complete the Media/Graphic Arts sequence receive a CTE Completer's Certificate for post-secondary professional application after graduating from La Sierra Military Academy.</p>	<p>CDE College &amp; Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.</p>
<p><b>4.8</b></p>	<p><b>Action:</b> Truancy Officer</p> <p><b>Need:</b> The Truancy Officer works with La Sierra Educational Partners to promote daily student attendance for all La Sierra students to receive a high quality education for college and career development.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>Through the promotion of healthy student attendance, the Truancy Officer ensures that students receive their daily educational modalities for future college and career student advancement upon graduation from the La Sierra Military program.</p>	<p>CDE Chronic Absenteeism Indicator, CDE College &amp; Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.</p>
<p><b>4.9</b></p>	<p><b>Action:</b> Attendance Clerk</p> <p><b>Need:</b> The attendance clerk ensures that all attendance protocols and policies are followed for school improvement efforts towards ensuring that all La Sierra students receive a</p>	<p>The implementation of the position ensures that all La Sierra students are on track towards maintaining healthy daily attendance for the raising of student achievement towards future college and career standing.</p>	<p>CDE Chronic Absenteeism Indicator, CDE College &amp; Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>top quality education for future college and career standing.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>		
4.10	<p><b>Action:</b> School Registrar</p> <p><b>Need:</b> The School Registrar provides daily office support towards ensuring that daily school operations for student capacity building efforts are completed with fidelity for ongoing school improvement measures.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	<p>The School Registrar ensures the successful documentation of all student academic and social records that are utilized for student outreach efforts for future college and career advancement upon graduating from La Sierra Military Academy.</p>	<p>CDE Chronic Absenteeism Indicator, CDE College &amp; Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.</p>
4.11	<p><b>Action:</b> Military Science Teacher</p> <p><b>Need:</b> As a military charter school, the military science teacher provides daily military instruction and training to La Sierra students regarding military science techniques and procedures that are in direct alignment with the California Cadet Corps.</p> <p><b>Scope:</b></p>	<p>The Military Science teacher provides training that will successfully prepare La Sierra students to have the capacity and training necessary to enter one of the armed services branches upon graduation from the military academy.</p>	<p>ASVAB Battery Test, CDE College &amp; Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
5.1	<p><b>Action:</b> Learning Director</p> <p><b>Need:</b> The Learning Director will assist the site principal in ensuring that all daily school operations and systems are executed successfully on a daily basis for ongoing school improvement efforts across all academic and social domains for student and staff capacity building efforts.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The implementation of the Learning Director position will help ensure that the site's tiered systems of support continue to improve over time for school improvement efforts towards raising student achievement and establishing stronger student/familial relations with the school site.	ASVAB Battery Test, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing, CTE Completer Status Metric, CAASPP Math Assessment, CAASPP ELA Assessment, Chronic Absenteeism Indicator.
5.2	<p><b>Action:</b> High School Mathematics Teacher</p> <p><b>Need:</b> The high school mathematics teacher will provide strong differentiated mathematics instruction in all A-G course sequences to ensure that all high school La Sierra students are making academic progress towards future college and career student placement upon graduation from La Sierra Military Academy.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	The high school mathematics instructor will provide instruction that is aligned with A-G course design models towards ensuring that all students receive on a daily basis rigorous direct instruction. The instructor will progress monitor student achievement through the new adopted Houghton Mifflin math course curriculum in conjunction with the STAR Renaissance Math program for student capacity building efforts.	CAASPP Math Assessment, STAR Renaissance Math Program, CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<b>5.3</b>	<p><b>Action:</b> Independent Study Teacher</p> <p><b>Need:</b> The Independent Study teacher works with at-promise students who require independent study to meet grade level and course requirements to successfully graduate from high school within four years of course study.</p> <p><b>Scope:</b> LEA-wide Schoolwide</p>	At-Promise students who complete the Independent Study program have the opportunity to complete their secondary studies via an individualized learning program under the supervision of the Independent Study teacher.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<b>1.4</b>	<p><b>Action:</b> After School ELA Tutoring</p> <p><b>Need:</b> The ELA after school tutoring program will be targeted ELA intervention to the site's most at-promise students in English Language Arts for student capacity building measures.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	The ELA after school tutoring program will provide targeted ELA intervention that will raise student achievement for the site's most at-promise students in English Language Arts.	STAR Renaissance Reading Assessment

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p><b>2.4</b></p>	<p><b>Action:</b> After School Math Tutoring</p> <p><b>Need:</b> The Math after school tutoring program will be targeted Math intervention to the site's most at-promise students in Mathematics for student capacity building measures.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The Math after school tutoring program will provide targeted Math intervention that will raise student achievement for the site's most at-promise students in Mathematics.</p>	<p>STAR Renaissance Math Assessment.</p>
<p><b>3.2</b></p>	<p><b>Action:</b> ELD Materials &amp; Supplies</p> <p><b>Need:</b> The purchase of student and teacher print materials from the EDGE ELD curriculum series for student daily instruction and capacity building efforts.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>The purchase of this curriculum will further enable teachers to provide top quality ELD instruction to all La Sierra EL students for respective student language acquisition efforts for the promulgation of english proficiency for all La Sierra EL students.</p>	<p>State ELPAC Exam, State ELA CAASPP Exam, STAR Renaissance Reading Assessment.</p>
<p><b>3.3</b></p>	<p><b>Action:</b> Professional Learning Implementation</p> <p><b>Need:</b> Implement Professional Learning Opportunities for La Sierra ELD teachers to learn best practices in ELD instruction for raising EL student achievement in all components of ELD and English Language Arts sectors.</p> <p><b>Scope:</b></p>	<p>The provision of professional development will raise the instructional capacity of the site's ELD teachers towards helping EL students achieve english proficiency in all levels of language acquisition.</p>	<p>State ELPAC Exam, State ELA CAASPP Exam, STAR Renaissance Reading Assessment.</p>



Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
4.4	<p><b>Action:</b> After School Credit Recovery Program</p> <p><b>Need:</b> The after school credit recovery program will be offered to the site's most at-promise students who are credit deficient and require additional intervention to stay on track towards graduating from high school in four years.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	The implementation of this program will provide a safety net towards assisting La Sierra at-promise students with having the opportunity to complete credit recovery courses to maintain satisfactory academic standing towards earning a high school diploma in four years.	CDE College & Career Indicator, CDE High School Graduation Indicator, A-G Program Standing.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

All of the action items listed in this section is for raising the academic and social achievement of specific unduplicated groups at La Sierra who require additional targeted intervention and tiered services for ongoing school improvement efforts towards raising student achievement over time.

***Additional Concentration Grant Funding***

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

New funding revenue for the upcoming 2024-2025 school year will be utilized for school improvement efforts towards improving educational services for students across all academic and tiered systems of support. The funding will also help provide targeted intervention and academic support to the site's most at-promise students towards raising student academic achievement across all 7-12 grade level spans. The funding will also be utilized to expand the La Sierra administrative team through the creation of the Learning Director position. The Learning Director position will provide daily tiered student and staff support for ongoing student and staff capacity building efforts towards elevating student achievement for future college and career entry upon graduating from La Sierra.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		We currently have 195 students enrolled across all 7-12 grade levels, For the upcoming 2024-2025 school year, we will have 6 classified staff members that will provide academic, social and tiered supports to all of our students on a daily basis for ongoing school improvement efforts towards raising student achievement.
Staff-to-student ratio of certificated staff providing direct services to students		For the upcoming 2024-2025 school year we will have 3 certificated teachers for our middle school department and 8 certificated teachers for our high school department. All 11 teachers provide specific instructional capacity across all academic core subjects i.e., (ELA, Math, Social Studies, Science, CTE, Military Science) for student capacity building measures for raising student achievement towards future college and career entry.

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1621882	605963	37.362%	54.535%	91.897%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$74,109.39	\$1,116,136.68	\$300.00	\$181,345.48	\$1,371,891.55	\$1,127,091.55	\$244,800.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	STAR Renaissance Reading Program	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
1	1.2	ELA Materials & Supplies	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00
1	1.3	Professional Learning	All	No Yes	LEA-wide Schoolwide			2024-2025 school year.	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
1	1.4	After School ELA Tutoring	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 7-12	2024-2025 school year	\$0.00	\$4,000.00		\$4,000.00			\$4,000.00
2	2.1	STAR Renaissance Math Program	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
2	2.2	Math Materials & Supplies	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00
2	2.3	Professional Learning	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
2	2.4	After School Math Tutoring	English Foster Learners Youth	Yes	Limited to Unduplicated	English Learners Foster Youth	Grades 7-12	2024-2025 school year	\$0.00	\$4,000.00		\$4,000.00			\$4,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income		Unduplicated Student Group(s)	Low Income									
3	3.1	STAR Renaissance Reading Program	All	No Yes	LEA-wide Schoolwide		Grades 7-12	2024-2025 school year	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00
3	3.2	ELD Materials & Supplies	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12	2024-2025 school year	\$0.00	\$4,000.00				\$4,000.00	\$4,000.00
3	3.3	Professional Learning Implementation	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12	2024-2025 school year	\$0.00	\$3,500.00				\$3,500.00	\$3,500.00
4	4.1	Student Transition Specialist	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$112,843.36	\$0.00				\$112,843.36	\$112,843.36
4	4.2	CTE Pathways	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$195,000.00		\$195,000.00			\$195,000.00
4	4.3	College, Career and Counseling Center	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00
4	4.4	After School Credit Recovery Program	English Foster Low Income Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 9-12	2024-2025 school year	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00
4	4.5	ASVAB Workshop	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$0.00	\$300.00			\$300.00		\$300.00
4	4.6	CTE Food Culinary Arts Instructor	All	No Yes	LEA-wide Schoolwide			2024-2025 school year	\$122,004.24	\$0.00		\$61,002.12		\$61,002.12	\$122,004.24

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
					olwide										
4	4.7	CTE Media/Graphic Arts Instructor	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$60,392.83	\$0.00		\$60,392.83			\$60,392.83
4	4.8	Truancy Officer	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$116,007.75	\$0.00		\$116,007.75			\$116,007.75
4	4.9	Attendance Clerk	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$94,218.78	\$0.00	\$47,109.39	\$47,109.39			\$94,218.78
4	4.10	School Registrar	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$98,912.71	\$0.00		\$98,912.71			\$98,912.71
4	4.11	Military Science Teacher	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$102,849.13	\$0.00		\$102,849.13			\$102,849.13
5	5.1	Learning Director	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$174,423.42	\$0.00		\$174,423.42			\$174,423.42
5	5.2	High School Mathematics Teacher	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$152,154.33	\$0.00		\$152,154.33			\$152,154.33
5	5.3	Independent Study Teacher	All	No Yes	LEA-wide Scho olwide			2024-2025 school year	\$93,285.00	\$0.00		\$93,285.00			\$93,285.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1621882	605963	37.362%	54.535%	91.897%	\$74,109.39	0.000%	4.569 %	<b>Total:</b>	\$74,109.39
								<b>LEA-wide Total:</b>	\$74,109.39
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$74,109.39

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	STAR Renaissance Reading Program	Yes	LEA-wide Schoolwide			\$3,000.00	
1	1.2	ELA Materials & Supplies	Yes	LEA-wide Schoolwide			\$4,000.00	
1	1.3	Professional Learning	Yes	LEA-wide Schoolwide			\$5,000.00	
1	1.4	After School ELA Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 7-12		
2	2.1	STAR Renaissance Math Program	Yes	LEA-wide Schoolwide			\$3,000.00	
2	2.2	Math Materials & Supplies	Yes	LEA-wide Schoolwide			\$4,000.00	
2	2.3	Professional Learning	Yes	LEA-wide Schoolwide			\$5,000.00	
2	2.4	After School Math Tutoring	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 7-12		
3	3.1	STAR Renaissance Reading Program	Yes	LEA-wide Schoolwide		Grades 7-12	\$3,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	ELD Materials & Supplies	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12		
3	3.3	Professional Learning Implementation	Yes	Limited to Unduplicated Student Group(s)	English Learners	Grades 7-12		
4	4.1	Student Transition Specialist	Yes	LEA-wide Schoolwide				
4	4.2	CTE Pathways	Yes	LEA-wide Schoolwide				
4	4.3	College, Career and Counseling Center	Yes	LEA-wide Schoolwide				
4	4.4	After School Credit Recovery Program	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Grades 9-12		
4	4.5	ASVAB Workshop	Yes	LEA-wide Schoolwide				
4	4.6	CTE Food Culinary Arts Instructor	Yes	LEA-wide Schoolwide				
4	4.7	CTE Media/Graphic Arts Instructor	Yes	LEA-wide Schoolwide				
4	4.8	Truancy Officer	Yes	LEA-wide Schoolwide				
4	4.9	Attendance Clerk	Yes	LEA-wide Schoolwide			\$47,109.39	
4	4.10	School Registrar	Yes	LEA-wide Schoolwide				
4	4.11	Military Science Teacher	Yes	LEA-wide Schoolwide				
5	5.1	Learning Director	Yes	LEA-wide Schoolwide				
5	5.2	High School Mathematics Teacher	Yes	LEA-wide Schoolwide				
5	5.3	Independent Study Teacher	Yes	LEA-wide Schoolwide				

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,036,509.28	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Classroom Libraries	Yes	\$1,000.00	
1	1.2	Vertical Alignment of ELA Curriculum & Instruction	No	\$15,000	
1	1.3	Professional Learning	No	\$30,000.00	
1	1.5	Writing Across the Curriculum	No	\$0.00	
1	1.6	After School ELA Tutoring	No	\$2,000.00	
2	2.1	Vertical Articulation of Mathematics Curriculum	No	\$12,000.00	
2	2.2	Math Tutoring	Yes	\$1,000.00	
2	2.3	Professional Learning	No	\$3,000.00	
3	3.2	Implement High Quality ELD Instruction	Yes	\$150,000.00	
3	3.4	ELD Curriculum	Yes	\$6,500.00	
3	3.5	Professional Learning Implementation	Yes	\$3,500.00	



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	STAR Assessment	Yes	\$10,000.00	
4	4.1	Student Transition Specialist	Yes	\$115,457.29	
4	4.2	College, Career and Counseling Center	Yes	\$2,000.00	
4	4.3	CTE Pathways	Yes	\$195,000.00	
4	4.4	Curriculum & Instructional Team	No	\$130,000	
4	4.5	ASVAB Workshop	No	\$300.00	
4	4.6	Professional Learning Opportunities	Yes	\$4,000.00	
4	4.7	After School Credit Recovery Program	Yes	\$10,000.00	
5	5.1	Military Home Room	Yes	\$134,900.00	
5	5.2	MTSS Professional Network	Yes	\$4,000.00	
5	5.3	Truancy Officer	Yes	\$114,271.04	
5	5.4	Attendance Clerk	Yes	\$92,580.95	

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
593711	\$608,001.99	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Classroom Libraries	Yes	\$1,000.00			
2	2.2	Math Tutoring	Yes	\$1,000.00			
3	3.2	Implement High Quality ELD Instruction	Yes	\$100,000.00			
3	3.4	ELD Curriculum	Yes	\$3,000.00			
3	3.5	Professional Learning Implementation	Yes	\$1,000.00			
3	3.6	STAR Assessment	Yes	\$5,000.00			
4	4.1	Student Transition Specialist	Yes				
4	4.2	College, Career and Counseling Center	Yes	\$2,000.00			
4	4.3	CTE Pathways	Yes	\$175,000.00			
4	4.6	Professional Learning Opportunities	Yes	\$2,000.00			
4	4.7	After School Credit Recovery Program	Yes				
5	5.1	Military Home Room	Yes	\$109,150.00			
5	5.2	MTSS Professional Network	Yes	\$2,000.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.3	Truancy Officer	Yes	\$114,271.04			
5	5.4	Attendance Clerk	Yes	\$92,580.95			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1625039	593711	18%	54.535%	\$0.00	0.000%	0.000%	\$886,218.02	54.535%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**

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

*Schools Identified*

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

- Identify the schools within the LEA that have been identified for CSI.

*Support for Identified Schools*

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

*Monitoring and Evaluating Effectiveness*

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

**Engaging Educational Partners**

**Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

**Requirements**



**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain



accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.



- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).



**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Helen Milliorn-Feller

**SUBJECT:**

Consideration and approval of the 2024-2025 Local Control and Accountability Plan (LCAP) for University Preparatory High School

**DESCRIPTION/SUMMARY:**

The first public reading of the LCAP was presented at the TCOE Board Meeting in May. This is a second public reading. Approval is being requested at this time.

**FINANCING:**

Funding is enumerated in the plan. No additional funding is being requested.

**RECOMMENDATION:**

Approval of the plan is recommended.



# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory High School	Helen Milliorn-Feller Principal	helenmf@tcoe.org 559-737-5450

## Plan Summary [2024-25]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

University Preparatory High School (UPHS) is a full-service, WASC accredited “Early College” high school, serving students in grades 9-12, located on the campus of the College of the Sequoias (COS) in Visalia, California. UPHS serves students in Tulare and Kings counties. Students attend all four years of high school on the college campus and have the opportunity to earn a significant number of college credits while they are in high school. This is accomplished through an early-college approach which consists of taking both high school and college classes concurrently. UPHS Students complete an intensive college-preparatory high school program which includes completing a minimum of 20 college credits at COS and as much as enough units to earn an Associate's Degree in Science or an Associate's Degree in the Arts and/or completing all the general education requirements for the Intersegmental General Education Transfer Curriculum (IGETC) for both the California State Universities (CSU) system and the University of California (UC) system.

The UPHS mission is to provide all students with a college preparation program leading to college and career readiness, in-depth experience when taking college classes, and accumulation of college credits, in addition to meeting the high school graduation requirements. Also, UPHS provides multiple opportunities for students to participate in community service, service-learning, leadership, and a robust visual and performing arts program. Working hand-in-hand with COS, UPHS offers students a unique experience in which they acquire the college classroom experience necessary to become highly focused, confident, and self-motivated students who are well prepared for the academic

rigors of college. Moreover, students develop many skills leading to college and career success, such as how to navigate what can be confusing aspects of college registration, matriculation requirements, how to use college-level technology programs, applications, and online learning management systems, how to effectively develop and implement an academic college course plan, how to seek academic support when needed, and how to successfully approach particularly challenging college classes.

While UPHS students can meet all of the University of California/California State University (UC/CSU) "a-g" requirements through high school classes, they also have the option of meeting those same requirements through college classes at COS, thereby simultaneously earning high school graduation credit, college credit, and meeting UC/CSU eligibility expectations. Finally, the entire course catalogue of college classes available at COS is open to UPHS students (as long as they meet the prerequisites), providing them with many options for developing, planning, and implementing a personal plan leading to a successful college experience and career readiness.

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Overall, according to the California Dashboard, University Preparatory High School (UPHS) student demonstrate strong understanding of the material being measured in each category. The dashboard reports that UPHS students show their college and career readiness is very high as the data suggests that 88.7% are college and career ready. The school is always striving to reach 100% on this metric. Both English and Math performance are in the "green" category, but both subjects are down from the previous year showing a drop of 39.5 and 17.5 points respectively. UPHS believes these drops are the result of learning loss from COVID. In response, this school year UPHS included additional time for subject area teachers to tutor students during the school day and after school.

In regards to the standards for teachers, materials, and facilities; implementation of standards; parent and family engagement; local climate survey; and access to broad course of student, the Dashboard indicates "standards met." At UPHS, the faculty and staff strive to provide students with rigorous and relevant curriculum, taught by highly qualified teachers. Of our 10 single subject teachers, 6 have master's degrees in their subject field or in teacher education. Teachers work closely in their departments to plan, design, and implement curriculum that is aligned to the California standards, the college and career standards, and to specifically meet the needs of the students who attend UPHS each year.

On the California Dashboard, there is no data available for English Learners to protect their privacy due to the small cohort at UPHS. However, that has not stopped UPHS from finding ways to evaluate the data the state provides and find ways to serve this unique population. This year UPHS started a parent group for all families who are bilingual/biliterate called UPHS Juntos. UPHS has a Teacher on Special Assignment (TOSA) who focuses on providing language support for all EL students. Of the school's designated EL students, 63.6% were making progress towards English Language Proficiency. In the class of 2023, eight students graduated with the California State Seal of Biliteracy in either Spanish or American Sign Language. Serving the language learners optimally is always a challenge, but it is something UPHS is committed to doing because many of the EL students represent first generation college students and/or come from families who place high value on education. Improving the success for our language learners is a top priority for UPHS as evidenced by the school's LCAP goals.

Additionally, due to some misreporting in PowerSchool (the SIS for UPHS), the graduation data from the dashboard shows up as 88.7% graduating from UPHS. However, UPHS investigated this statistic and found that every student in the 9th grade cohort did graduate from high school in 2023. Further, the misreporting on foreign exchange students also impacted this statistic. UPHS believes this problem in the SIS to be solved and this should be a more accurate percentage in the future.

The local parent and family engagement and the climate survey indicate the trust students and parents/family have in the school, teachers, and staff to prepare their students academically. UPHS offers many ways for parents to be involved at UPHS from the UPHS Juntos group, to the Parent Support Organization parent group, the School Site Council, the School Site Advisory Board, and many other programs such as music and robotics that have a depth of parent support. The surveys completed demonstrated that 87% of the parent population found UPHS to be "welcoming and inclusive."

Finally, according to the CA Dashboard, UPHS suspended 0.4% of the student population for 1 or more days, which keeps UPHS in the high level "blue." UPHS works through social and rule breaking issues using restorative justice practices that look to understand the whole student as UPHS has found this approach allows for the school and families to work together to reduce this number even further and to create and maintain a healthy, safe climate on the campus.

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

UPHS does not have technical assistance.

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Not applicable

### ***Support for Identified Schools***

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

Not applicable

### ***Monitoring and Evaluating Effectiveness***

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

Not applicable



# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers	Teachers meet each month with all staff and as a group to discuss a range of issues and needs presented on the campus. In the fall, teachers reviewed the 2023-2024 LCAP to revisit the final year of the goals they were seeking to meet. In December and January, teachers met again to consider how well at the end of first semester had the goals been achieved, what needed more focus, and what needed their subject specific focus for the second semester of the 2023-2024 school year. After the LCAP Needs Assessment Survey was completed, teachers met with the support staff and as a group to determine what might be the next steps UPHS wanted to take as it determined the next set of goals for the upcoming LCAP. Teachers were specially consulted through the local survey (they were able to complete the survey too) to assess their vision, hopes, and suggestions for the school and its continued growth. Teachers also reviewed/discussed data from various sources (local survey, Dashboard, SARC, grades, CAASPP scores, etc..) to indicate areas of need, and to also determine future goals for the upcoming LCAP.
Principals	The UPHS principal meets each week with the principal from its sister campus to look at district wide trends, potential areas of growth and ways to support all students, teachers, and staff in the fulfillment of the LCAP goals. These meetings also provide time to review needs assessment data to help determine areas of success and areas of growth for the respective schools.
Administrators	TCOE provides an administrator to oversee UPHS. This administrator meets at a minimum of twice a month with the principal of UPHS to

Educational Partner(s)	Process for Engagement
	<p>visit classrooms, discuss plans to help students achieve their academic goals, the school's work towards meeting the goals of the LCAP, WASC Plan, and the Charter. The oversight by TCOE administrator helps UPHS have a process to talk through and work towards keeping the school on a solid path to meet all goals it has created. The process for determining the new LCAP goals was also reviewed by the TOCE administrator who looked at the needs assessment, considered the groups needing the most service (unduplicated) and the budget process to help UPHS work to determine the best course of action for the new LCAP.</p>
Other School Personnel	<p>School Personnel were consulted through the local survey to assess their perceptions of the school and their desire for its growth. Then, they were consulted during various staff meetings to review the previous LCAP goals and to discuss data from the Dashboard, SARC, CAASPP, grades, and the local survey data. School personnel reviewed these areas and then worked to revise/create the new LCAP goals as necessary to best meet the needs of students and families, especially the unduplicated pupils.</p>
Parents	<p>Parents/Guardians were consulted during the Parent Support Organization, the School Site Council, UPHS Juntos, and the School Site Board of Advisory meetings as well as through the local survey the school administers yearly. Through the aforementioned meetings, family groups reviewed the disaggregated data from the needs assessment survey, data from the Dashboard and the SARC as well as the existing LCAP goals. The parents/guardians then gave input to help determine what the new LCAP goals would include and emphasize to meet the needs to the unduplicated pupils and all the students in general.</p>
Students	<p>Students were consulted through the needs assessment survey, the weekly well-being survey, and the twice-yearly surveys the school administers to assess students' progress towards achieving their own goals and their perception to how well the school is achieving the goals of the LCAP. The student representatives who sit on the School Site Council were also able to give input on the needed changes to the new LCAP goals to make sure the school is considering the needs of students as they perceive them.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The Educational partners for UPHS provided feedback that influenced the development of the LCAP through meetings to review the survey data gathered to determine the progress UPHS had made towards the LCAP goals over the past three year. After reviewing the data from the needs assessment survey, the educational partners gave feedback to determine if each goal should be continued or had been achieved. The decision was made by each group that the four goals should be continued with minor wording changes. The educational partners then offered wording changes to be considered. They also gave feedback on ways they believed UPHS could take action to meet these goals while also ensuring the unduplicated students remained the focus, while not losing sight of how the goals serve the needs of all the students. Nothing for the new LCAP was determined until all the educational partners were able to review the needs assessment data, consider the current LCAP goals, and they were able to use all the data (CAASPP, Dashboard, SARC, and Needs Assessment Data) to determine how UPHS should move forward with the new LCAP.



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Improve the quality of instruction for students who are EL and/or economically disadvantaged to better prepare said students for the academic expectations awaiting them in college and/or awaiting them in their career field.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the needs assessment survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-rounded education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and unduplicated UPHS students, those who are identified as socio-economically disadvantaged.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELPAC Data	2 students reclassified each year and begin to have all EL students tracked according to the 4 year requirement			4 students reclassified and track all EL students for 4 years according to requirement and assess growth	
1.2	CAASPP Data	ELA 84.5% Met or Exceeded Standard			90% Meet or Exceed Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics 62.1% Met or Exceeded Standard			Mathematics 70% Meet or Exceed Standard	
1.3	Average GPA Per Semester	3.00 Average GPA Per Semester (includes both UPHS and COS grades)			3.20 Average GPA Per Semester (includes both UPHS and COS grades)	
1.4	LCAP Needs Assessment Survey	33% of adult educational partners participated in survey  66% of students participated in survey			50% of adult educational partners participate in survey  75% of students participate in survey	
1.5	Career Field Exploration	10% of students participating in activities, classes, internships, and curriculum centered around exploring a range of careers and career fields			100% of students participating in activities, classes, internships, and curriculum centered around exploring a range of careers and career fields	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Strategy Development	Provide professional development training on integrated and designated ELD lesson planning, instructional strategies to improve lesson design, curriculum development, etc.	\$8,000.00	No Yes
1.2	Academic Technological Support	In order for students to continue to improve their CAASPP scores, they need access to the curriculum, which is entirely computer based. UPHS is a technology school and this means all students need access to a quality lap top and access to the Internet. In order to ensure equity among all students, especially the unduplicated students, UPHS commits to the continual upgrade of the student computers (approximately 1/3 of the stock each year) so all identified students have access to a computer to use at home and at school. Additionally, all identified students will have access to mobile hotspots to help ensure Internet access.  Computers - \$15,000 Hot Spots - \$2,000	\$17,000.00	No Yes
1.3	Student Academic Support	UPHS will offer at lunch and after school tutoring to be done by subject specific teachers to support students so they can develop a deeper	\$86,740.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>understanding and demonstrate mastery of the content material being taught. Also, UPHS will employ one part time EL teacher on special assignment (TOSA) to work with EL students in all subject areas and provide community outreach to all bilingual families. Finally, UPHS will employ one part-time instructional aide to work with socio-economic disadvantaged students and students who need small group help in their academic classes.</p> <p>Funding is as follows  Teacher Tutoring Title IV Part A - \$5,645 + LCFF \$2,355 = \$8,000.00  EL TOSA - \$59,624.00  Instructional Aide - \$19,116.00  Total = \$86,740.00</p>		Yes
1.4	LCAP Needs Assessment Survey	Students, families, staff, and teachers participate in an annual survey to assess the needs of students at UPHS	\$0.00	No Yes
1.5	Career Field Exploration	<p>All students participate in career exploration and career field exploration throughout their four years at UPHS. Activities will range from surveys, career assessments, internships, and/or taking Career Technical Education (CTE) classes at COS.</p> <p>Title II Part A - \$6,924.00</p>	\$6,924.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	Provide training for teachers and staff to utilize and develop Homeroom curriculum, lessons, and experiences aimed at helping students acquire the self-efficacy and self-advocacy skills necessary for a successful transition into college.	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and students identified as socio-economically disadvantaged with minor changes to more directly help students acquire skills that will improve their transition between high school and college level classes/work.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Homeroom Self-Assessment Surveys (weekly and bi-annually)	80% of students completed weekly and bi-annual surveys assesses their use of the self-efficacy and self-advocacy information being			100% of students will complete the weekly and bi-annual survey to assess their use of the self-efficacy and self-advocacy	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		learned during Homeroom			information learned in Homeroom	
2.2	Teacher created Homeroom lessons. (each semester)	Each teacher creates 1 week of Homeroom Lessons a year using materials to support the learning of self-efficacy and self-advocacy			Each teacher creates 2 weeks of Homeroom lessons each semester	
2.3	Academic advising Appointments to discuss college class expectations and placement in classes	75% of students receive help in Homeroom and/or through academic advising meetings/presentations			90% of students receive help in Homeroom and/or through academic advising meetings/presentations	
2.4	College workshops and college field trips	50% of students attend a college workshop and college field trip			75% of students attend a college workshop and college field trip	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Homeroom Self-Assessment Surveys	<p>Students take a self-assessment regarding their using and use of self-efficacy and self advocacy skills in a administered in Homeroom each semester. Additionally, using Kelvin students will take "pulses" to assess more frequently what they perceive to be learning in Homeroom.</p> <p>Well being Surveys - Free (in house development) Kelvin Pulse surveys - Free</p>	\$0.00	No
2.2	Homeroom Lessons	<p>Teachers will use purchased curriculums and/or collaborate with student groups/clubs to develop two weeks of Homeroom lessons each semester.</p> <p>Brain Thrive by 25 Curriculum - \$2,392.00 Mr. Brown Motivational Curriculum - \$3,000.00</p>	\$5,392.00	No
2.3	Academic Advising	<p>Students will be supported academically through a three prong approach to help them monitor their own progress so they know how to use the self-efficacy and self advocacy skills they are learning</p> <ol style="list-style-type: none"> <li>1. Self submission of their grades in both their UPHS and COS classes through their Homeroom survey</li> <li>2. Homeroom activities that give students opportunities to learn about planning their IGETC classes, UPHS graduation and class requirements</li> <li>3. Self scheduling of appointments to receive academic advising from both UPHS and COS</li> </ol> <p>All Teachers will need training/professional development to learn how to provide this support to all the students in their Homeroom class.</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Academic Advising Staff Development/Training - \$5,000.00		
<b>2.4</b>	College workshops, college field trips, and educational field trips	Students will attend workshops to learn about colleges, and they will have the opportunity to go on college field trips to tour and hear presentations from admissions about how to successfully apply and be accepted to a college. Also, students will have a various opportunities during the school year to attend educational field trips in a range of subject areas.	\$15,000.00	No



# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	Increase social-emotional support services provided to students and provide professional development to train teachers and staff about social-emotional learning and the impact of mental health on schooling.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-rounded education for its students. Based on the data which all educational partners stated this is something they agree is happening about 60% of the time, UPHS determined this goal would help continue to improve the educational experience for all students and especially for English learners and students identified as socio-economically disadvantaged.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of teachers who attend an SEL training.	<p>0% of teachers who have attended an SEL Training</p> <p>70% of students think their teachers have been adequately trained to support students who</p>			<p>100% of teachers attend at least one SEL training</p> <p>90% of students think their teachers have been adequately trained</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are struggling with social emotional issues			to support students who are struggling with social emotional issues	
3.2	Percent of students who indicate need for SEL support (Bi-Annual Well Being Survey)	70% of students state they have adequate access to social emotional services (reported in the 2024 LCAP Needs Assessment Survey)			90% of students state they have adequate access to social emotional services	
3.3	Provide SEL and health support for students by having a Triage Social Worker (2 days), School Psychologist (1 day) at UPHS, 50% LVN, and 15 days for RN	Approximately 20% of students access the Triage Social Worker, School Psychologist, and/or LVN/RN			30% of students access the Triage Social Worker, School Psychologist, and/or LVN/RN	
3.4	School Wide Students of Concern Meetings and Careteam Email	Bi-Monthly meeting of Careteam and regular use of careteam email to communicate students who need assistance			Bi-Monthly meeting of Careteam and regular use of careteam email to communicate students who need assistance	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development (PD) for staff and faculty to support students SEL.	In response to feedback from educational partners and a review of data, faculty and staff will have the opportunity to participate in ongoing PD and targeted trainings to support improved implementation of research-based social emotional learning supports for all students.	\$5,000.00	No
3.2	Well Being Survey	Each semester (2 times a year), staff will administer a mental health survey during Homeroom. Staff will discuss the results and plan ways to help students.	\$0.00	No
3.3	SEL and Health Support	Provide SEL support for students by having a Triage Social Worker (2 days), School Psychologist (1 day) at UPHS, 50% time LVN, and RN (15 days)  Triage Social Worker - \$46,000 School Psychologist - \$0 LVN - \$56,000 RN - \$23,000 Total = \$125,000	\$125,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Collaboration for Improved Student Support	Care-Team (LVN, Triage Social Worker, Learning Director, and Principal) meets twice a month to determine the best way to support students who have SEL needs based on the site developed three tiered system. Teachers meet once a month to collaborate to review and analyze the social emotional data from various surveys. This will allow both support staff and teachers to review student data, share best practices, and plan strategies to better address student social-emotional needs. It also encourages consistent use of the "careteam" email to communicate systematically when a student needs assistance.	\$0.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Use the Panda Path and maxims to create a school climate to increase engagement and involvement of students, parents/guardians, and families.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</p> <p>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>This goal was developed by the LEA (UPHS) in response to the survey data gathered and analyzed by all educational partners including parents, guardian, students, staff, and faculty. Additionally, UPHS held a meeting with each educational partner group to review the data and how that data suggested areas where UPHS needed to continue to work to offer a well-round education for its students. Based on the data and the conversations, UPHS determined this goal would help continue to improve the educational experience of English learners and students identified as socio-economically disadvantaged.</p>
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## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percent of students who attend school events (dances, PSO events, lunch sports tournaments, etc...)	81% of students say UPHS offers a wide ranges of activities for them to be involved with each semester (Data from the 2024 LCAP			70% of students list 2-3 school events they attended or participated in each semester.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Needs Assessment Survey)				
4.2	Percent of students who are involved with a Club, Academic Team or other student group such as volunteer organizations connected to COS or an outside organization	69% of students state they feel connected to UPHS (Data from the 2024 LCAP Needs Assessment Survey)			85% of students state they feel directly connected to UPHS.	
4.3	Percent of families who report feeling welcomed by school staff	87% of families state UPHS is welcoming and inclusive (Data from the 2024 LCAP Needs Assessment Survey)			95% of families state UPHS is welcoming and inclusive (Data from the 2024 LCAP Needs Assessment Survey)	

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	School Event	Students have opportunities to attend a range of events through out the school year. The attendance at these events is tracked and UPHS can assess how many students are participating in activities outside of the school day.	\$0.00	No
4.2	Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments	UPHS offers a wide range of clubs, academic teams, volunteer experiences, and intramural sports tournaments. However, not all students are involved in at least one of these activities. These are all experiences students need during high school to grow and learn. Also, colleges want to see that students participating in said activities.	\$0.00	No
4.3	Family Involvement	UPHS wants to continue to offer a wide range of ways parents can continue to be connected to their student's high school experience. From family events such as Fall Carnival, performances, parent groups, and education nights/workshops.	\$0.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$177170	\$

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.884%	0.000%	\$0.00	5.884%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Instructional Strategy Development</p> <p><b>Need:</b> More training and instruction for teachers to learn how to integrate language learning into their lessons and classes.</p> <p><b>Scope:</b></p>	<p>UPHS will provide professional development to train more teachers on a more consistent basis in order to provide even better instruction for students who are bilingual and/or are learning English as a second language.</p> <p>This addressed a specific need expressed in the 2024 LCAP Needs Assessment: 43% of parents/guardians and 69% of students think EL students receive the resources they need to succeed.</p>	<p>ELPAC Annual Assessment &amp; the UPHS Reclassification process.</p>



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.2	<p><b>Action:</b> Academic Technological Support</p> <p><b>Need:</b> UPHS highest unduplicated population comes from students who are socio-economically disadvantaged and often lack access to the technology devices needed to be successful.</p> <p><b>Scope:</b> Schoolwide</p>	<p>In order for students to increase their CAASPP scores and grades, they need access to the curriculum, which is almost entirely computer and web based. In order to ensure equity, UPHS needs to provide lap top computers for about 30% of the school's population. Some of these same students also need access to the Internet through a school provided hot spot. This action specifically addresses this need.</p>	CAASPP Data
1.3	<p><b>Action:</b> Student Academic Support</p> <p><b>Need:</b> Students need access to additional help to learn the required curriculum outside of their class periods.</p> <p><b>Scope:</b> Schoolwide</p>	<p>UPHS has found some success in offering consistent lunch time and after school tutoring. Students have let their teachers know they feel most comfortable getting help from their own teachers. Since UPHS works on a mastery model of learning, students need multiple opportunities to demonstrate their understanding of content. Additionally, students also need help from other support staff such as the EL TOSA and the instructional aide who support students in small groups and are also available for tutoring.</p>	Student GPA per semester and school average GPA
1.4	<p><b>Action:</b> LCAP Needs Assessment Survey</p> <p><b>Need:</b></p> <p><b>Scope:</b> Schoolwide</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	<p><b>Action:</b> Career Field Exploration</p> <p><b>Need:</b> Based on the needs assessment survey and conversations with all educational partners, students are not being exposed to enough career information throughout their high school years.</p> <p><b>Scope:</b></p>	This action will provided dedicated funds towards developing career exploration curriculum so students can begin to think about what type of job they might be interested in starting in the 9th grade. This knowledge will help students then consider their education goals and/or help them make decisions about their classes both at UPHS and at COS.	Needs Assessment Survey, Homeroom Surveys, and Kelvin "pulse" assessments

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable to UPHS

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

UPHS does not receive additional concentration grant funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3011055	177170	5.884%	0.000%	5.884%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$241,487.00	\$20,000.00		\$12,569.00	\$274,056.00		\$274,056.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Strategy Development	English Learners All	No Yes	Schoolwide			3 years	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00
1	1.2	Academic Technological Support	Unduplicated students and socio-economically disadvantaged students All	No Yes	Schoolwide			3 years	\$0.00	\$17,000.00	\$17,000.00				\$17,000.00
1	1.3	Student Academic Support	EL and Socio-economic disadvantaged students All	No Yes	Schoolwide			3 years	\$0.00	\$86,740.00	\$81,095.00			\$5,645.00	\$86,740.00
1	1.4	LCAP Needs Assessment Survey	All	No Yes	Schoolwide			3 years	\$0.00	\$0.00	\$0.00				\$0.00
1	1.5	Career Field Exploration	All	No				3 years	\$0.00	\$6,924.00				\$6,924.00	\$6,924.00
2	2.1	Homeroom Self-Assessment Surveys	socio-economically disadvantage unduplicated students All	No				3 years	\$0.00	\$0.00	\$0.00				\$0.00
2	2.2	Homeroom Lessons	socio-economically disadvantaged	No				3 years	\$0.00	\$5,392.00	\$5,392.00				\$5,392.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			unduplicated students All												
2	2.3	Academic Advising	socio-economically disadvantaged unduplicated students All	No				3 years	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00
2	2.4	College workshops, college field trips, and educational field trips	socio-economically disadvantaged unduplicated students All	No				3 years	\$0.00	\$15,000.00		\$15,000.00			\$15,000.00
3	3.1	Professional Development (PD) for staff and faculty to support students SEL.	socio-economically disadvantaged unduplicated students All	No				3 years	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00
3	3.2	Well Being Survey	socio-economic disadvantage unduplicated students All	No				3 years	\$0.00	\$0.00	\$0.00				\$0.00
3	3.3	SEL and Health Support	socio-economically disadvantaged unduplicated students All	No				3 years	\$0.00	\$125,000.00	\$125,000.00				\$125,000.00
3	3.4	Collaboration for Improved Student Support	socio-economically disadvantaged unduplicated students All	No				3 years	\$0.00	\$0.00	\$0.00				\$0.00
4	4.1	School Event	socio-economically disadvantaged unduplicated	No				3 years	\$0.00	\$0.00	\$0.00				\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			students All												
4	4.2	Clubs, Academic Team, Volunteer Experiences, Intramural Sports Tournaments	socio-economically disadvantage unduplicated students All	No				3 years	\$0.00	\$0.00	\$0.00				\$0.00
4	4.3	Family Involvement	socio-economically disadvantaged unduplicated students All	No				3 years	\$0.00	\$0.00	\$0.00				\$0.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
3011055	177170	5.884%	0.000%	5.884%	\$106,095.00	0.000%	3.524 %	<b>Total:</b>	\$106,095.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$106,095.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Strategy Development	Yes	Schoolwide			\$8,000.00	
1	1.2	Academic Technological Support	Yes	Schoolwide			\$17,000.00	
1	1.3	Student Academic Support	Yes	Schoolwide			\$81,095.00	
1	1.4	LCAP Needs Assessment Survey	Yes	Schoolwide			\$0.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$300,000.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Language Proficiency	Yes	\$15,000.00	
1	1.2	Instructional Strategies	Yes	\$7,500.00	
1	1.3	EL Student Support	Yes	\$54,000.00	
1	1.4	Student Support for Socioeconomic Disadvantaged Students and Foster Youth.	Yes	\$37,500.00	
2	2.1	Homeroom Lessons	No	\$500.00	
2	2.2	Self-Advocacy Survey	No	\$500.00	
2	2.3	Counseling for Grade Checks by Students	Yes	\$29,500.00	
2	2.4	Volunteerism	No	\$4,000.00	
2	2.5	Self Scheduling of High School and College Classes	No	\$21,000.00	
3	3.1	Well-Being Survey	No	\$500.00	
3	3.2	Student Learning Outcomes (SLO) Survey	No	\$500.00	



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Personnel & Services	No	\$60,000.00	
3	3.4	After-School Tutoring	Yes	\$32,000.00	
3	3.5	College Course Success	No	\$1,500.00	
3	3.6	School Attendance Lessons for Homeroom	No	0	
4	4.1	Educational Enrichment and After-School Activities.	No	\$32,000.00	
4	4.3	Student/Parent Participation and Morale.	No	\$1,000.00	
4	4.4	Youth-Based Events.	No	\$3,000.00	

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$167,000.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Language Proficiency	Yes	\$15,000.00			
1	1.2	Instructional Strategies	Yes	\$5,000.00			
1	1.3	EL Student Support	Yes	\$50,000.00			
1	1.4	Student Support for Socioeconomic Disadvantaged Students and Foster Youth.	Yes	\$35,500.00			
2	2.3	Counseling for Grade Checks by Students	Yes	\$29,500.00			
3	3.4	After-School Tutoring	Yes	\$32,000.00			

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

# 2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

# Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

#### Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

#### Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

### **Purpose**

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

### **Requirements**

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).



- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### Complete the table as follows:

#### Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

#### Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

**Description**

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

**Type of Goal**

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

**State Priorities addressed by this goal.**

Identify each of the state priorities that this goal is intended to address.

**An explanation of why the LEA has developed this goal.**

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

**Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

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

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

### Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

### Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

### Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

### Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

**LEA-wide and Schoolwide Actions**

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

**For School Districts Only**

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

**Projected Additional 15 percent LCFF Concentration Grant**

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year**

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

**LCFF Carryover — Percentage**

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

### LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

### Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

## Required Descriptions:

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### **Identified Need(s)**

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### **How the Action(s) are Designed to Address Need(s)**

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

### **Metric(s) to Monitor Effectiveness**

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.



- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

### **Additional Concentration Grant Funding**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.



- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

### **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.  
  
The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
November 2023

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

John Davis

**SUBJECT:**

The Consolidated Application for Funding for the 2024-25 school year

**DESCRIPTION/SUMMARY:**

The Consolidated Application for Funding is required to be submitted in order to be eligible to receive certain federal title funds.

**FINANCING:**

No funding is necessary to submit the application.

**RECOMMENDATION:**

Approval of the 2022-23 Consolidated Application for Funding is recommended.



CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Tulare County Office of Education (54 10546 0000000)

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## 2024–25 Application for Funding

Required fields are denoted with an asterisk (\*).

### Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that  the Local Board has approved the Application for Funding for the listed fiscal year:

### District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that  parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year:

### Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

\* **Title I, Part A (Basic Grant):**  No  Yes  
ESSA Sec. 1111 et seq.  
SACS 3010

**Title I, Part D Subpart 2 (Delinquent):**  No  Yes  
ESSA Sec. 1401  
SACS 3025

\* **Title II, Part A (Supporting Effective Instruction):**  No  Yes  
ESEA Sec. 2104  
SACS 4035

\* **Title III English Learner:**  No  Yes  
ESEA Sec. 3102  
SACS 4203

\* **Title III Immigrant:**  No  Yes  
ESEA Sec. 3102  
SACS 4201

\* **Title IV, Part A (Student and School Support):**  No  Yes  
ESSA Sec. 4101  
SACS 4127

Last Saved: Diana Hernandez (DiHernandez1), 5/3/2024 3:20 PM, Draft

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Sacramento, CA 95814

Web Policy

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

John Davis

**SUBJECT:**

Local Control and Accountability Plan/Every Student Succeeds Act Federal Addendum Update

**DESCRIPTION/SUMMARY:**

Each year, local education agencies are required to review and update the Federal Addendum to the Local Control and Accountability Plan (LCAP) and the Every Student Succeeds Act (ESSA). Substantive changes are share with the governing board for their approval. The Federal Addendum for TCOE has been updated this year to accurately reflect the goals established in LCAPs, the most current data available, and other adjustments made in response to ongoing and emerging needs identified in learning communities.

**FINANCING:**

Funding is enumerated in the plan. No additional funding is being requested.

**RECOMMENDATION:**

Approval of the Federal Addendum is recommended.

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

Tulare County Office of Education

## CDS code:

54-10546-0000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A  
Title I, Part D  
Title II, Part A  
Title III, Part A  
Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Tulare Office of Education encompasses five programs:

Court/Community Schools

University Preparatory High School

La Sierra Military Academy

Special Education/AcCEL

Each of these programs have their own unique settings and needs. As a result, each program is addressed according to their LCAP goals and student needs.

Court is utilizing federal funds to support implementation of activities (i.e. Transitions Specialist, Professional Development, supplemental materials and supplies, and supplemental books) as outlined in the SPSA and LCAP. LCAP Goals:

#1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELPA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

#2 Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and support by engaging in a supportive learning environment.

#3 All students at Court and Community Schools including students who are Low Income, English Language learners, students with disabilities, Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and graduation rates.

Community is utilizing federal funds to support implementation of activities (i.e. Professional Development, supplemental materials and supplies, and supplemental books) as outlined in the SPSA and LCAP to support meeting the established LCAP Goals:

#1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELPA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

#2 Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.

#3 All students at Court and Community Schools including students who are Low Income, English Language learners, students with disabilities, Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and graduation rates.

Special Education School is utilizing federal funds to support implementation of activities as outlined in the SPSA and LCAP. LCAP Goals:

#1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELPA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

#2 Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.

#3 All students at Court and Community Schools including students who are Low Income, English Language learners, students with disabilities, Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and graduation rates.

University Preparatory High School (UPHS):

The primary use of federal funds at UPHS is for math, language arts, and student attendance. This includes materials, supplies, and conferences for teachers. The use of the funds is designated to help all students to excel in both math and language arts as well as their daily attendance. This is measured through CAASPP scores, local assessments such as the CAASPP Interim Assessment Blocks and class assessments, and student grades and attendance.

UPHS LCAP Goals

Goal #1 Improve the quality of instruction for students who are EL and/or economically disadvantaged to better prepare said students for the academic expectations awaiting them in college and/or awaiting them in their career field.

Goal #2 Provide support to help students develop self-efficacy and self-advocacy skills and provide training to develop curriculum and lessons to help students acquire these needed skills.

Goal #3 Increase social-emotional support services provided to students and provide professional development to train teachers about social-emotional learning and the impact of mental health on schooling.

Goal #4 Provide a school climate that increases the engagement and involvement of students, parents, and families

## La Sierra Military Academy (LSMA):

Federal funds are used to support schoolwide programs as indicated by the site's needs assessments. School data indicates that students enrolled in LSMA are credit deficient, and deal with issues related to truancy and exposure to trauma. The school allocates funds for increasing intervention time and support in all content areas, credit recovery courses, methods for addressing barriers that impede student learning in the classroom while addressing the whole child, and providing access to Career/College pathways. This includes the following LCAP Goals:

**Goal #1** All LSMA students will improve academically in English Language Arts through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement in all components of Reading, Writing, Speaking and Listening domains.

**Goal #2** All LSMA students will improve academically in Mathematics through quality direct instruction that utilizes differentiated instructional practices towards raising student achievement through the vertical alignment of math instruction in the content areas of Pre-Algebra, Algebra I, Geometry and Trigonometry.

**Goal #3** All LSMA English Learner students will improve academically in literacy and language acquisition through quality differentiated instruction towards raising English proficiency for student growth and achievement.

**Goal #4** All LSMA students will graduate high school and be competitively college and career ready through personalized learning and targeted systems of support.

**Goal #5** All LSMA students' individual academic and socio-emotional needs will be met through quality direct instruction, enrichment, and intervention in a safe, supportive and inclusive environment.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

All TCOE schools and programs use federal funds to supplement the actions and services provided through the base program. Federal COVID relief funds are being used in a similar manner to maintain and extend needed supports in areas that have been impacted by the pandemic. Federal and state funds are aligned in the LCAP and SPSA to meet the needs of all students including unduplicated students.

Court and Community Schools utilize the federal funds to align with stated funds in order to help meet their established goals. Both Court and Community schools use the majority of their Title 1 Part D funds to provide access to Student Transition Specialists at each site. Their primary role is to create Individual Learning Plans and connect students with resources to be successful on their path to career and college readiness. Title I funds also support professional learning of Court and Community staff.



Special Education School uses federal funds to support the activities outlined in the LCAP to meet the established goals. The specific use of funds depends on the LCAP activity. Title I funds support activities including providing highly qualified certificated staff and classified support staff, materials, books and supplies as well as consultation services to support professional development. Title IV funds support enrichment and targeted support activities through classified staff.

#### University Preparatory High School (UPHS):

The primary use of federal funds is to align with state funds, so that both are used to meet established LEA goals. Federal funds are used to supplement and enhance the use of state funded activities. The use of federal funds is dependent on the type of fund. Title 1 funds are not received by UPHS. Title II funds are used to build teacher capacity to ensure Goal 1. Title 3 are used for professional development for meeting the needs of English Learners and/or Immigrant Students. Professional development is centered around implementation of research-based instructional EL strategies. Federal funds may be used for supplemental materials and supplies to enhance student learning.

#### La Sierra Military Academy (LSMA):

The La Sierra Leadership Team designed a comprehensive school action plan that aligns federal funds, state/local funds and other grants to meet the needs of the LCAP and schoolwide action plan as indicated by the student needs and assessment measures. For each LCAP goal, specific actions targeting remediation/intervention, and action steps to meet the needs of each LCAP outcome were calibrated. The La Sierra Leadership Team meets monthly to review progress and implementation data that is tracked and updated annually in the school's data tracking systems.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

For 2022-2023 school year, the following Educator Equity data was analyzed:

Low-income students are not taught at higher rates by ineffective/misassigned teachers or out-of-field teachers. The local data collected by Tulare County Office of Education determined that zero out of the forty-three teachers were ineffective/misassigned or out-of-field teachers.

\*100% of students enrolled in Tulare County Court Schools are low-income students. 0% of Tulare County Court teachers were ineffective/misassigned or out-of-field.

\*30% of students enrolled in University Preparatory High School are low-income students. 0% of University Preparatory High School teachers were ineffective/misassigned or out-of-field.

\*81.25% of students enrolled in Tulare County Community Schools are low-income students. 0% of Tulare County Community teachers were ineffective/misassigned or out-of-field.

\*79.53% of students enrolled in La Sierra Military Academy are low-income students. 0% of La Sierra Military Academy teachers were ineffective/misassigned or out-of-field.

\*75.2% of students enrolled in Special Education here are low-income students.

Low income students and Minority students are not taught at higher rates by inexperienced teachers at Tulare County Court Schools and University Preparatory High School. The data was collected from the California Department of Education DataQuest site. 100% of students enrolled in Tulare County Court Schools are low-income students. 87% of students enrolled in Tulare County Court schools are minority students. 0% of Tulare County Court teachers were inexperienced teachers.

\*26% of students enrolled in University Preparatory High School are low-income students. 55% of students enrolled in University Preparatory High School are minority students.

\*87.7% of students enrolled in Tulare County Community Schools are low-income students. 92% of students enrolled in Tulare County Community Schools are minority students. 33% of Tulare County Community teachers were inexperienced teachers. Three out of nine teachers had two years or less of teaching experience. Our system challenges were a late opening of an alternative education school and hiring during the summer break versus hiring during Spring job fairs.

\*79.5% of students enrolled at La Sierra Military Academy are low-income students. 90% of students enrolled at La Sierra Military Academy are minority students. 5% of La Sierra Military Academy teachers were inexperienced teachers. One out of sixteen teachers had two years or less of teaching experience. Our system challenge this school year for school capacity building efforts has been working to improve our application of quality direct instruction across all grade level spans for raising student achievement across all core academic subjects.

The equity gap discovered at Tulare County Office of Education was 13.9% of our teachers were inexperienced. Six out of forty -three teachers were inexperienced. This data was provided by the California Department of Education regarding certificated staff experience for 2018-2019. Tulare County Office of Education engaged various stakeholders to identify strategies to address the discovered equity gap. These strategies included the sharing of the data at LCAP meetings, parent teacher conferences, ELAC meetings, School Site Council meetings, and with the Tulare County Leadership Team. During these meetings we informed stakeholders how their input would be used in order to allow stakeholders to provide meaningful feedback. We made it a priority to ensure each stakeholder had an opportunity to share.

During the data analysis process the disparity that was discovered was 13.9% of teachers were inexperienced. The actions Tulare County Office of Education will take to address this disparity are selecting effective mentors, providing on-going professional development opportunities, providing professional academic coaching and promoting teacher collaboration.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA will carry out its responsibilities of involving parents and our school community in the development of improvement plans. We will accomplish this by:

- School Site Council/Parent Advisory Committee and English Language Advisory Committee meetings.
- Parent/teacher conferences
- Parent Information meetings
- Parents, students, teachers, and staff will complete surveys as well as one-on-one conferences with teachers
- LCAP meetings will be conducted throughout the school year. All parents, students, principal, teachers, school staff, community members, Foster Youth/Homeless Services Coordinator, CTA and CSEA unions will be invited. We will use flyers, email and/or mail notifications.
- Provide annual updates that will be shared at teacher in-service meetings in the Fall and Spring. Teachers, administrator, principal, aides, Student Transition Specialist, ELA and math consultants will be invited to attend. Annual updates will be included on the in-service agenda students' state test scores, local test scores, and updates on all goals for the LCAP and ELPAC.

The LEA carries out the responsibility for parent engagement through outreach, training, and engagement opportunities. Parents are provided Title I required Annual Notifications annually. Parents and family engagement policy is developed, agreed upon, and distributed during parent meetings, such as school site council. The LEA provides translation services to parents with limited English proficiency when providing information and school reports. The LEA provides opportunities for the informed participation of parents and family members with disabilities by providing reasonable accommodations to parents and family members. Special accommodations will be made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. The LEA will provide opportunities for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time and once the students return to school after an extended absence to help parents help their children overcome educational disruption.

All schools will focus on building the capacity of parents by providing workshops and meetings that will help parents better understand the educational programs and systems and be able to support their students in their education.

Court/Community schools conduct Parent/teacher conferences biannually, School Site Council meetings and LCAP meetings to gather stakeholder information, especially from parents. Also, we annually survey our parents district wide to evaluate the effectiveness of school activities including identifying barriers to greater participation.

University Preparatory High School (UPHS): UPHS currently has great parent and family engagement. Currently, there is an active Parent Support Organization that utilizes parent resources for student events, activities and fundraising. In addition, parents serve on the School Site Council and School Site Board of Directors. UPHS also holds multiple Parent Information Nights. Other options for parent involvement include attendance at semester awards ceremonies to celebrate academic success and chaperones for our student dances. Finally, parents have opportunities to serve on either the School Site Advisory Board or School Site Council.

La Sierra Military Academy (LSMA): Parents and their community partners are very supportive and essential to the success of the educational programs at La Sierra. Parents are invited to join the Parent Advisory PTO/School Site Council and ELAC subcommittees for monthly meetings and additional opportunities to engage in the overall success and education of their children. Parents are an intricate source of support for the classrooms, operations, community involvement and events at the school. Other community partners include but are not limited to: CHOICES, Kiwanis of Visalia, Lions Clubs and the CSET organization.

Tulare County Office of Education (TCOE) will educate teachers, specialized instructional support personnel, principals, school leaders and staff, with the assistance of parents in the value and utility of parental contributions towards the overall vision and goals of the LEA. TCOE will focus on building staff capacity in the areas of cultural proficiency and effective communication skills through professional development and professional learning networks opportunities throughout the year. The professional development and learning opportunities will be guided by parent feedback collected from parent surveys and face to face interactions at school site council, parent advisory and parent/teacher conferences. In addition, consultants will lead the training. Due to the cultural, socio-economic and language needs of the student and family population, the focus on cultural proficiency training is targeted on how to reach out and build relationships with parents in order to create an equal partnership between parents and school. Staff will be taught evidence-based strategies for supporting and enhancing parental engagement, including: how to create and develop adequate and welcoming spaces, how to incorporate frequent and positive communication with parents, and the correlation between parental engagement and academic achievement.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

SWP: La Sierra Military Academy, Special Education, and Court and Community Schools are the schoolwide programs (SWPs) operating in TCOE.

In order to better serve students at La Sierra Military Academy, the school operates a schoolwide program to improve academic achievement, in particular for low achieving students so they may demonstrate proficiency on state academic standards. LSMA is dedicated towards raising student achievement in all academic and social sectors. After meeting and reviewing various forms of data, the School Site Council determined the following actions: 1) Student improvement is needed specifically in the areas of English Language Arts and Mathematics. The team determined that there



is a great need for addressing achievement gaps by providing more services for intervention via the implementation of a set enrichment time every Thursday from (8-8:30 am) for student academic support 2)The team determined that there is also a great need to address the socio-emotional learning of students. Students are provided socio-emotional lessons during their respective homeroom classes on a weekly basis for student capacity building efforts. LSMA also recently applied and was approved for the Community School's Implementation Grant which the site will utilize to fund the provision of the Community School's teacher position. The Community School teaching position helps provide tiered support services to at-risk students in working towards ensuring that LSMA students receive differentiated academic and social support on a daily basis for the building of the site's Multi-Tiered Systems of Support for elevating student academic and social achievement. Removed from this, La Sierra will also implement a four week summer school session after the completion of the regular school year. The summer school session will focus on providing students with access to taking credit recovery and go ahead courses for ensuring students stay on track to graduate in four years for post secondary career advancement efforts.

Special Education operates programs to meet the full range of needs for mildly impaired to profoundly impaired students. Services can range from related services, which supplement regular classroom instruction, to Special Day Classes (SDC) for students who need a modified curriculum. When necessary, home or hospital instruction is available, as is residential private placement. Special Education also operates the Bright Start Parent/Infant Program to serve children from birth to age 3 who have, or are at risk of having, disabilities. The Alternative Achievement Program (AAP) provides services to students receiving special education whose behavioral and emotional health needs require a higher level of education unavailable on our comprehensive school district sites. AAP provides students with an alternative learning environment that has embedded mental health services to promote a therapeutic environment necessary to meet students' individualized educational needs. The overarching goal is to provide intensive individualized instruction within a student's community. Through extensive therapy and behavioral support, students obtain the necessary skills to return successfully to a comprehensive education setting.

Tulare County Office of Education (TCOE) Behavioral Health Services (BHS) improves the quality of living and learning of the children and families of Tulare County by providing mental and behavioral services in the school, home, and community. TCOE BHS utilizes an innovative, evidence-based approach and draws upon the strengths, diversity, and resiliency of the families served to remove barriers impeding the achievement of their goals. Our Behavioral Health Services provides mental health treatment to students throughout Tulare County school districts who are identified as in need of mental health support and intervention in order to access and benefit from special education. For students, whose educationally-related mental health services are part of the Individual Education Plan, TCOE BHS works in a collaborative manner with students, families, and school personnel to provide a behavior health assessment and individualized intervention. BHS works to ensure access to the quality of care available to children and families throughout Tulare County. TCOE BHS provides an extensive number of field-based services, operates an outpatient psychiatry clinic in Visalia, and provides a comprehensive, integrated, and collaborative approach to mental health treatment to treat a variety of behavior challenges and mental health issues.

Court and Community schools focus on improving academic achievement, while preparing students to return to their comprehensive sites. Students who enter the program have an average reading level of fifth grade and a math average of fourth grade. Students are on probation or expelled from their comprehensive school sites and are behind in credits needed for graduation. Students are provided an individualized learning plan that is monitored by all staff. The individualized learning plan includes structures that support academic progress as well as socio-emotional learning needs. With a small school setting, staff are able to create relevant hands-on learning opportunities that focus on closing the achievement and opportunity gap. Teachers are supported through professional learning opportunities provided by Math, Science, and ELD consultants. Students are provided opportunities



to recover deficient credits through an accelerated credit recovery program. The school conducts an on-going annual evaluation to ensure strategies and intervention services are effective in enabling low-achieving students to meet the state academic standards.

TAS: N/A

Neglected or delinquent: N/A

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Tulare County Office of Education (TCOE) has district trained homeless liaisons which serve schools throughout the year.

Court/Community/Special Education notify the TCOE homeless liaison of homeless youth. The TCOE liaison connects with Health and Human Services to place homeless children on a continuum of care list. Staff at sites assist students and families with obtaining county resources. Attendance is monitored by staff. Also, students who are 17 or 18 years of age are connected to homeless programs at our local junior colleges, College of the Sequoias and Porterville College. Professional development for Trauma-Informed Practices is delivered throughout the school year for all staff.

La Sierra Military Academy (LSMA): Reserves funding for homeless students and families by providing outreach services to access temporary housing through motels, etc., clothing, and school supplies, bus transportation support, and college transition/preparation costs. The LSMA faculty annually receive professional development in instructional areas regarding implementation of equity, social-emotional learning and trauma-informed practices to ensure support for homeless and impoverished families.

Reserved funds are used to provide homeless students with basic needs necessities kits as well as other support services (school counseling, transportation, bus vouchers, tutoring) that are comparable to those that are provided in both Title 1 and non-funded Title 1 schools.

University Preparatory High School (UPHS): Reserves funding for homeless students and families by providing outreach services to access temporary housing, clothing, and school supplies, and bus transportation support.. The UPHS faculty receive professional development at the beginning of each school year in instructional areas regarding implementation of equity, social-emotional learning and trauma-informed practices to ensure support for homeless and impoverished families.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

TCOE schools support transition of students to postsecondary by providing transition specialists, field trips to colleges and universities and speakers from a range of postsecondary education agencies and career fields.

University High School (UPHS): All UPHS students take college classes at College of the Sequoias each semester including summer break. Our counselor meets with all students throughout the year including all sophomores and at least one parent to discuss their education and college plan moving forward. In their senior year, students all meet with the counselor to discuss their academic progress and for those who plan to attend COS they are then assisted with setting up appointments with the COS counselors.

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Federal funds are used to support the transition of students. These transition specialists support students in learning how to complete and access FAFSA applications and explore options for postsecondary education and careers.

# TITLE I, PART D

## Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Student transition specialists contact schools and students within thirty days of exiting Court/Community schools. All students have individualized learning plans (ILP) to support their re-entry into their comprehensive school district. This includes test scores, transcripts, and any other documentation pertaining to their educational needs.

## Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

An agreement between the COE and County Probation Department for implementation of the education program at the Juvenile Detention Facility is in place.

The agreement consists of policies and procedures to ensure communication and coordination between educational staff and probation staff. The educational program and the probation department collaborate to transition students to and from the court school. Both parties have access to records, as needed and appropriate, to ensure student success. The mutually developed goals and objectives that are outlined are reviewed annually.

The TCOE will: provide to minors housed at Juvenile Hall instruction, as required by applicable laws and regulations, by teachers credentialed pursuant to the California Standards for the Teaching Profession. Ensure the COE staff have appropriate curriculum and materials to conduct class in accordance with standards set forth by the State Board of Education. Provide ongoing professional development to COE instructional staff related to curriculum and instructional strategies. Provide common core state standards-based Board of Education adopted instructional materials and instructional technology. Ensure that COE and Probation policies regarding instructional materials including instructional films, software, video, and the use of technology are followed by COE staff. Identify youth with special needs, such as Special Education, 504 plans and English Learners, and provide appropriate services to youth. Ensure that IEPs are conducted or completed by federal and state timelines. Invite parents/legal guardians to IEP meetings. Provide an academic multi-tiered system of support for all students. Notify the Juvenile Hall Superintendent, or designee, of any students who have special needs due to an Individual Education Plan (IEP), 504 plan, or English Learner. Ensure that each youth who is referred out of the classroom by COE staff as a matter of

discipline, that they receive due process rights and that a written incident report is submitted to the designated Probation Department staff by the end of the school day. Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff per agreement with the Juvenile Hall Superintendent. Provide a minimum of 240 minutes of instructional time daily at the court school, within a mutually agreeable schedule. Provide a year-round instruction Monday-Friday excluding COE holidays and staff development days, as delineated on the calendar distributed annually. Ensure that following a minor's release or transfer from Juvenile Hall, educational records are immediately forwarded to the next educational placement. Provide academic credit for all course work completed while students are in the court school. Ensure that substitute staff members receive appropriate materials and instructions to conduct class in the absence of the regularly assigned staff. Ensure the substitute staff members receive orientation to the facility and educational program prior to beginning work at the court school. Ensure that all COE personnel have successfully completed a fingerprinting/criminal background check prior to beginning work at the court school. Cooperate with the Chief Probation Officer, or designee, in regards to the safety and security of the facility.(The Chief Probation Officer, or designee, has the authority to deny access to any school personnel deemed to be a safety or security threat to Juvenile Hall.) Complete the annual Title 15 Juvenile Facility Education Program Review Evaluation.

The County Probation will: maintain safety and security in the court school classrooms. Provide designated classroom and office space. Ensure adequate cleaning, maintenance and repairs to the classrooms. Provide the COE with a daily list of students who will attend school and ensure that all students are at school for the full instructional day unless excused for reasons such as but not limited to court appearance, meetings with attorneys, and/or safety issues deemed appropriate by the Juvenile Hall Superintendent, or designee. Provide the COE a valid reason for absence, per Education Code 48205, when an enrolled student does not attend school. Notify the COE of youth identified as having special needs and/or limited English skills. When requested, provide the COE staff with an orientation or review of the Juvenile Hall policies and procedures.

## **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

TCOE follows all local, state and federal guidelines for a Local Educational Agency (LEA). Our programs follow the California State Standard CDE mandated assessments, accountability measures and funding requirements. There are ongoing board reports on student academic progress, LCAP goals and action plans, Local Indicator results and other accountability measures. We continue to evaluate data and review progress throughout the year.

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Student Transition Specialists develop Individual Learning Plans (ILP)'s with the student at enrollment, and update depending on length of stay, in collaboration with the student, parent, probation, and others as appropriate stakeholders. Exit meetings are held to support successful transition and Student Transition Specialist follow up with students within 90 days of exiting.

**Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The students entering TCOE programs have been impacted by many of the following issues: low-income, impacted by trauma, poverty, at risk, teen pregnancy, adjudicated and probation referred, expelled, credit deficient, foster youth, homeless, English learners and learning disabilities. Issues with substance abuse and addiction are common, along with other unique needs that a traditional approach to education did not prove to be sufficient.

To accommodate all students' needs each student entering is asked specific questions to determine if they have ever had an IEP. Staff also review Special Ed. Information System (SEIS) to locate identified students with special needs.

We will continue to deepen staff understanding of Trauma Sensitive Schools. Professional development will focus on insights for best teaching practices within the realm of trauma informed practices. Professional development also includes ELD training, next generation science curriculum training, and extensive math training for Integrated 1 program.

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Student Transition Specialists (STS), school counselors, parent and family liaisons, social work interns, and probation refer students and families to needed resources and support through community agencies. Multidisciplinary team meetings are ongoing at the court school to continue to meet to collaborate services to ensure students receive the necessary services upon release of the facility. STS coordinate services so all student services continue without interruption.

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Beginning with the 2019-20 school year, youth in our Juvenile Detention Facility started a career technical education (CTE) program. It is green-house (solar) and construction based. All youth are provided opportunities to complete the Food and Safety Certificate. Students are also able to complete a career certificate program. Both provide greater opportunities for employment. Community Services and Employment Training (CSET) is made available for all students to hone their skills in creating a viable resume, interviewing, and basic employment skills. There are Community College on-line courses available.

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Ongoing parent training, educational opportunities, supports and opportunities for input on needs are provided to parents through biannually parent/teacher conferences and parent night meetings. Training include, but not limited to: truancy training and supports, academic success and transitions, communication with your child, human trafficking, financial aid and postsecondary readiness. Parents have a voice and are strongly encouraged to attend School Site Council meetings and LCAP meetings.

**Program Coordination**

ESSA SECTION 1423(9–10)



Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

TCOE offers career technical education programming to provide youth with career exploration, work based learning, industry recognized certification, support and emergency services. Such programs include: California Food Handlers Certificate and an on-line Retail Services Certificate.

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Reentry planning begins as soon as the student is remanded to the Tulare County Juvenile Detention Facility. Our students are interviewed by our school counselor or Student Transition Specialist (STS) within 48 hours of their arrival to develop their ILP. If there is a need for special education to join the team, they are immediately contacted. Students review their academic, vocational, career and educational goals in order to prepare them for the day they are released from custody. Once the ILP is in place, the STS communicates with probation and all other stakeholders to review academic goals and future college/career aspirations.

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Prior to release from the facility, a multidisciplinary meeting (MDT) takes place. Those invited to the MDT include the student, parents/care provider, general ed. and special ed. teachers, mental health, probation, and any others involved with the IEP process. The purpose of the meeting is to discuss placement options for optimal success. The STS updates the ILP (i.e. requests transcripts from previous schools) and forwards all information to the school of residence.

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The first choice is the least restrictive environment and best fit. All stakeholders come together to provide insight. Options for school placement are reviewed and supports needed for a successful transition. Stakeholders include all who are involved in the IEP process.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Court/Community/Special Education Schools:

Professional Development is conducted throughout the year to improve students' reading and math skills. Teachers are provided a monthly collaboration time to share planning and practices. To further refine the sharing of practice, all sites have the opportunity to visit classrooms using the Instructional Rounds protocol. Teachers are trained on the assessment and grading program tool to enhance teachers' expertise to increase students' capacity to learn. During monthly inservice meetings, all staff members are exposed to training that includes equitable access for all.

University Preparatory High School (UPHS):

All new teachers who come to UPHS that have less than two years of teaching experience are placed in the teacher induction program and assigned a mentor. All teachers at UPHS are encouraged to attend at least one conference and one local professional development in their subject area. It is the philosophy of the school administration that teachers must have learning opportunities like their students to become effective educators.

Teachers meet once a week. Once a month is the monthly staff meeting, once a month to discuss current curriculum issues and accreditation, once a week to discuss student concerns, and once a month for staff collaboration across the curriculum.

La Sierra Military Academy (LSMA):

Title II provides support for professional development that is utilized for staff and administrative capacity building efforts. Annually La Sierra Faculty, students and families review schoolwide surveys and assessments along with local and state data to identify areas to be targeted for professional development. Together educational partners conduct root cause analysis investigations to identify disparities to create plans of action to address closing student achievement gaps. La Sierra partners



with TCOE ERS Consultants to provide weekly cutting edge coaching and support in lesson design, English Learner and Common Core State Standards. Additionally, staff and school administration attend local conferences that support their personal continued growth and capacity building of all teachers as it relates to their professional standards and job duties and roles. Furthermore, teachers and administrators through their Professional Learning Communities (PLCs) meet weekly to study outcomes and develop strategies to increase student achievement over time. LSMA staff also partner and collaborate with other schools in applications of design thinking, equity analysis, the inquiry model, and sharing of best practices for continual school improvement measures.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title II Part A prioritized funding is based on stakeholders' input from SSC and LCAP meetings. It also includes school staff, administrators, students, and parents/caregivers. Schools collect surveys and analyze data, local and state testing, and California School Dashboard reports.

Under the CSI program, the organization is planning to use Title II Part A funds mainly to enhance Professional Development opportunities for teachers, administrators and other school leaders such as instructional coaches, Curriculum and Instructional Administrator with a high concentration for the school site currently on CSI program. The Professional Development activities will focus on reducing the overall suspension rate, specifically those groups identified on the California School Dashboard, Hispanic and socioeconomically disadvantaged.

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Court/Community Schools:

To increase reading scores, teachers are also provided support for ELA, ELD, history and science consultants throughout the year. Teachers attend professional development designed for topic specificity and discussion on the data. Teachers report the monthly professional development meetings have increased their ability to interpret data and implement its findings.

Special Education School:

Our Special Education School serves our most significantly disabled student population for all students residing in our county. Our students with moderate to severe disabilities work on functional/vocational skills and are working towards a Certificate of Completion therefore our graduation rate is low. As new guidance develops on an alternate pathway to diploma for students with severe intellectual disabilities, our Special Education School will collaborate with the Districts of Residence for those students that pursue that option. Administration will continue to collect and analyze data on high school graduation and certificate of completion and consult our member districts in exploring the alternate pathway to diploma where possible. Chronic absenteeism continues to be an area of need following the COVID pandemic. Weekly and monthly attendance reports are viewed by administration to explore attendance patterns and interventions are implemented to improve attendance of all students. Administration and staff develop strategies to address Chronic Absenteeism and consult our districts to explore options including district SARB processes and other attendance intervention strategies.

University Preparatory High School (UPHS):

Data drives curriculum decisions. Math improvement has always been the goal and the school is getting there by increments. When the budget is developed each year, the staff and school community looks at math and English first and how it can be improved. Second, the staff and school community looks at teacher professional development and finally at materials needed for the classroom.

All needs for curriculum and instruction are derived from the monthly meetings to discuss curriculum and student concerns. Staff also refers to current CAASPP results and local assessments used in the classroom.

The overall goal is helping those students who are identified as either low income, English learners, and/or foster youth. Every year, improvements are made to the program and the services offered to help all students.

La Sierra Military Academy (LSMA):

Various local and state data metrics are utilized to drive weekly conversations held in PLC meetings among subject level departments to address the learning needs of students. The LSMA PLC departments analyze a diverse range of student assessment information ranging from CAASPP data, STAR Renaissance data, writing benchmark data, classroom implementation levels, root cause analysis data, survey data, and the advent of student data chats to facilitate the continuous cycle of improvement amongst staff towards raising student academic and social achievement across all 7-12 grade level spans. Together the LSMA staff develop strategies and best practices to continue improving the learning outcomes for ongoing school improvement efforts towards raising student achievement over time.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

**THIS ESSA PROVISION IS ADDRESSED BELOW:** Our district is a participant of the Tulare County Office of Education Title III Consortium. As a participant in the Consortium, our professional development will include assessing, professional learning, coaching and opportunities to examine student outcomes, reflect on the learning and make adjustments based on the needs of our students.

Our model will include:

- 1) Assessing the needs onsite with the leader and teachers. Options for this work include looking at ELPAC data, curriculum, structures in place to support English Learners, classroom walkthroughs and observation and a needs assessment.
- 2) Professional learning will be based on the needs of our site. Topics may include: Understanding the English Language Development Standards, Understanding and implementing Integrated and Designated ELD, Lesson planning for Integrated, Designated ELD, English Learner Strategies for Math and STEM, and Family Engagement Activities.
- 3) Classroom coaching and support that aligns with professional learning.
- 4) Progress monitoring of professional learning and the English Learners development of language proficiency. This will include planning forward and celebrating the success of student growth.

In addition, our district works to strengthen parent engagement in a variety of ways. We work with our parents in the following ways:

La Sierra Military Academy utilizes the advent of its English Learner Advisory Committee (ELAC) to help provide opportunities for parents of English Learners to provide their respective input regarding the best ways that LSMA can further improve the learning environment for the site's EL Learners. LSMA holds ELAC meetings on a monthly basis to ensure that all educational partners from the site are actively involved regarding matters of school outreach for school improvement purposes.

University Preparatory High School (UPHS) utilizes three different parent groups to help provide opportunities for parents to give their input and learn about ways they can be involved in their child's education. These boards consist of the following: School Site Advisory Board, School Site Council, and the Parent Support Organization. These boards are actively involved in matters related to school improvement and outreach.

## **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Currently, our district does not have any immigrant students. We will work with our Title III Consortium to develop a plan for support and delivery of enhanced instructional opportunities when we have immigrant students.

La Sierra Military Academy (LSMA): Our school site currently does not have any immigrant students. We will work with our Title III Consortium to develop a plan for support and delivery of enhanced instructional opportunities when we have immigrant students who register at our school site.

University Preparatory High School (UPHS) currently has four immigrant students. Our work with the Consortium will examine best practices to support immigrant students and their families. This will include providing our immigrant students the same access and opportunities to develop language proficiency as all English Learners have access.

## **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:** La Sierra Military Academy (LSMA): All LSMA instructors provide the advent of Integrated ELD instruction in all classrooms on a daily basis. The application of Integrated ELD serves as a direct intervention to ensure that all LSMA students who are English Learners continue to receive extended language acquisition and academic instruction that further provides them with the academic support towards meeting State Academic standards for student achievement.

University Preparatory High School (UPHS): all UPHS instructors provide different levels of ELD instruction. Further instruction and support is provided by our EL Liaison. This liaison provides extended academic support for our immigrant students and EL students so as to meet the graduation requirements at UPHS.

## **English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

La Sierra Military Academy (LSMA): LSMA has an EL Reclassification plan that the site utilizes with fidelity to progress monitor all EL learners for evaluation throughout the school year. For students who are reclassified, LSMA also utilizes an EL Progress Monitoring document that monitors the academic progress of each reclassified student throughout the school year for school outreach and intervention

purposes to ensure that each reclassified student is making sufficient academic growth within their respective courses of study.

University Preparatory High School (UPHS): UPHS monitors the progress of our EL learners through their academic progress and ELPAC scores. Our EL Liaison monitors the academic progress and works with each student to ensure that each student is making progress towards reclassification.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA determined appropriate activities and programming funded by Title IV based on parent/stakeholder input at LCAP meetings and also through staff, stakeholder, and student surveys. The needs assessment is conducted through the annual update of the LCAP. This assessment includes review of LCAP required metrics including but not limited to the safe and healthy kids survey, review of technology needs addressed by actions in the LCAP, and review of local indicators associated with a broad course of study and college/career readiness.

At least 20 percent of funds will be used to support access to a well-rounded education. This includes students' access to an enriched curriculum and educational experience which entails access to college courses, arts and music, and STEM opportunities. Students are provided with information regarding financial aid and post-secondary options.

At least 20 percent of funds will be used to support safe and healthy environments that support student achievement. This includes allocations towards mental health training for teachers, reconnecting youth training for teachers, and resources to help parents learn about the signs of suicide, mental health, and social awareness for families. Support for re-entry programs for expelled

youth and transition services for justice- involved students are also provided. Partnerships with local government agencies that support youth in developing relationships and life skills .

After allocations are made to support the above mentioned programs for student access to a well-rounded education and support for safe and healthy students, no more than 15% will be used to purchase technology, such as updating staff and student computers.

The objectives are to support a well-rounded education , safe and healthy schools, and the effective use of technology.

The intended outcomes are to decrease chronic absenteeism, decrease suspensions, increase justice-involved students re-entry to their comprehensive high school ,increase college and career readiness, and support student access to technology.

The LEA will periodically evaluate the effectiveness of these activities through quarterly stakeholder data review meetings. Data is also reviewed at School Site Council meetings, ELAC meetings, and DELAC meetings. The data reviewed includes chronic absenteeism data, suspension data, re-entry data, and student achievement data. Effective use of technology will be measured by maintaining 1:1 student to device ratio by period evaluation of inventory and required updates.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Local Performance Indicator Self-Reflection 2024-25

**DESCRIPTION/SUMMARY:**

California's accountability system is based on a multiple measures system that assesses how local educational agencies (LEAs) and schools are meeting the needs of their students. Performance on these measures is reported through the California School Dashboard (Dashboard).

The Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators.

**FINANCING:**

None

**RECOMMENDATION:**

Recommend approval.

# 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Tulare County Office of Education	Tammy Bradford Assistant Superintendent	tammy.bradford@tcoe.org (559) 730-2910 x 5120

## Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Local Indicators

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:



- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	9	8	0	1	0	0		

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

# Implementation of State Academic Standards (LCFF Priority 2)

## OPTION 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**Other Adopted Academic Standards**

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards	1				
Physical Education Model Content Standards				4	
Visual and Performing Arts	1				
World Language	1				

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

#### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The Court and Community Schools lack Dashboard data due to the small enrollment at both schools. However, both schools provide all students with rigorous curriculum and instruction in English, Math, ELD and Science. Students have access to CTE at both sites.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Throughout the 2023-2024 school year, Tulare County Office of Education (TCOE) engaged our Educational Partners including parents, staff and students through various formats. These formats included surveys, meetings, classroom visits, student discussions, staff meetings and SELPA meetings. Parent groups included School Site Council (SSC) meetings/PAC, Community Advisory Council (CAC) meetings and parent/teacher conferences.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The school's focus area is to provide more intentional and specific partnerships with families. School staff are to be hired to provide various educational meetings for families to learn more about providing support for their students and how to build better relationships.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The underrepresented families, especially the foster youth and expelled students will have the support to provide access to not only the information from the teacher at Parent/Teacher conferences, but also by inclusion of a particular student's counselor, transition specialist, and/or other staff member, as appropriate in the sharing of student all-round success or concerns. They will have access and support to quickly address and remedy some of the challenges that have impeded their ability to find success. The schools will have staff from an intervention team reach out to parents to request input on needed supports. The team will also arrange quarterly meetings at specific times and days to accommodate parent access.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability



Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

TCOE Court and Community schools along with our special education sites consists of a veteran staff that has been provided (and continue to build) much professional learning related to partnership-building with families. Families are provided with the schools' program information and resource offerings, primarily through one-to-one meetings as needed and required including annual IEP meetings, and maintain constant communication via the schools' use of the communication app, phone calls and face to face meetings. Opportunities for teachers to meet with students and families are facilitated by ensuring that the program schedule is planned to include these student and parent touch points. It is a strength within our system. This allows for consistent and timely sharing of student progress and continued collaboration to increase success possibilities. School protocols for information sharing with families and students ensures that all are provided with and understand information related to their legal rights.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We continue to build capacity and improve communication between students, parents, and staff. Staff attended professional learning communities and worked with consultants to improve best practices, especially designed for social emotional learning. Students and staff are engaged in mindful education practices. Court and Community staff have implemented a new PBIS Canteen program which provides student incentives for academic and behavioral outcome improvements. Students have been provided several positive ways to be assessed for self and group achievement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The underrepresented families continue to be at the forefront of discussion for student outcomes. Staff continues to communicate with underrepresented families in an effort to build relations and improve student outcomes.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

#### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The schools continue to provide opportunities such as parent teacher conferences, award ceremonies, SSC, and ELAC, to gain input from partners to collaborate on decision making for the schools.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Throughout the year TCOE included educational partners in all meetings, including LCAP, SSC, ELAC, PAC etc. TCOE engages parents and students in individual and group formats to assess needs and gather input and feedback to improve our program to maximize student opportunities for success. This student/parent/staff engagement is inclusive of the process of Educational Partners for development of the Local Control and Accountability Plan. Each of these parent meetings included parents of Students with disabilities as well as parents of English Language Learners.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Due to the high transient population, maintaining current and correct contact information is critical. School staff will continue to work diligently to seek out information to be able to communicate fully with the underrepresented families. With the addition of a new intervention team, the Court and Community schools can target under-represented groups with specific needs for support. The meetings will provide more educational partner input and specific data for those targeted groups.

# School Climate (LCFF Priority 6)

## Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

## Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The CHKS survey indicated 49% of surveyed students in Court school reported having caring relationships with adults in school. Considering the short time that students spend in a juvenile detention facility, 49% of students reporting caring relationships within that setting is positive. Further, 73% of students in court school reported "No" to feeling chronically sad or hopeless. This is below the state average. Students provided feedback during site visits, stating, teachers explain things and help both academically and emotionally. Students appreciate staff patience, fairness, equality, and the student store to motivate them. Staff checking in with students, help them feel cared for. Despite students current status as either expelled or adjudicated, 80% stated they feel they can be successful in their future.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Data indicates that the school needs to continue supporting students with current processes that capture roughly half of the student body who feel connected. The data also indicates a need to try additional processes to achieve more student connectedness. The data indicates over half of all students feel they can be successful after high school, therefore the school will need to implement supplemental processes and support.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Court and Community schools will add additional supplemental courses in music and art in an attempt to improve the school climate. Additional supplemental staffing in intervention, social and mental wellness will provide support for students.

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard. Students enrolled in our special education program are exposed to modified curriculum aligned to State Standards, but also daily opportunities to continuously make growth on individual IEP goals and objectives.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Court and community students have access to Edgenuity, A-G online program. When they are seniors and not returning to their school of residence, they are enrolled in the high school on-line diploma program, Instructional Access, in addition to in-person instruction. There are no particular barriers to providing a Broad Course of Study to students, but high Chronic Absenteeism rates in the TCOE Community School does provide challenges to students being available for in-seat instruction and learning. Instruction for special education students is based on their individual education plan.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no particular barriers to providing a Broad Course of Study to students, but high Chronic Absenteeism rates in the TCOE Community School does provide challenges to students being available for in-seat instruction and learning.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

TCOE Court and Community schools utilizes online courses to meet the needs of students due to their transiency and short-term enrollment. Our on-line program, Edgenuity, is utilized to provide A-G course access for students. Career courses are provided through the Instructional Access program. Other content encompassing a Broad

Course of Study is provided through instructional on-site personnel. • To provide support to students in attending school consistently, the school is providing personnel to engage students in school. A school counselor, student transition specialist, and truancy officer work to support students and their families to connect them to school. Teachers work very collaboratively with parents to engage them in the education process to impact their child's performance/behaviors when possible.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.				4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
4. Developing memorandum of understanding regarding the					5

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
coordination of partial credit policies between district of residence and county office of education.					

## **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					5

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Jose Bedolla

**SUBJECT:**

Update on the Local Indicators for La Sierra Military Academy.

**DESCRIPTION/SUMMARY:**

It is required that the Local Indicators be shared with the governing board at the same meeting that the LCAP is adopted.

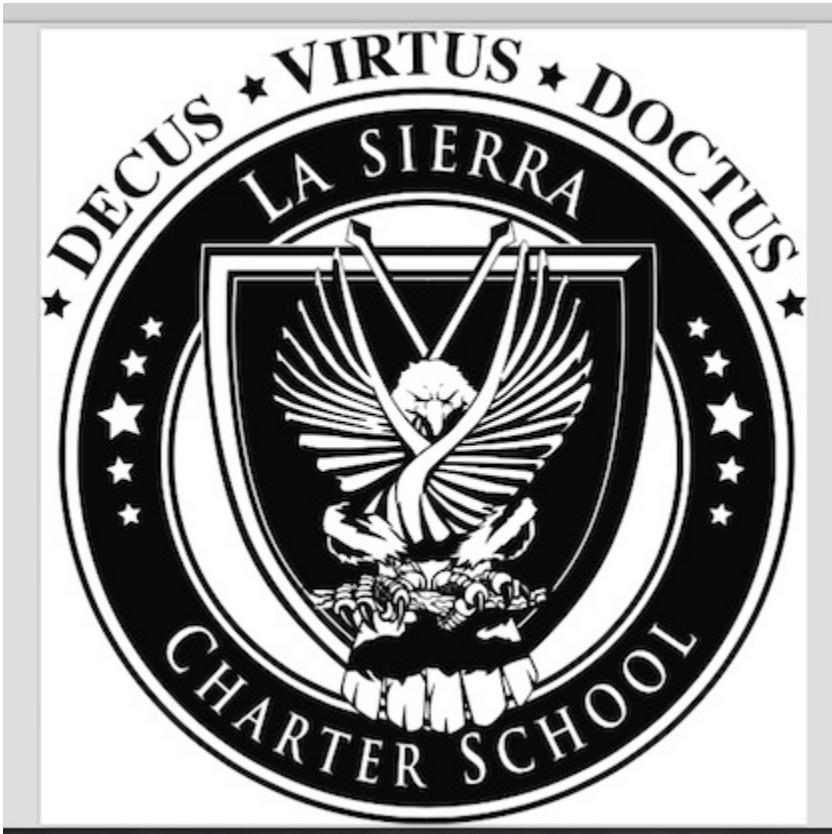
**FINANCING:**

No additional financing is being requested.

**RECOMMENDATION:**

This item is being shared for informational purposes only.





## 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Tulare County Office of Education	Jose Bedolla Principal	jose.bedolla@tcoe.org 559.733.6963

### Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

### Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Local Indicators

The local indicators address the following state priority areas:

## **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	16	12		1		3		

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

During the 2023-2024 school year, the staff of La Sierra underwent a thorough new curriculum adoption process for all core subjects for its respective middle school and high school programs. The following new curriculum adoptions will be implemented across all 7-12 grade level spans during the upcoming 2024-2025 school year:

ELA- McGraw Hill

Math & Science- Houghton Mifflin

Social Studies- National Geographic

In addition during the 2023-2024 school year, La Sierra also began utilizing the STAR Renaissance program as an internal district assessment to analyze individual and collective student progress as it pertains to grade level standards in English Language Arts and Mathematics. Students complete the STAR exams in Reading and Math four times during the course of the school year. The STAR exams have proven to be a valuable data piece of assessment in preparing our students towards meeting grade level standards in preparation for CAASPP testing during the Spring Semester.

Removed from this, La Sierra also completed a WASC Self Study visit during March of 2024. Based on the WASC visit, La Sierra has been placed on probationary accreditation status through June 30th, 2026 with a two day visit scheduled during the Spring Semester of the 2025-2026 school year. The WASC commission has identified that La Sierra needs to make improvements with relation to growth in the following areas: English Language Arts, Mathematics, College and Career and Tiered Student Supports. Based on the feedback received from the self study visit, La Sierra has developed and submitted to the WASC commission a school action plan that details La Sierra's academic and social goals for ongoing school improvement measures. The WASC action plan that La Sierra has submitted to the WASC Commission is in direct alignment with the site's LCAP goals for the upcoming 2024-2025 school year.

# Implementation of State Academic Standards (LCFF Priority 2)

## OPTION 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

**Other Adopted Academic Standards**

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language			3		

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

#### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

La Sierra uses the advent of STAR, CAASPP, ELPAC and Site based formative and summative assessments to measure student growth as well as the application of college placement exams to evaluate implementation of the state standards for ongoing school improvement measures. La Sierra also receives coaching in ELD and ELA via the TCOE Curriculum and Supports Department for the implementation of the site's Multi-tiered Systems of Support for student academic and social advancement efforts. Due to its new curriculum adoption, La Sierra has utilized the Spring Semester and Summer of 2024 to provide professional training to its teaching staff in preparation for the new curriculum implementation for the upcoming 2024-2025 school year.

All La Sierra teachers meet on a weekly basis through the Professional Learning Community framework. The weekly PLC meetings serve as a foundation for La Sierra teachers to discuss and review grade level student data as well as reflect on best strategies for improving instruction towards raising student achievement across all academic core subject strands. La Sierra also holds monthly Student Study Team meetings to review and provide support to identified students who need additional academic and behavioral intervention. La Sierra utilizes its Community School teacher to provide Tier 2/Tier 3 academic and behavioral support to the site's at-risk students for student capacity building efforts towards raising student achievement over time.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.



- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## **Sections of the Self-Reflection Tool**

## Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

### Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

La Sierra utilizes the advent of its PTO, English Learner Advisory Committee and School Site Council organizations to provide all educational partners an opportunity to participate and engage in the decision making processes of the school for stakeholder capacity building efforts. La Sierra also provides the advent of extracurricular activities via sports and organizations such as USO for cadets, families and staff to engage in additional relational building activities while enrolled at LSMA.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

In analyzing the site's needs assessment, it has been determined that La Sierra will need to continue developing additional extracurricular opportunities for families and staff to engage in collaboration regarding the school's progress for student academic and social success endeavors. Expansion of parent workshops for the 2024-2025 school year will be implemented that will focus on college and career initiatives and the school's tiered structures of support for parent and staff engagement regarding additional ways that educational partners within La Sierra can further collaborate for student improvement efforts over time.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

La Sierra will continue to utilize the Community Cultural Wealth Model by being intentional in inviting underrepresented families to it's monthly parent sessions for the provision of parent feedback regarding the school's progress for addressing at-promise student capacity building efforts. Removed from this, during the 2024-2025 school year, La Sierra will continue to implement focus groups towards receiving feedback from all of the site's diverse educational partners and student subgroups for continual school improvement measures for raising student achievement across all 7-12 grade level spans.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

La Sierra utilizes its ELAC, SSC and PTO organizations to build capacity, trust and partnerships with the site's respective educational partners regarding areas of focus for school improvement measures. La Sierra communicates to its stakeholders via both electronic and print methods of correspondence regarding all school updates and important events. Correspondence is always provided to La Sierra families in both English and Spanish formats to ensure equity and access to all educational partners regarding updates from the school for familial outreach efforts.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

For the 2024-2025 school year, the school site plans to hold monthly parent workshops to provide additional opportunities for families to receive support regarding best practices towards further supporting their child's respective educational goals. La Sierra will also hold monthly parent sessions regarding the site's college and career initiatives for post-secondary student planning. The school site will continue to hold monthly student study team meetings to provide the families and school staff set opportunities to develop and implement individual student action plans to best support respective student academic and social efforts for student improvement measures over time.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

For the 2024-2025 school year, La Sierra plans to continue holding focus group meetings with the site's underrepresented families and cadets. The goal of the focus group meetings is to provide additional academic and social scaffolding to these cadets and families regarding the best ways that the school site can support the realization of a cadet's goals via the implementation of a cadet's individual learning plan for college and career efforts. Removed from this, the focus groups will also focus on parent capacity building efforts in providing input to the school site regarding further ways that La Sierra can improve its academic and social programs for continual school improvement measures.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

La Sierra holds monthly PTO, ELAC and SSC meetings to develop and discuss school improvement measures as it pertains to the development of the site's LCAP and School Safety plans respectively. These meeting sessions are in joint collaboration with all the site's educational partners towards evaluating the site's progress for the improvement of the school's programs and services for student and staff capacity building efforts.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

For the 2024-2025 school year, La Sierra plans to provide additional parent workshops to its families regarding the development and implementation of the site's LCAP plan for system building efforts. The additional parent workshops are meant to raise the capacity of the site's families in order to provide input towards the development of the site's academic and social goals for ongoing school improvement measures.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

For the 2024-2025 school year, La Sierra will engage its underrepresented families and students via the advent of focus groups. The goal with the focus groups is to provide this specific subgroup of educational partners a direct way to provide their respective input and goals for how La Sierra can further help their child grow and prosper. La Sierra is committed towards helping its at-risk students find academic and social success. Through the advent of the focus groups, La Sierra will be able to bridge and close learning gaps through stronger connections with its respective educational partners towards raising student learning outcomes.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

La Sierra administered the California Healthy Kids Survey to grade levels (7, 9 and 11) during the Spring Semester of 2024. Removed from the California Healthy Kids Survey, La Sierra also administered a school wide climate survey across all 7-12 grade level spans during the Spring Semester of 2024. The school wide survey asked for student feedback regarding areas related to academics, school safety, college and career initiatives and ways to improve school extracurricular activities.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

One of the important findings from our local school climate survey was that 90% of students school wide at La Sierra indicated that they felt supported by school staff with regards to their learning and education. Another key finding from the local school climate survey was that 93% of students school wide at La Sierra felt safe and protected at the school site. We utilized the data from our local school climate survey to further discuss ways amongst our school staff how we can further improve our tiered systems of support at La Sierra for ongoing school improvement measures.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

La Sierra utilizes the data from its local school climate survey to review student needs for the continuous improvement of its academic and social systems for student capacity building efforts. One of the goals based on the student feedback that La Sierra seeks to expand in the coming years is the growth of its athletic programs to also include middle school grade levels for student extracurricular activity building.

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

La Sierra currently provides its cadets access to two CTE pathways in the areas of Media/Graphics and Culinary Arts. La Sierra provides cadets who are at-promise with the advent of taking credit recovery classes via the Edgenuity Online platform. During the 2023-2024 school year, La Sierra expanded its A-G College and Career framework by adding an Honor's English Course for student capacity building efforts. During the upcoming 2024-2025 school year, La Sierra will also expand A-G courses for students by adding math classes in Trigonometry and Geometry. Removed from this, during the 2024-2025 school year, La Sierra will also be utilizing for the first time the CCGI documentation system for college and career planning for all students in grade levels 7-12.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Analysis of current school data, revealed that less than 2% of graduating Seniors met the A-G requirements for UC/CSU admissions. La Sierra recognizes that ongoing school improvement is needed specifically in the area of College and Career standing towards raising student achievement in meeting A-G requirements for the upcoming 2024-2025 school year. Student capacity building will be addressed in this area through the continual refinement of the the school's MTSS frameworks specifically in the areas of curriculum, instruction and assessment of student progress over set periods of time for student engagement and intervention efforts.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

A review of school data indicates that 88% of students who enroll at La Sierra enter in credit deficient standing towards meeting high school graduation requirements. To address this issue, La Sierra has implemented a summer school credit recovery program where students can take additional classes towards meeting high school graduation requirements for graduation.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

To further develop access to A-G college and career pathways, for the upcoming 2024-2025 school year, La Sierra will expand its math courses to include new courses in Trigonometry and Geometry for student learning and college/career expansion efforts. Removed from this, La Sierra also plans to provide all students with enrollment in the CCGI system that will provide all students with an individual college and career plan for future career planning



after the conclusion of high school. La Sierra also plans to engage in student field trips to local colleges, universities and CTE programs to further expose students to the diverse career fields that they can explore upon completing their respective studies at La Sierra.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
residence and county office of education.					

## **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					



<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Helen Milliorn-Feller

**SUBJECT:**

Update on the Local Indicators for University Preparatory High School.

**DESCRIPTION/SUMMARY:**

It is required that the Local Indicators be shared with the governing board at the same meeting that the LCAP is adopted.

**FINANCING:**

No additional financing is being requested.

**RECOMMENDATION:**

This item is being shared for informational purposes only.



## 2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
University Preparatory High School	Helen Milliorn-Feller Principal	helenmf@tcoe.org 559-737-5450

### Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

### Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Local Indicators

The local indicators address the following state priority areas:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	10	10	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

The LEA annually measures its progress in implementing state academic standards through its subject area course outlines. These subject outlines have been aligned to the California State Standards and the "a-g" expectations of the University of California system. The LEA determined the course outlines represent the most accurate measure of how the California State Standards are measured because the depth of learning can be measured through classroom assessments, CAASPP testing, and college preparedness/performance. The results of how well students acquire the knowledge, as stated in the California State Standards, is shared with its local governing board at a regularly scheduled meeting and reported to its educational partners and the public through the California Dashboard.

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5

Academic Standards	1	2	3	4	5
Next Generation Science Standards					5
History-Social Science					5

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5



## Other Adopted Academic Standards

### 4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

## Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

University Preparatory High School continues to review student learning outcomes in connection to the California State Standards to ensure that student graduate from UPHS with a strong foundation in all state standards, and that students can use said foundation to successfully transfer to a community, four-year college/university post graduation, or a career-technical program.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research

has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

## **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA’s progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

UPHS is proficient in communicating with families through a variety of ways. The faculty and staff are continually communicating with our families through email, mailers, and by phone not only about how their student is performing academically but also to ensure that UPHS families are aware of events and information regarding UPHS and resources available to our families. Further, UPHS holds regular meetings for its parent groups and offers a range of parent education meetings to help families understand the complexities of having a student taking both high school and college classes simultaneously.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

UPHS continues to refine its communication methodologies with its families. This year UPHS set the goal to have 60% or more of its messages/communications to be sent out in two most requested languages: English and Spanish. Notifications about grades, events, and attendance are sent to families. This year UPHS sent progress reports and semester grade reports home to families in the mail and made the reports available electronically. UPHS continues to hold students accountable for their attendance through daily emails home to families and with a daily email to students themselves asking them to clear their attendance when they are marked absent or tardy. Teachers are also able to send more specific and focused information to students and families through their PowerTeacher application and the Google Classroom they have for each of their classes.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

UPHS continues to utilize its EL TOSA. This teacher not only works one on one with our EL students, but she also reaches out regularly to our families who speak more than one language and/or are considered migrant to help them understand how their student is doing in their classes and ways they can help support their student at UPHS. UPHS has also established a parent group for all families who speak more than one language called "UPHS Juntos." This group meets a minimum of once a semester to talk about issues relevant to students in families where multiple languages are spoken and/or families who are migrant. These meetings have given more voice to these families and have resulted in a better understanding for UPHS regarding how to best serve the students in these families.

## Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

### Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

UPHS has developed various partnerships over the years to help serve its student body and its families. The two major partnerships that offer the most support to UPHS come from the College of the Sequoias (COS) and the Tulare County Office of Education (TCOE). COS provides support through its Dual Enrollment Center and the Admissions and Records Office. Both of these offices help students navigate the concurrent enrollment system and help ensure UPHS students can enroll in the classes they need each semester. TCOE supports UPHS in many ways from the Educational Resource Services to professional development for faculty and staff, to leadership support services, and more. These two partnerships ensure UPHS has all the needed resources to run its early college high school. UPHS also partners with local businesses such as Adventure Park, which offers rewards to students for excellent attendance and acts of character, the Veteran's Center, and Pacific Southwest Container Company as examples of just a few of the local businesses and organizations who support UPHS.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

After analyzing the needs assessment survey and speaking with all the educational partners connected to UPHS, two aspects rose to the surface as something for UPHS to work on to develop for students in the upcoming school year. 1) Find more ways to embed math tutors at all levels (Algebra I, Geometry, and Algebra II) in classrooms and look to hire an instructional assistant who could focus on helping students in mathematics and science classes. 2) Provide more opportunities for students to explore careers in a wide range of fields and then help students pick classes at College of the Sequoias to give student academic exposure to these fields.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

UPHS continues to implement strategies and systems for the regular involvement of all educational partners in the learning/teaching process, including parents of non-English speaking, special needs, and online students. One development based on the partner input has resulted in the start of the parent group: "UPHS Juntos," and the development of education nights for families to better understand the early college model and how to help students use this model to help them be the most prepared for college classes post high school.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

UPHS consistently seeks input from its educational partners through our School Site Advisory Board (SSAB), School Site Council (SSC), UPHS Juntos, and Parent Support Organization (PSO). Families are provided with information weekly regarding what is happening on campus and activities they can be involved with/volunteer to help with at UPHS. One of the goals for UPHS is to create more avenues for parents to feel welcomed on campus and have clear ways for families to volunteer at events/activities. In addition, UPHS asks families, faculty, staff, to complete an

annual needs assessment survey and the ninth and eleventh-grade students to complete the California Healthy Kid's Survey each spring. In the upcoming school year, UPHS is implementing the Kelvin software, which will allow UPHS to more regularly take the "pulse" of the school.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Based on educational partner input and local data, UPHS realized families who speak multiple languages did not have a forum to voice their support or concerns for the education their student receives at UPHS. While UPHS does not have enough students to qualify for an ELAC committee, UPHS recognizes the significance of having a place for all voices to be heard. This input led to the creation this year of the UPHS Juntos. This group reviewed all the data gathered through the needs assessment survey and the ideas for the goals and actions UPHS would focus on for the upcoming year, and it came to the conclusion that one area was missing when it came to educating UPHS students: Career Exploration. The UPHS Juntos input helped UPHS develop an additional action which will provide students with various activities during the school year to give students more opportunities to see a range of career possibilities and how a college education supports a student's career choice.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

UPHS continually seeks to reach out to our underrepresented families through communicating in their native language, offering meetings to address specific needs unique to this population, and through having the EL TOSA regularly reaching out with phone calls to understand how students are doing at home or how they are feeling in their academic classes. This consistent communication has made a significant difference when it comes to how families are feeling about the education their student is receiving and how connected they are feeling to UPHS.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:



**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

All educational partners completed both the UPHS Annual Needs Assessment Survey (33% of parents and 66% of students completed this survey) and the California Healthy Kids Survey. Based on the disaggregated data, 83% of parents and 72% of students feel safe and connected to UPHS. 90% of parents and 74% of the students think UPHS treats students with respect. 91% of parents and 78% of the students stated they believe UPHS to be a safe place. 87% of parents and 81% of students stated UPHS is welcoming and inclusive. When looking at school activities, 88% of parents and 81% of students think UPHS offers multiple extra curricular activities. 88% of parents and 81% of students think UPHS promotes academic success. 70% of parents and 72% of students think UPHS adequately trains teachers to support students' social-emotional learning needs. 94% of parents and 73% of students think UPHS promotes consistent school attendance. 93% of parents and 83% of students think UPHS provides adequate information about school events and activities. Overall, the needs assessment demonstrated that UPHS is moving in the direction to provide the type of support students and parents want in a school site, and the survey demonstrates UPHS is creating an environment where families and students feel welcomed, respected, and that they are in a place where they can learn.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The data gathered demonstrated many strengths at UPHS. Specifically, that students are safe, well cared for, and being educated in ways that show both parents and students believe they are successful in acquiring a high school education. In the areas of need, the data provided UPHS will a few areas to work on for the upcoming year. Overall, UPHS faculty and staff think their work on school culture and climate throughout the 2023-2024 school year has made a difference, as the statistics shared above demonstrate, but there is still more work to do.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

When thinking about how UPHS can work on its continual improvement model, faculty and staff think these are the two areas of focus for the upcoming school year. 1) 68% of parents and 58% of students think UPHS offers enough educational workshop opportunities. 2) 68% of parents and 69% of students think UPHS provides enough opportunities to practice work related skills. These are the two areas UPHS has determined can be improved for the upcoming school year by developing a regular calendar of parent education classes to help parents understand the early college model to how to help students manage both the expectations of their high school and college classes. Additionally, UPHS plans to add in regular activities through Homeroom to better educate students about the wide range of jobs and careers available in the 21st century including the use of inventory surveys, development of resumes, and interview skills, etc...

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

All students at UPHS complete high school courses that are "a-g" approved by the University of California. As an early college high school, all students are required to complete 20 college credits, or a fraction thereof based on enrollment date, at the College of Sequoias. Through attendance, high school and college course completion, and grades, we monitor the success rate of students in both their high school and college courses.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Courses at UPHS are divided into high school and college courses. All students will complete high school courses that are "a-g" approved along with a variety of elective courses, and a 20 credit minimum at the College of the Sequoias. Students are required to maintain a 95% attendance rate and earn a minimum grade of C in their high school courses to be eligible to enroll in college courses. Student attendance (high school) and semester grades (high school and college) are the prime factors in determining if a student is eligible to enroll in a college course. Student eligibility is reviewed every nine weeks to determine if a student is eligible to enroll in a college course the following semester.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The primary barrier preventing UPHS students from a broad course of study is the student's daily attendance and success in their high school courses. Students who earn a grade of D or F may be assigned to an instructional aide and offered extra support through the Friday lab classes, study hall, and/or the after-school tutoring program. UPHS does not offer Advanced Placement (AP) or International Baccalaureate (IB) courses because it is an early college high school.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

At this time, UPHS continues to work with students who struggle academically through offering teacher tutoring at lunch and after-school. Students are also assigned a math or English lab on Fridays if they are struggling in these academic areas. Students have stated they want help from their classroom teacher who knows them and understand the type of help they need in a subject area. UPHS also employs two people to work with either EL students or students who struggle academically. The instructional aide pushed into some classes to help students who struggle with the curriculum in specific subject areas such as English, Social Science, and Biology/Earth Science. The EL TOSA also works one on one with our EL students both in and out of the classroom to develop their academic language in content areas such as science and social science where the vocabulary knowledge needed presents a barrier to students' academic success.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]



<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

## **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Mental Health Average Daily Attendance Allocation Grant Award 2023-2024

**DESCRIPTION/SUMMARY:**

This grant is allocated to Special Education Local Plan Areas (SELPAs) for pupils with mental health-related services required by their individualized education programs. The grant amount is based on the 2022-23 Second Principal (P-2) Apportionment ADA calculations.

**FINANCING:**

\$17,734 to be expended by September 30, 2025.

**RECOMMENDATION:**

Approval of funds.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Prop 28 Arts and Music Grant

**DESCRIPTION/SUMMARY:**

Tulare County Office of Education received the sum of \$285,371 which will be utilized for the following programs: Special Education, Court, Community, and Early Childhood. Funds may be utilized for the "Arts education program" which includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts,

**FINANCING:**

\$285,371 received by Tulare County Office of Education

**RECOMMENDATION:**

Approval of funds.

## Prop 28 Arts and Music 2023-24 Budget

Prop 28 FAQ

<b>School Site:</b>	Special Education, Court & Community, Early Childhood Education
<b>Allocation:</b>	\$285,371

**80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.**

**20% may be used for training, supplies, materials, and arts educational partnership programs.**

Object	Description	Budget
1xxx	Certificated Salaries	0
2xxx	Classified Salaries	0
3xxx	Benefits	0
4xxx	Materials & Supplies	0
5xxx	Services & Other Operating Expenses	0
<b>Total:</b>		<b>\$0</b>

		Requirements
<b>Salary budget:</b>	0%	80% Minimum
<b>Non-salary budget:</b>	0%	20% or less
<b>Total Budgeted:</b>	0%	100%

### Plans for Spending

No funds were expended in the 2023-24 school year. The funding for 2023-24 will be combined with the funding allotment for 2024-25. Funds are available for program use for up to three years.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Martin Frolli, Ed. D.

**SUBJECT:**

COE Annual Summary Report

**DESCRIPTION/SUMMARY:**

Summary report of support services provided by Leadership Support Services to Tulare County LEAs on their LCAPs and Differentiated Assistance.

**FINANCING:**

No financing needed

**RECOMMENDATION:**

Informational

**Tulare County**  
**Office of Education**

*Tim A. Hire, County Superintendent of Schools*

**Tulare County Office of Education**

**2024-2025**

**Annual Summary Report**



**CALIFORNIA COUNTY  
SUPERINTENDENTS**



Please provide a description of the County Office of Education (COE), its districts, students and communities and/or any local context or priorities/challenges that guide the COE work in these areas

Serving over 100,000 students, the Tulare County Office of Education has a rich history of providing its 43 school districts, its charter schools, and its community colleges with high-quality support services and programs for students to expand their learning beyond the classroom. Tulare County is culturally diverse and agriculturally rich. Our students' families work in agriculture, logistics, packing and shipping operations, manufacturing, healthcare, education, and bioresearch. Tulare County has a 72% unduplicated pupil count (i.e., eligibility for free/reduced price meals, designation as a student learning English, or eligibility for Foster youth services). The Tulare County Office of Education's dedication to students, service, and support is encompassed in its mission statement: "The mission of the Tulare County Office of Education is to provide quality service and support to the students and school districts of Tulare County. This is achieved by promoting life-long learning opportunities that will help individuals lead healthy and productive lives. We are dedicated to work in a collaborative manner with students, parents, school districts, public agencies and communities to prepare students to meet the challenges of the 21st century." The Tulare County Office of Education puts its Mission Statement into action through its Core Values, encompassed in four guiding principles: 1. Build Trusting Relationships-- We value individual perspectives, honesty, respect, and honoring our commitments; 2. Communicate with Care—We value mutual, clear communication, active listening, and the contribution of others; 3. Grow and Empower--We value continuous learning, monitoring outcomes, celebrating success, and empowering one another; and, Commit to Serve-- We value empathy, collaboration, responsiveness, and innovation to meet the needs of our team members and those we serve.

The following plan to support districts in implementing Local Control Accountability Plans (LCAPs) adheres to the provisions/requirements of California Education Code (EC) 52066 and will be submitted to the Board annually with the LCAP at the public meeting when the LCAP is adopted and shall be submitted to the California Department of Education (CDE) with the LCAP. This plan does not apply to a county superintendent of schools with jurisdiction over a single school district.

EC Section 52066,

[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?lawCode=EDC&sectionNum=52066](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52066)

## Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Metric	Action
Local Education Agencies (LEAs) attendance at technical assistance meetings	TCOE staff will hold initial technical assistance meetings with LEA leaders by November 30, 2025, and will provide drop-in technical assistance sessions for leaders to attend and ask questions regarding LCAP components and requirements throughout the year. TCOE staff will offer and recommend a voluntary review of LCAP drafts and will provide feedback between May and June 2025.
Final LCAPs that reflect adherence to requirements and good practices	

Metric	Action
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event surveys as applicable	TCOE staff will agendaize LCAP items/updates at Superintendents', State and Federal Directors', and Business Services Leaders' meetings, as well as at Professional Learning Network convenings as needed. TCOE staff will provide professional learning opportunities focused on State and Local Indicators and LCAP template components.

EC Section 52070,

[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52070.&lawCode=EDC](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC)

**Goal Two: Utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.**

**Technical Assistance:** Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071

1. When the County Superintendent does not approve a LCAP.
2. When a district requests support.

Metric	Action
Revised and approved LEA LCAP within the statutory timelines	Technical assistance meetings will be held to advise and support the district LCAP writing team in areas of need for their LCAP.
Feedback from annual Tulare County Office of Education Survey to LEAs	A technical assistance consultation meeting will be held with any district requesting volunteer technical assistance. A proposed work plan will be created outlining the support that will be provided to the district by the County Office of Education. The cost of the technical assistance services for a district not eligible for differentiated assistance services will be included in the proposed work plan.

EC Section 52071,

[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52071.&lawCode=EDC](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC)

**Providing Differentiated Assistance:** Providing technical assistance to school districts pursuant to subdivision (c) of EC Section 52071.

Actions	Source of Funding
TCOE staff will work with LEA leaders to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps. TCOE staff will compile district Dashboard data and will provide targeted professional development on CA Dashboard Analysis.	LCFF
TCOE staff will work with LEA leaders to review and analyze local data and will provide support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses.	LCFF
TCOE staff will work with LEA leaders to identify root causes using Improvement Science methods and tools, introducing the Continuous Improvement Cycle.	LCFF

Actions	Source of Funding
TCOE staff will work with LEA leaders to identify change ideas and create Actions and Services in their LCAP to address root causes. TCOE staff will provide customized support in the area(s) that the LEA has identified as a need, based on root cause analysis. TCOE staff will survey and meet regularly with LEA Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.	LCFF
TCOE will work collaboratively with LEA leadership to construct a targeted work plan with a focus on the implementation of effective programs designed to improve student outcomes in the LEA.	LCFF

EC Section 52071,

[http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52071.&lawCode=EDC](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC)

### Actions the school district(s) will take independent of the COE

TCOE’s Differentiated Assistance support is designed to grow continuous improvement capacity and processes within eligible LEAs so that they can lead their own improvement work. LEA leaders are supported in Improvement Science processes, tools, and methods including ongoing improvement cycles. Additionally, LEAs are provided with ongoing improvement spaces such as communities of practice, DA lead calls, and networks to collaborate with other LEAs and continue their growth journey in subsequent years.

### For COEs who have Local Educational Agencies who meet the eligibility criteria under Ed Code 52072(b)(1)

**Optional Prompt for COEs with districts who meet criteria:** For districts who meet eligibility criteria under Ed Code 52072 (b)(1), describe how the COE is prioritizing and adjusting their support and continuous improvement actions in the areas of intensity and frequency:

- When a district fails to improve student achievement across more than one state priority for three or more student groups for three out of four consecutive years or more.

Component	Metric	Action
N/A		

EC Section 52072(b)(1),

[https://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52072&lawCode=EDC](https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52072&lawCode=EDC)

### Goal Three: Provide support for continuous improvement to all districts.

**Other Support:** Providing any other support to school districts and schools within the county in implementing the provisions of EC Sections 52059.5-52077

Metric	Action
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Bi-Annual On-Site Consultation
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Draft LCAP Feedback and Support
Feedback from annual Tulare County Office of Education Survey to LEAs	LCAP Guides and Electronic Resources
Feedback from annual Tulare County Office of Education Survey to LEAs	LCAP Office Hours each spring
Feedback from annual Tulare County Office of Education Survey to LEAs	Support/Assistance with LCAP Template and E-Template
Feedback from annual Tulare County Office of Education Survey to LEAs	Support/Assistance with LCAP Federal Addendum
Feedback from annual Tulare County Office of Education Survey to LEAs	Support and Advisement related to Federal Title Program Requirements
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Keynote Speaker Opportunities
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Professional Learning Networks and Communities of Practice in various subject areas
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	English Learner Leader Community of Practice and Technical Support
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Technical Trainings related to LCFF/LCAP/Accountability System
Feedback from annual Tulare County Office of Education Survey to LEAs	Monthly Business Manager Meetings
Feedback from annual Tulare County Office of Education Survey to LEAs	Dashboard Data Reports

Metric	Action
Feedback from annual Tulare County Office of Education Survey to LEAs	Email Notifications with Important Events/Deadlines/Program Updates
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Quarterly Local, State and Federal Directors' Meetings
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Attendance Supervisor Training and Certification
Feedback from annual Tulare County Office of Education Survey to LEAs and individual event survey	Professional Development specific to Eight State Priorities and/or Student Groups
Feedback from annual Tulare County Office of Education Survey to LEAs	SPSA Development Support in Alignment with LCAP
Feedback from annual Tulare County Office of Education Survey to LEAs	TCOE Individual LEA Consultation in Eight State Priority Areas

EC Sections 52059.5–52077,

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5)

## Collaboration

The Tulare County Superintendent of Schools will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
Superintendent participation in quarterly California County Superintendents meetings	Y	Y	Y	N/A	N/A
County Superintendent or designee participation in Geographic Leads meetings	Y	Y	Y	Y	N/A

Actions	CCEE	CDE	County Superintendents	Geo Leads	SOS Leads
County Superintendent or designee participation in System of Support meetings	Y	Y	Y	Y	N/A
County Superintendent participation in Region 7 Superintendent meetings	N/A	N/A	Y	N/A	N/A

Instructions: Insert "Y" to indicate a collaborator or use "-" to signify N/A.

## Goal Four: Supports for Special Education

**Not Applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3**

### Budget– COE

Please provide a description of the estimated costs related to the actions outlined in the plan above.

2023–24 Goal	2023-2024 Estimated Costs
Goal 1	\$ 478,309
Goal 2	\$ 2,800,000
Goal 3	\$300,000
<b>Goal 4 (not applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3)</b>	
<b>Total Estimated Cost</b>	<b>\$3,578,309</b>



**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Valarie Seita, Library Media Coordinator

**SUBJECT:**

Library collection development additions form the ERS Library Budget, CLSD Readership Grant, and the Quail Art Grant.

**DESCRIPTION/SUMMARY:**

Library Print/Materials & Sora Audiobook/eBook Collection Purchases:

<https://drive.google.com/file/d/1ycfrJ2pAd34YCB3kQ9JRst6IyQYqvhin/view?usp=sharing>

CLSD Readership Grant Purchases:

<https://drive.google.com/file/d/1Bu1x6d2ZSHf-IRVcBVBx8hZ6fMAqo-km/view?usp=sharing>

Quail Art Grant Purchases:

<https://drive.google.com/file/d/1CNsKfshsITyTjROxYb0TNwcIYWIXNZJO/view?usp=sharing>

**FINANCING:**

The value of the newly purchased materials is estimated at \$20,000 from the ERS Library Budget, \$6,000 from the CLSD Readership Grant, and \$2,200 from the Quail Art Grant. These reflect purchases between May 2023 - May 2024.

**RECOMMENDATION:**

Approval is recommended on the 2023-2024 ERS Library and Multimedia material purchases.



# ERS Library Media Services

**23-24**

Valarie Seita  
Library Media Coordinator



# Strong School Libraries

- Build **positive school culture**
- Promote **love of reading & learning**
- Enhance **student connection to school**, significance & belonging
- Create a hub for **collaboration, connection, and inquiry**
- Focus on the **whole child**

*Strong libraries=heart of the school community!*





# ERS Library Media Services 23-24

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- Library Resources
- Library Training & District Support
- CLSD Readership Grant
- Student Events
- Looking Ahead



# Library Resources

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**Objective 1:** To provide classroom teachers and school libraries with **resources to supplement and enhance literacy-centered lessons, support student inquiry,** and expand classroom and school library collections with engaging materials for students



# Collection Development 23-24

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- SEL Kits
- Book Club Kits
- Art Collection
- Spanish Collection
- YA Collections
- Expanded E-book/Audiobooks



# Collection Development 23-24



Total Circulation

15,201



Items in the Collection

26,126



Avg. Age of the Collection

2007

# Services to Districts: Library Training

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**Objective 2:** To ensure a successful onboarding process for new school library staff and to offer continuous, valuable training for all school library personnel, resulting in student-centered and proficient professionals well-versed in contemporary school library services and programming.





# Library Trainings 23-24

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- Library Media Network
- School Library 101
- Custom District Work Plans
- New Library Staff Onboarding
- Technology Workshops
- ERS Resources Presentations



# Library Trainings 23-24



Library Media Network



School Library 101



Custom District PD



# Services to Districts: Library Support

**Objective 3:** To collaborate with school districts in **developing contemporary school library programs and services** that align with the CDE's *Model School Library Standards*, encompassing areas such as **print and digital collections, academic research tools and resources, library accessibility, and staffing.**





# Library Support 23-24

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- Establishing Library Services
- Collection Development & Maintenance
- Modernization Projects
- Site/District Admin Planning Sessions
- New Library Staff Support



# Library Support 23-24



Est. Library Services



New Library Staff Support



Site/District Planning Sessions







# Student Events 23-24



- Academic Decathlon
- EYH
- History Day
- Math Super Bowl
- Physics Day
- Reading Revolution
- Science Olympiad
- STEAM Expo
- Young Authors' Faire

# Looking Ahead 24-25

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## Library Resources

- Targeted **Collection Development**
- New **Digital Resources** for Staff & Students
- Expanding **eBooks/Audiobooks**

## Library Trainings

- Expanding **New Library Staff Training**
- Additional **Library Workshops**
- Reboot of **ERS Library Presentations to Staff**

## District Support

- Increased **Library Visits & Support** in the Field
- New **Custom District Library Support Plans**
- Deeper **Integration & Collaborations** with Internal Programs





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# Thank you!

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Valarie Seita

[Valarie.Seita@tcoe.org](mailto:Valarie.Seita@tcoe.org)

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Public hearing for adoption of the 2024-2025 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA

**DESCRIPTION/SUMMARY:**

All Special Education Local Plan Areas (SELPA) are required by the California Department of Education to adopt an Annual Service Plan and Annual Budget Plan for 2024-2025. To meet the requirements of California Education Code 56205 (b) (1)-(2), these annual plans are to be adopted in a public hearing of the SELPA.

**FINANCING:**

N/A

**RECOMMENDATION:**

Information only to request public hearing to consider adoption of the 2024-2025 Annual Service Plan and Annual Budget plan for the Tulare County/District SELPA.



**TULARE COUNTY**  
**SPECIAL EDUCATION**  
*SPECIAL EDUCATION LOCAL PLAN AREA*

**TULARE COUNTY/DISTRICT  
SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)**

**NOTICE OF PUBLIC HEARING**

In accordance with California Education Code 56205 (b) (1)-(2), a public hearing will be conducted on the following dates/times to adopt the 2024-2025 Annual Service Plan and Annual Budget Plan for the Tulare County/District Special Education Local Plan Area (SELPA):

**Tulare County Board of Education Meeting  
Tulare County Office of Education – Redwood CD  
6200 South Mooney Blvd., Visalia, California 93277  
Wednesday, June 12, 2024  
3:00 p.m.**

Copies of the plans are available for inspection at the Tulare County/District SELPA office. For additional information, contact Tammy Bradford, Assistant Superintendent, Tulare County Office of Education and SELPA Administrator at [tammy.bradford@tcoe.org](mailto:tammy.bradford@tcoe.org) or 559-730-2910, Ext. 5120.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Public Hearing for adoption of the 2024-2027 Tulare County/District Special Education Local Plan

**DESCRIPTION/SUMMARY:**

All Special Education Local Plan Areas (SELPA) are required, by the California Department of Education, to adopt a Special Education Local Plan. To meet the requirements of California Education Code 56195.1, the annual local plan is to be adopted in a public hearing of the SELPA.

**FINANCING:**

None

**RECOMMENDATION:**

Information only to request public hearing to consider adoption of the Tulare County/District Special Education Local Plan.



**TULARE COUNTY**  
**SPECIAL EDUCATION**  
*SPECIAL EDUCATION LOCAL PLAN AREA*

**TULARE COUNTY/DISTRICT  
SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)**

**NOTICE OF PUBLIC HEARING**

In accordance with California Education Code 56195.1 a public hearing will be conducted on the following dates/times to adopt the 2024-2027 Special Education Local Plan for the Tulare County/District Special Education Local Plan Area (SELPA):

**Tulare County Board of Education Meeting  
Tulare County Office of Education – Cedar Room  
6200 South Mooney Blvd., Visalia, California 93277  
Wednesday, June 12, 2024  
3:00 p.m.**

Copies of the plans are available for inspection at the Tulare County/District SELPA office. For additional information, contact Tammy Bradford, Assistant Superintendent, Tulare County Office of Education and SELPA Administrator at [tammy.bradford@tcoe.org](mailto:tammy.bradford@tcoe.org) or 559-730-2910, Ext. 5120.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Request for adoption of the 2024-2025 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA

**DESCRIPTION/SUMMARY:**

All Special Education Local Plan Areas (SELPA) are required by the California Department of Education to adopt an Annual Service Plan and Annual Budget Plan for 2024-2025.

**FINANCING:**

N/A

**RECOMMENDATION:**

Recommend adoption.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

## **LOCAL PLAN**

### **Section D: Annual Budget Plan**

#### **SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA

Fiscal Year

## Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

**IMPORTANT:** Adjustments to any year’s apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct. California *Education Code (EC)* Section 56048

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.



Section D: Annual Budget Plan

SELPA

Fiscal Year

**TABLE 1**

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	<input type="text" value="82,398,670"/>	51.30%
AB 602 Property Taxes	<input type="text" value="6,595,608"/>	4.11%
Federal IDEA Part B	<input type="text" value="22,317,080"/>	13.89%
Federal IDEA Part C	<input type="text" value="140,675"/>	0.09%
State Infant/Toddler	<input type="text" value="5,176,237"/>	3.22%
State Mental Health	<input type="text" value="3,847,286"/>	2.40%
Federal Mental Health	<input type="text" value="0"/>	0.00%
Other Projected Revenue	<input type="text" value="40,159,554"/>	25.00%
<b>Total Projected Revenue:</b>	160,635,110	<b>100.00%</b>

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

Using the form template provided in **Attachment II**, complete a distribution of revenue to all LEAs participating in the SELPA by funding source.

Section D: Annual Budget Plan

SELPA

Fiscal Year

**TABLE 2**

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	<input type="text" value="27,298,324"/>	16.99%
Object Code 2000—Classified Salaries	<input type="text" value="21,567,775"/>	13.43%
Object Code 3000—Employee Benefits	<input type="text" value="30,403,447"/>	18.93%
Object Code 4000—Supplies	<input type="text" value="1,296,346"/>	0.81%
Object Code 5000—Services and Operations	<input type="text" value="15,467,329"/>	9.63%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="64,601,889"/>	40.22%
<b>Total Projected Expenditures:</b>	160,635,110	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

Transfer of pass through revenue to District SELPA Members and indirect for the County Operated Programs

Section D: Annual Budget Plan

SELPA

Fiscal Year

**TABLE 3**

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="98,017,801"/>	61.02%
Projected Federal Revenue	<input type="text" value="22,457,755"/>	13.98%
Local Contribution	<input type="text" value="40,159,554"/>	25.00%
<b>Total Revenue from all Sources:</b>	160,635,110	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

Using the CDE-approved template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

All special education funds come from the State directly to the SELPA Administrative Unit, Tulare County Office of Education. The SELPA Administrator allocates the funds to SELPA members according to the SELPA policy and approval of the Superintendents Governance Committee.

- b.  YES  NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's

Section D: Annual Budget Plan

SELPA

Fiscal Year

adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

SELPA

Fiscal Year

**TABLE 4**

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="904,975"/>	23.30%
Object Code 2000—Classified Salaries	<input type="text" value="936,409"/>	24.11%
Object Code 3000—Employee Benefits	<input type="text" value="1,020,220"/>	26.27%
Object Code 4000—Supplies	<input type="text" value="32,250"/>	0.83%
Object Code 5000—Services and Operations	<input type="text" value="698,009"/>	17.97%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="291,818"/>	7.51%
<b>Total Projected Operating Expenditures:</b>	<b>3,883,681</b>	<b>100.00%</b>

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Section D: Annual Budget Plan

SELPA

Fiscal Year

**TABLE 5**

**Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)**

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D-12. Defined Goals for Students with LI Disabilities

Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

YES     NO

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

Services or equipment needed for low incidence students are placed in a locally defined resource code. Once recorded in that resource, the distinguish between severe and non severe is made and identified using a locally defined goal to identify the disability type.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section E: Annual Service Plan**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

Local Plan Annual Submission

SELPA:

Fiscal Year:

## Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

### Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

**Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.**

- 330–Specialized Academic Instruction/  
Specially Designed Instruction

Provide a detailed description of the services to be provided under this code.

Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

*Service is Not Currently Provided*



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- 210–Family Training, Counseling, Home Visits (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child’s development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.

- 220–Medical (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provided by a licensed physician to determine a child’s developmental status and need for early intervention services.

- 230–Nutrition (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

- 240–Service Coordination (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination (ages 0–2 only) This service includes the coordination of special education and related services.

- 250–Special Instruction (Ages 0-2 only)  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child’s acquisition of skills in a variety of

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developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.

260—Special Education Aide (Ages 0-2 only)       *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service 260: Special Education Aide (Ages 0-2 only) is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time.

270—Respite Care (Ages 0-2 only)       *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Respite care services (ages 0–2 only): Through the IFSP process, short- term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)

340—Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

*Service is Not Currently Provided*

350—Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.

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*Service is Not Currently Provided*

415–Speech and Language

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.

425–Adapted Physical Education

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.

435–Health and Nursing: Specialized Physical Health Care

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health and nursing–specialized physical health care services: Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration,

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436–Health and Nursing: Other  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health and nursing–other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.

445–Assistive Technology  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.

450–Occupational Therapy  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.

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460–Physical Therapy

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.

*Service is Not Currently Provided*

515–Counseling and Guidance

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

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520–Parent Counseling

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.

525–Social Worker

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.

530–Psychological

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.

535–Behavior Intervention

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Behavior intervention services: A systematic implementation of procedures designed to

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promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.

540–Day Treatment  *Service is Not Currently Provided*

545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.

*Service is Not Currently Provided*

610–Specialized Service for Low Incidence Disabilities  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.

710–Specialized Deaf and Hard of Hearing  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.

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715–Interpreter

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.

720–Audiological

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.

725–Specialized Vision

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.

730–Orientation and Mobility

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services



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735–Braille Transcription  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

740–Specialized Orthopedic  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

745–Reading  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

750–Note Taking  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA’s continuum of services available to students with disabilities.

755–Transcription  *Service is Not Currently Provided*

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Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service 755: Transcription Services is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time.

760–Recreation Service, Including Therapeutic Recreation  *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Service 760: Recreation Service, including Therapeutic Recreation is offered as part of our full continuum of services but we do not currently have any student requiring this specific service at this time.

820–College Awareness  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.

830–Vocational Assessment, Counseling, Guidance, and Career Assessment  *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

840–Career Awareness  *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.

850–Work Experience Education

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855–Job Coaching

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

860–Mentoring

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.

865–Agency Linkages (referral and placement)

*Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).

870–Travel and Mobility Training

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Travel training (includes mobility training) on city transportation routes.

890–Other Transition Services

*Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.

*Service is Not Currently Provided*

Description of the "Other Related Service"

Independent living skills service to assist transitioning students out of adult program into independent living.

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Qualifications of the Provider Delivering "Other Related Service"

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

Adoption of the 2024-2027 Tulare County/District Special Education Local Plan

**DESCRIPTION/SUMMARY:**

All Special Education Local Plan Areas (SELPA) are required, by the California Department of Education, to adopt a Special Education Local Plan. To meet the requirements of California Education Code 56195.1, the annual local plan is to be adopted in a public hearing of the SELPA. Once approved by the Tulare County Board of Education, the revisions to the Local Plan Governance Administration, Section B, may be submitted to CDE for review and consideration for approval.

**FINANCING:**

None

**RECOMMENDATION:**

Recommend adoption.

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division

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## B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

### Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The Tulare County/District SELPA includes all school districts, 3 independent charters and the Tulare County Office of Education within the boundaries of Tulare County in the state of California

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The Tulare County/District Special Education Local Plan area recognizes the importance of an efficient and economical administrative structure. The responsibility of the administrative and staff positions is to assure that programs are available to serve the education needs of all of our students with special education needs within the boundaries of Tulare County and charter schools participating in the Tulare County/District SELPA.

Each of the board and administrative positions are related to the functioning of the special education programs within the Tulare County SELPA. The following describes the various components within the administrative structure.

**Governing Boards:** The Tulare County Board of Education and the LEA governing boards share in the responsibility for the operation of the local plan for special education. The boards are responsible for programs operated by their agencies as well as agency budgets and personnel. It is the responsibility of the Superintendent/CEO of each participating LEA to recommend to the local board properly credentialed personnel to provide special education services as allocated by the SELPA.

**Superintendents Governance Committee:** The Superintendents Governance Committee is composed of fifteen (15) members and is responsible for the review/recommendation of the SELPA polices before presentation to the County Board. The Superintendents Governance Committee approves fiscal allocations of state and federal special education funding. Members



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are as follows; Superintendents from the 12 largest LEAs (12), Two (2) members appointed at large, for a two-year term, who represent LEAs under 901 student CBEDS count and the Tulare County Superintendent of Schools. Members appointed shall assure representation of the Superintendents and Boards of all LEAs in the Special Education Local Plan Area and Tulare County Office of Education. Members of the Superintendents Governance Committee may be represented by a designee only in the case of an emergency. The designee is not empowered use with a proxy vote.

**SELPA Administrator:** The Administrator is the responsible individual designated by the Special Education Local Plan Area to collect, report and disseminate data for and to the California Department of Education, Special Education Division. The Administrator is responsible for program planning and fiscal accountability for the Special Education Local Plan Area. The SELPA Administrator is responsible for the review of the local plan with input from the Local Plan Review Committee.

**Directors of Special Education Committee (DOSE):** The Committee is responsible for providing a vehicle through which communication, consultation and coordination of special education services may occur within each district.

The Committee functions as the body which develops procedures and processes by which the policy directions established by the Superintendents Governance Committee are implemented. Issues which cannot be resolved at the Committee level are referred to the Superintendents Governance Committee for consideration and policy determination. Each special Education Administrator shall apprise his/her responsible superintendent regarding areas to be discussed at the Superintendents Governance Committee meetings to provide linkage between Superintendents and the district Directors of Special Education Committee. District and county administrators are members of the district Directors of Special Education Committee which meets on a monthly basis between the months of September through June annually.

**Fiscal Ad Hoc Committee:** It is the purpose of the Fiscal Committee to discuss and propose solutions to fiscal situations and formulate fiscal policies to be presented to the Superintendents Governance Committee. Membership on the committee includes members of the Superintendents Governance Committee representing large and small districts in the SELPA.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

**Purpose of SELPA Policies:** The purpose of our SELPA policies is to establish clear lines of responsibility for the Special Education Local Plan Area, Local Education Agencies (the member schools districts), and all employees in the operation of the Master Plan for Special Education in Tulare County.

In formulating policies, the Superintendents Governance Committee shall recommend general

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principles which provide authority for the professional staff. Such policies shall be broad enough to determine or indicate a line of action to be taken in meeting a number of problems and jobs.

Procedures of Adoption and Revision: Policies will be established to give personnel a framework and guidelines to carry out the educational objectives as established. Policy should originate as near to the action as possible.

Policies will be kept up to date and reviewed as needed. New policies or amended policies may be adopted at any regular meeting subsequent to the regular meeting at which the proposed policy or amendment was presented.

Source for policy will include but not be limited to:

- a. The “Local Plan” itself.
- b. Contact in the field with actual users – experience.
- c. Contact with school districts and review of their policy
- d. Review of established practices in other similar state-approved programs.
- e. Provisions of the Education Code
- f. Superintendents Governance Committee

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Tulare County Office of Education is designated by the Tulare County/District SELPA Local Plan for Special Education as a responsible local agency (RLA). Duties of the Tulare County Office of Education as an RLA include:

Operation of special education services for designated small districts as well as services to students identified with mod/severe special education needs.

Operational decision making for programs operated by the Tulare County Office of Education, such as setting the length of the school day and school year, internal business procedures and maintenance of student files for mod/sever served students, shall be the responsibility of the Tulare County Office of Education.

Administrative and support services necessary to operate the special education programs of the Tulare County Office of Education.

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5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

- Yes       No

If No, explain why the SELPA does not have the policy and procedures.

A request by a charter school to participate as an LEA in the SELPA will not be treated differently from a similar request made by a school district.

In reviewing and approving such a request, the following requirements shall apply.

- a. The charter school shall participate in state and federal funding for special education and receive funding in the same manner as LEAs.
- b. The addition of new members to the Tulare County SELPA, as approved by the Governing Board, shall be followed by an amendment to the local plan.
- c. The charter will insure that any student potentially in need of special education will be the responsibility of the charter school to assess, draft and provide appropriate related services.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The Administrator of the Special Education Local Plan Area (SELPA) shall establish a Community Advisory Committee (CAC) for the SELPA.

The CAC shall include parent/guardians of individuals with exceptional needs enrolled in the individual LEAs or private schools, parent/guardians of other enrolled students, disabled students and/or adults, general and special education teachers, other school staff, representatives of other public or private agencies and persons concerned with the needs of students with exceptional needs. The majority shall be parents/guardians of individuals with exceptional needs and shall, as much as possible, represent the four geographical regions within the SELPA.

The CAC shall review the local special education annual service plan prior to its submission to the Superintendent of Public Instruction. The Committee makes suggestions for the development, amendment and review of the local plan, recommends annual priorities, promotes parent/guardian and community involvement, assists in parent/guardian education, assists in parent awareness about the importance of regular school attendance, and supports activities on behalf of individuals with exceptional needs.

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

Members of the Local Plan Committee meetings are scheduled in conjunction with regularly scheduled CAC and DOSE meetings. Teachers and administrators are invited to the meeting and provided an opportunity for input.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

Responsible Local Agency: The Tulare County Office of Education is designated by the Tulare County/District SELPA Local Plan for Special Education as a responsible local agency (RLA). Duties of the Tulare County Office of Education as an RLA include:

Operation of special education services for identified small districts as well as services to students identified with mod/severe special education needs.

Operational decision making for programs operated by the Tulare County Office of Education, such as setting the length of the school day and school year, internal business procedures and maintenance of mod/severe student files, shall be the responsibility of the Tulare County Office of Education.

Administrative and support services necessary to operate the special education programs of the Tulare County Office of Education.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Appropriate Memorandum of Understandings (MOU) are developed between SELPA and LEA members as appropriate to insure FAPE is provided in the least restrictive environment.

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10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The school board of each LEA shall approve its participation in the Tulare County Local Plan for Special Education, which includes the County Superintendent of Schools. The Tulare County Office of Education acts as the Administrative Unit.

Each local school board responsibilities include, but are not limited to;

- a. Approval of the Local Plan.
- b. Adoption of SELPA policies and procedures for special education programs and services within their district.
- c. LEA compliance with all elements of the Local Plan
- d. Input on SELPA polices and procedures through the Superintendent of the LEA.
- e. Support the activities of the Community Advisory Committee.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Superintendent of each LEA are responsible to their respective school boards, in addition, district superintendents of the 12 largest districts shall;

- a. Serve as a member of the Governance Board.
- b. Assist in the identification of special education program and services needs for the Tulare County SELPA through participation on the the Governance Board
- c. Communicate SELPA information to their school boards on a regular basis

- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

LEA and COE administrators and staff are responsible for the coordination of special education services and programs within their agencies. LEA administrators are also responsible for the implementation of the local plan and participation in the Tulare County SELPA Directors of Special Education Committee.

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It shall be the policy of this Governance Board to comply with the requirements of the performance goals and indicators developed by CDE and provide data as required by CDE.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The RLA is responsible for the recruitment of the SELPA Director. The selection and supervision of the SELPA Director shall be the responsibility of the Tulare County Superintendent of Schools. The Governance Board can provide input on the evaluation of the SELPA Director, then the County Superintendent conducts the evaluation.

SELPA Administrators are evaluated by the SELPA Director.

The SELPA Director and Administrators are responsible for the supervision and evaluation of all other SELPA staff.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

An income distribution model has been adopted by the Tulare County SELPA and shall be reviewed and revised on a regularly. The model distributes all funds pursuant to applicable state and federal regulations. Districts acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with the state and federal mandates.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

All LEAs in the SELPA provide site-based special education programs in a manner that promotes services provided in the least restrictive environment. The RLA employs related service providers that conduct comprehensive assessments and provides services to insure all students have access to the general education curriculum and setting. The RLA also provides seat-based programs located on public school campuses or in the community to students with more moderate to severe needs from infant through age twenty-two.

It shall be the policy of this Governance Board to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve students with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student

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for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

The SELPA will provide assurances that funds received from Part B of IDEA will be expended in accordance with the applicable provisions of IDEA, and will be used to supplement and not to supplant state, local and other federal funds.

The Superintendence Governance Council shall adopt policies for the allocation of Special Education resources to LEAs, with the intent to insure access and availability of services to all eligible students through an equitable distribution system.

The policy provides for distribution of the following funds;

- \* Distribution of State Apportionment to LEAs
- \* Distribution of Property Tax to LEAs
- \* Distribution of Federal Local Assistance revenue to LEAs
- \* Distribution of Federal Preschool revenue to LEAs and the SELPA operations budget to regionalized staff development and regionalized services to preschool programs

The duties of the Fiscal Ad Hoc Committee include, but not limited to the following;

- a. Provide information and recommendations for the development, modification and implementation of the SELPA funding allocation plan to the Governance Council.
- b. Review and make recommendations to the Superintendence Governance Council regarding decisions which impact the finances of local education agencies.

The Fiscal Ad Hoc Committee may be requested by the Superintendence Governance Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The Fiscal Ad Hoc Committee will meet every other month or more often as established on a

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yearly calendar. The SELPA Director serves as the chairperson of the committee and is responsible for providing timely written notice of the meetings and agenda, notes for the meeting and additional documentation as needed to provide for informed decision making.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined appropriate for the student to receive a free and appropriate public education in the least restrictive environment.

**Policies, Procedures, and Programs**

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes  No

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**



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Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.” The policy is adopted by the SELPA as stated:

Yes  No

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):  
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s

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progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

Yes  No

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**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

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**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

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**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

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**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

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**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

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Yes  No

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**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

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**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

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**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

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**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

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**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

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**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes  No

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**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

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**Administration of Regionalized Operations and Services**



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Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function.”

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:	SP 1302: Responsible Local Agency (RLA)
Document Location:	SELPA Policies / SELPA Office / Tulareselpa.org
Description:	<p>The Tulare County Office of Education is designated by the Tulare County/District SELPA Local Plan for Special Education as a responsible local agency (RLA). Duties of the Tulare County Office of Education as an RLA include:</p> <ul style="list-style-type: none"><li>* Operation of special education services for small districts as well as service to disabled students identified with moderate/severe disabilities.</li><li>* Operational decision making for programs operated by the Tulare County Office of Education, such as setting the length of the school day and school year, internal business procedures and maintenance of moderate/severe student files, shall be the responsibility of the Tulare County Office of Education.</li><li>* Administrative and support services necessary to operate the special education programs of the Tulare County Office of Education.</li></ul> <p>Role of LEAs: Ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. Will approve policies/ procedures needed to implement the local plan.</p>

2. Coordinated system of identification and assessment:

Document Title:	SP 8030: Identification & Assessment of Individuals for Special Education
Document Location:	SELPA Policies / SELPA Office / Tulareselpa.org
	Role of SELPA Administrator: Make sure a comprehensive and individualized assessment shall be conducted for each child being

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considered for special education and related services to determine if the child meets eligibility criteria as a child with a disability and to determine the educational needs of the child. The child shall be assessed in all areas of suspected disability.

Role of LEAs: Responsible for identifying and assessing all students for whom they are responsible for.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

Role of the SELPA Administrator: Ensure parents have the right to receive a written notice of their procedural safeguards from the District before decisions affecting their child's special education and related services are put into place and to provide alternate dispute resolution opportunities with districts as requested.

Role of LEA: Provide procedural safeguards to parents consistent with the education code and in parents home language. Assist parents with understanding rights and ensure they they are implemented.

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Description:

Role of SELPA Administrator: Enhance the knowledge and resources of administrators, general and special educators, paraprofessionals and parents. The goal of the program is to improve the quality of services to students with special needs. Conduct an annual needs assessment, where input is sought from general and special education teachers, Directors of Special Education, administrators and parents.

Role of LEAs: Determine their staff development and parent/guardian education needs, based on needs assessments. Seek assistance or input from the SELPA as needed.

5. Coordinated system of curriculum development and alignment with the core curriculum:

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Document Title:	<input type="text" value="SP 3150 Curriculum Designs"/>
Document Location:	<input type="text" value="SELPA Policies / SELPA Office / Tulareselpa.org"/>
Description:	<p>Role of SELPA Administrator: To ensure that instructional programs be child and family centered. Research-based instruction and curriculum shall be utilized in all special education programs and provide assistance and staff development as requested or deemed appropriate.</p> <p>Role of LEAs: Determine their needs for curriculum development and alignment with the core curriculum, based on local needs.</p>

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:	<input type="text" value="SP 1058 Tulare County/District SELPA Monitoring Responsibilities: Ongoing Review of Programs"/>
Document Location:	<input type="text" value="SELPA Policies / SELPA Office / Tulareselpa.org"/>
Description:	<p>Role of SELPA Administrator: To provide the ongoing review of special education programs within Tulare County and establish procedures and a mechanism for correcting any identified problem. Monitoring activities to meet Education Code requirements shall include but not be limited to the following: Annual Performance Reports, review and analysis of LEA CALPADS data, and other sources to ensure students with disabilities receive a free and appropriate public education, as well as supporting LEAs engaging in various monitoring activities as required by CDE.</p> <p>Role of LEAs: Review and monitor Annual Performance Reports, individual Ca School Dashboard and other data to ensure students with disabilities receive a free and appropriate public education, as well as engage in monitoring activities as required by CDE.</p>

7. Coordinated system of data collection and management:

Document Title:	<input type="text" value="SP 1058 Tulare County/District SELPA Monitoring Responsibilities: Ongoing Review of Programs"/>
Document Location:	<input type="text" value="SELPA Policies / SELPA Office / Tulareselpa.org"/>
Description:	<input type="text" value="Role of SELPA Administrator: Approve the CalPads submission of each member LEA as required by the CDE, as well as provide technical"/>

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Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:

Document Location:

Description:

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Role of LEA: To provide services to students residing in foster family homes or licensed children's institutions.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Document Location:

Description:

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14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

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Description:

the Annual Budget Plan.  
Role of LEA: Through representative to the Superintendents Governance Council, will determine and approve the allocation of funds to the member LEAs and Annual Budget Plan. Will also submit required fiscal reports as required by state and federal laws.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:

Document Location:

Description:

Role of Program Specialist: To observe, consult with and assist LEAs in implementing designated instruction and services to students on IEPs. Plan programs and provide trainings as needed and requested by LEAs.  
Role of SELPA Administrator: Implement and oversee consultation to LEAs and assuring that students have full educational opportunity regardless of district of residence.  
Role of LEA: To seek assistance, consultation and trainings as needed to implement designated instruction and services to students on IEPs.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Tulare County SELPA and the Central Valley Regional Center (CVRC) have entered into an agreement to comply with Part C and California Early Start regulations and policies. Programs and services included within the IFSP will be implemented by the responsible agency. The continuum of services and programs available to infants and their families may include as appropriate, but not limited to the following services:

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Description:

\* Coordinated child find and outreach and coordinated referral process;

\* Collaborative referral, enrollment, and service delivery system through Interagency Agreements;

\* Multidisciplinary Evaluation and Assessment;

\* Infant Instructional programs including home-based in the natural environment;

\* Family/parent involvement activities including parent support and training;

\* Collaborative staff development among agencies providing related early start services including health, education and social welfare programs;

\* Designated Instructional Services (i.e. speech, physical therapy, occupational therapy, vision, hearing, mobility, and other special services); and

\* Respite services.

Preschool Services: It is the commitment of the Tulare County SELPA to identify, assess, and serve identified preschool children through a meaningful, family-focused, effective service-delivery model. Individual needs of each child are identified and an IEP is written with the parent to include all necessary services. Appropriate community agencies work together to ensure that services are not duplicated. Staff has acquired expertise in working with preschoolers and their parents through staff development, concentrated on-site assistance and an effective interdisciplinary approach to serving preschoolers.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:



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Description:

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Document Title:

Document Location:

Description:

Adults aged 18 through 21 years, inclusive, who have not graduated with a high school diploma, who, at the time they turned 18 were identified as an individual with exceptional needs and had an individualized education program (IEP) under the IDEA, are also entitled to a FAPE (hereinafter (“eligible adults”).

This applies to adults incarcerated in an adult correctional facility, who:

- a. Were eligible for special education and related services in accordance with an IEP up to his or her incarceration;
- b. Were eligible for special education and related services in accordance with an IEP, but who left school prior to his or her incarceration; and
- c. Was eligible for special education and related services, even if the individual did not have an IEP in his or her last educational placement.

However, an individual aged 18 through 21 years, inclusive, who, in the educational placement prior to his or her incarceration in an adult correctional facility was not identified as an individual with exceptional needs or did not have an IEP under the IDEA, is not entitled to a FAPE.

District in which the parent resided before the student reached the age

Section B: Governance and Administration

SELPA

Fiscal Year

of majority (in California, 18 years of age) is responsible for serving 18 through 22 year old individuals with exceptional needs who are incarcerated.

To receive special education and related services while incarcerated, a qualified individual must consent to the receipt of such services and enroll in the adult education program at the county jail.

Once the District is informed that one of its students is an eligible adult incarcerated in an adult correctional facility, the District shall determine whether the qualified individual wishes to receive a FAPE and if so it will review and revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

School Plan for Student Achievement (SPSA) - Court and Community Schools

**DESCRIPTION/SUMMARY:**

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a School Plan for Student Achievement (SPSA).

**FINANCING:**

N/A

**RECOMMENDATION:**

Recommend adoption.

# School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare School	County	Court	54105465430061	May 10, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Tulare County Court School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Tulare County Court School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

TCOE's Court School SPSA is designed to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state and local programs. Each of the four goals were designed to meet identified needs from evaluating data provided by the CDE Dashboard, CAASPP and local surveys and assessments, as well as educational partner input. Analysis of the data provided four clear goals that need to be addressed: Goal 1 Increase Achievement Levels in ELA, ELD, math, and all academic disciplines; Goal 2 Increase Student and Educational Partner engagement to decrease chronic absenteeism and increase graduation rates; Goal 3 Increase college and career readiness; Goal 4 Create a Safe Environment that meets the Academic, Socio-Emotional and Behavioral well being of all Students and improves school culture and climate for all educational partners. Each Strategy/Activity is supported by research and is directly tied to the Metric/Indicators that will be utilized to measure expected outcomes. The two most significant Metric/Indicators utilized for the development of Court School's SPSA are the CDE Dashboard and CAASPP.

## Educational Partner Involvement

How, when, and with whom did Tulare County Court School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Court School conducted six School Site Council (SSC) meetings to review and update the SPSA based on data collected from the CDE Dashboard and Parent, Student and Staff Surveys. These meetings occurred on 8/24/23, 10/27/23, 11/30/23, 1/26/24, 3/15/24, and 5/10/24. During these meetings the SSC reviewed the data to inform a review and revision of the SPSA goals. The school site council consists of four certificated representatives, one classified representative, three students, five parent/community members and the principal. On 5/10/24, the SSC voted to approve the 2024 SPSA.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Tulare County Court school does not have any resource inequities.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

To protect privacy, due to the small sample size no data was available.



Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

## **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Data from parent, student, and staff surveys indicate an improvement in parent engagement and school climate are needed. Court school will be scheduling six days for parent teacher conferences, hiring staff to create an intervention team to directly collaborate with parents and students to improve engagement and climate. Data from the local NWEA assessment indicate students are performing low in ELA and math. Court school hired two instructional assistants to support student achievement in these areas.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tulare County Court School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	1.69%		0	1
African American	7.7%	7.32%	3.39%	3	3	2
Asian	%	%	0%		0	0
Filipino	%	2.44%	0%		1	0
Hispanic/Latino	89.7%	90.24%	88.14%	35	37	52
Pacific Islander	%	%	0%		0	0
White	2.6%	%	6.78%	1	0	4
Multiple/No Response	%	%	0%		0	0
<b>Total Enrollment</b>				39	41	59

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 8	2	1	
Grade 9	2	1	1
Grade 10	9	9	7
Grade 11	14	10	15
Grade 12	12	18	26
<b>Total Enrollment</b>	39	39	49

#### Conclusions based on this data:

1. Due to the increased number of junior and senior student enrollment, an increase in credit recovery and intervention opportunities is needed to provide support for credit deficiency.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	11	9	13	28.2%	23.1%	26.5%
Fluent English Proficient (FEP)	9	6	7	23.1%	15.4%	14.3%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Due to the number of students enrolled, the ELAC/DELAC meetings will continue. The ELAC/DELAC community members (parents of the English Learners) advise and assist schools in making important decisions related to services for English Learners.
2. The Tulare County Court school is part of the county consortium for Title 3.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		0	0		0	0			0.0
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	12	19	19	12	16	14	12	16	14	100.0	84.2	73.7
All Grades	14	22	23	14	17	15	14	17	15	100.0	77.3	65.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2452.	2465.	2447.	0.00	0.00	0.00	8.33	12.50	7.14	16.67	25.00	14.29	75.00	62.50	78.57
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.14	11.76	6.67	14.29	23.53	13.33	78.57	64.71	80.00

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Student scores indicate there was a decline in achievement in English.
2. The English Learners will continue to have a specific designated time for English language development as well as support from a new instructional aid, and intervention teacher. Teachers will continue to monitor growth .
3. There is a need for continued ELA consultant support for teachers to improve best instructional practices, student engagement, and to increase student achievement.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		*	*		0	0		0	0			0.0
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	12	19	19	12	16	14	12	16	13	100.0	84.2	73.7
All Grades	14	22	23	14	17	15	14	17	14	100.0	77.3	65.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2366.	2387.	2401.	0.00	0.00	0.00	0.00	0.00	0.00	8.33	0.00	0.00	91.67	100.0	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	7.14	0.00	7.14	92.86	100.0	92.86

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. A decrease in testing completion was observed. Data indicates only 65% of students tested. Due to the high transient rate of court school students, data reflects negatively.
2. Student median scores increased. The court school will continue to provide math intervention support with new math curriculum and a new instructional aid.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	5		*
11	*	*	*	*	*	*	*	*	*	4	8	4
12	*	*	*	*	*	*	*	*	*	*	6	10
All Grades										10	16	15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	6.67	*	25.00	26.67	*	50.00	40.00	*	25.00	26.67	*	16	15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	12.50	6.67	*	25.00	33.33	*	50.00	46.67	*	12.50	13.33	*	16	15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	6.67	*	6.25	26.67	*	50.00	46.67	*	43.75	20.00	*	16	15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	56.25	80.00	*	43.75	20.00	*	16	15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	56.25	38.46	*	37.50	61.54	*	6.25	0.00	*	16	13

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	6.67	*	31.25	46.67	*	68.75	46.67	*	16	15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
10	*		*	*		*	*		*	*		*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	6.25	6.67	*	56.25	66.67	*	37.50	26.67	*	16	15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Data indicates student gains in proficiency levels.
2. Due to the high transient levels of students at court school, the data doesn't reflect a true reflection of school instruction to student achievement. Students leave the school before data is recorded which effects achievement capture.
3. Court school will continue to utilize 3D (ELD curriculum) as the standardized curriculum for English learners. A new instructional aid will help support ELD instruction in the classroom. A new intervention class will be utilized to provide reading intervention for EL students.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>49</b>	<b>100</b>	<b>20.4</b>	<b>8.2</b>
Total Number of Students enrolled in Tulare County Court School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	20.4
Foster Youth	4	8.2
Homeless		
Socioeconomically Disadvantaged	49	100
Students with Disabilities	12	24.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	4.1
Hispanic	44	89.8
White	3	6.1

### Conclusions based on this data:

- All students enrolled in TCOE Court School are Socio-economically disadvantaged.
- The Hispanic sub group comprise the largest demographic of the TCOE Court School.

# School and Student Performance Data

## Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

College/Career  
No Status Level

#### Academic Engagement

#### Conditions & Climate

Suspension Rate



Blue

#### Conclusions based on this data:

1. TCOE Court School has a low percentage of student suspensions creating a high performance rating.
2. Due to inadequate data, no valid conclusions on the remaining performance indicators could be made.

# School and Student Performance Data

## Academic Performance English Language Arts

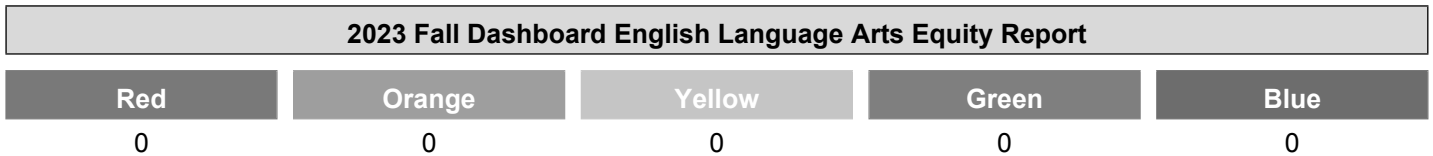
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
211.9 points below standard	Less than 11 Students	Less than 11 Students
17 Students	3 Students	1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color	211.9 points below standard	Less than 11 Students
0 Students	17 Students	4 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
201.7 points below standard 15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  3 Students	Less than 11 Students  0 Students	198.1 points below standard 14 Students

**Conclusions based on this data:**

1. TCOE Court school students are below standard in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

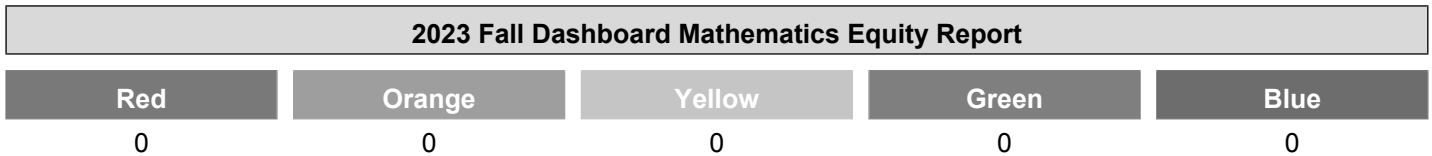
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">278.3 points below standard</td> </tr> <tr> <td>17 Students</td> </tr> </tbody> </table>	All Students	278.3 points below standard	17 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	English Learners	Less than 11 Students	3 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	1 Student	
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0 Students												
Socioeconomically Disadvantaged												
278.3 points below standard												
17 Students												
Students with Disabilities												
Less than 11 Students												
4 Students												

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
278.5 points below standard 15 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  3 Students	Less than 11 Students  0 Students	271.5 points below standard 14 Students

**Conclusions based on this data:**

1. TCOE Court school students are below standard in math.



# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
58.3% making progress towards English language proficiency
Number of EL Students: 12 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0	5	0	7

#### Conclusions based on this data:

1. Data shows ELs are progressing above standard.

# School and Student Performance Data

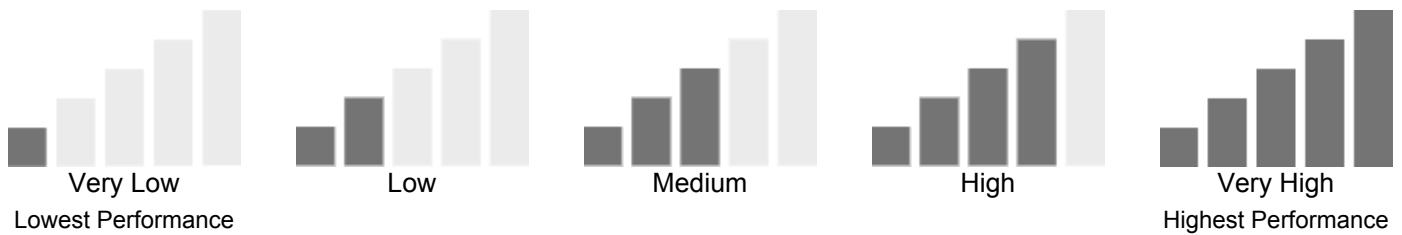
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

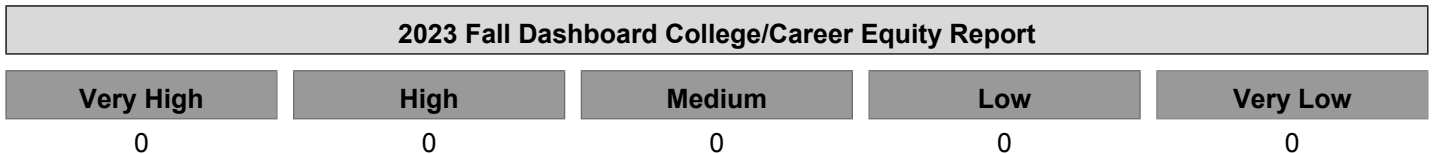
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

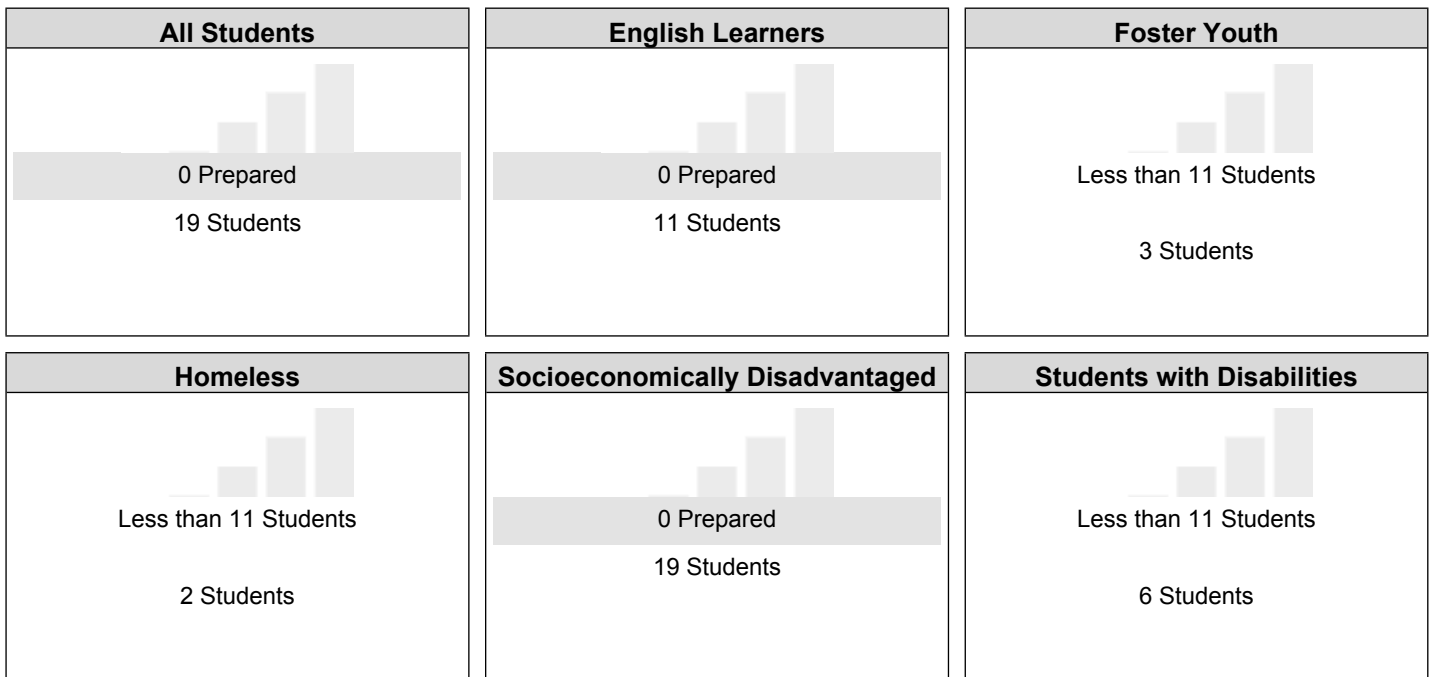


This section provides number of student groups in each level.

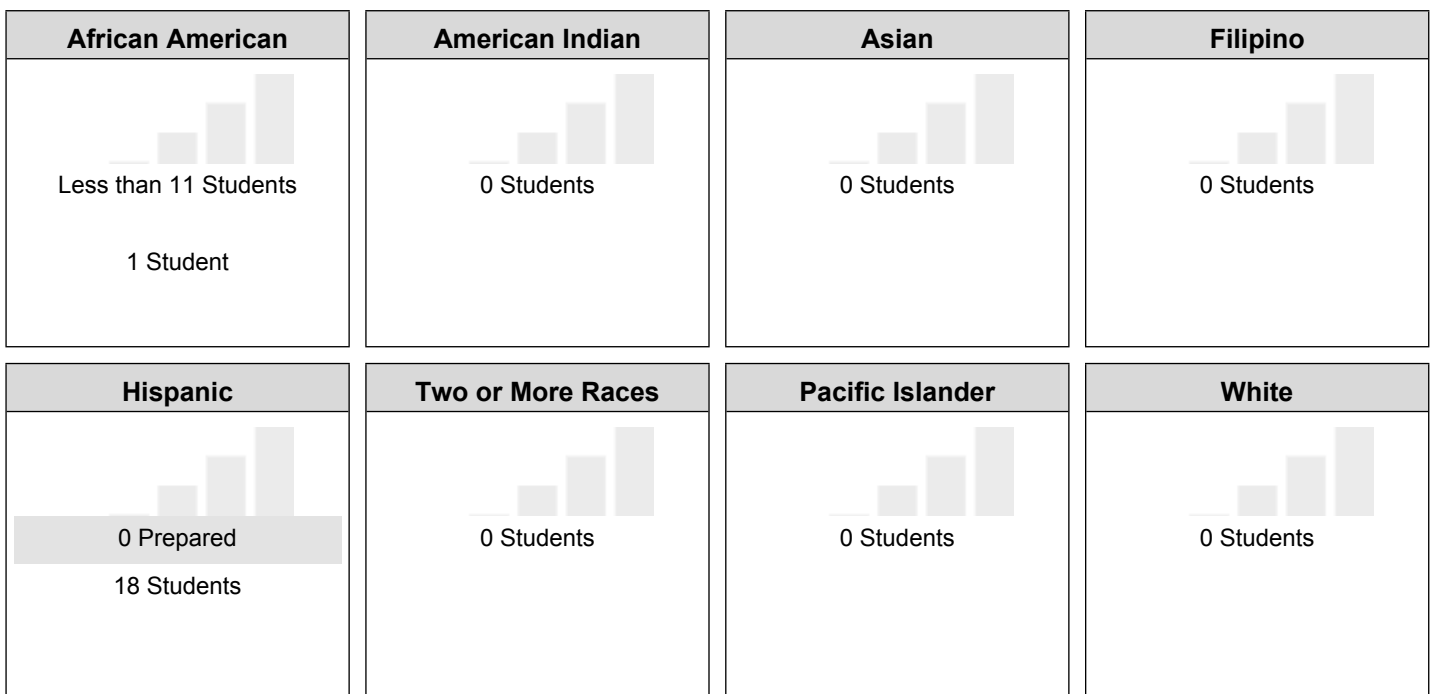


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



**Conclusions based on this data:**

1. Insufficient data does not allow for a significant conclusion.
2. TCOE Court school continues to support students preparedness for college and career with current and new CTE courses and new home room SEL and College and Career intervention opportunities.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”










This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	Less than 11 Students  1 Student	 No Performance Color 0 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students  1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

1. Data is inadequate to form a valid conclusion.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group												
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #ccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="background-color: #eee;">5% graduated</td> </tr> <tr> <td>Decreased Significantly -8</td> </tr> <tr> <td>20 Students</td> </tr> </tbody> </table>	All Students	5% graduated	Decreased Significantly -8	20 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #ccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="background-color: #eee;">8.3% graduated</td> </tr> <tr> <td>12 Students</td> </tr> </tbody> </table>	English Learners	8.3% graduated	12 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #ccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #eee;">Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	3 Students
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Decreased Significantly -8												
20 Students												
Students with Disabilities												
Less than 11 Students												
6 Students												

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">5.3% graduated</p> <p>Decreased Significantly -5.3</p> <p align="center">19 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>	<p align="center"></p> <p align="center">No Performance Color 0 Students</p>

**Conclusions based on this data:**

1. Data shows a decrease in graduation rates. Due to the small cohort and high transient rate, data does not reflect an accurate account of school support for 12th graders.
2. TCOE Court school will utilize a new student information system and receive training on the identification of graduates and completers to provide better data to formulate more informed conclusions.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

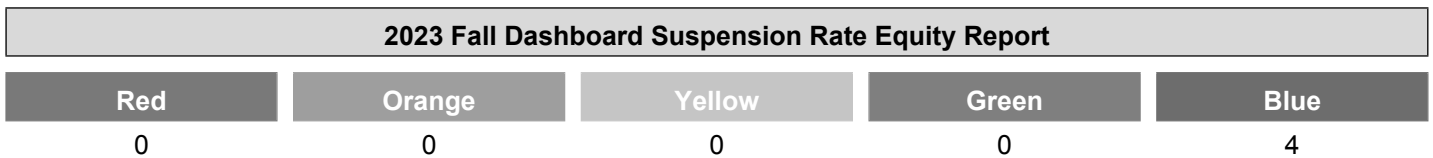
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This section provides number of student groups in each level.




This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #cccccc;">0% suspended at least one day</td> </tr> <tr> <td>Declined -0.4 425 Students</td> </tr> </tbody> </table>	All Students	 Blue	0% suspended at least one day	Declined -0.4 425 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #cccccc;">0% suspended at least one day</td> </tr> <tr> <td>Declined -1.6 95 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -1.6 95 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 41 Students</td> </tr> </tbody> </table>	Foster Youth	0% suspended at least one day	Maintained 0 41 Students
All Students													
 Blue													
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 Blue													
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Foster Youth													
0% suspended at least one day													
Maintained 0 41 Students													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	0 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #cccccc;">0% suspended at least one day</td> </tr> <tr> <td>Declined -0.4 425 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Blue	0% suspended at least one day	Declined -0.4 425 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #cccccc;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 42 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Maintained 0 42 Students
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.5</p> <p>345 Students</p>	<p>0% suspended at least one day</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>0% suspended at least one day</p> <p>Maintained 0</p> <p>45 Students</p>

**Conclusions based on this data:**

1. Data shows a decrease in school suspensions resulting in increased performance.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Academic Achievement

All students will demonstrate improvement in educational performance in all academic areas including ELA, Math, and ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 LCAP: All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes both their academic and social-emotional growth.

### Identified Need

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

The LEA developed this Goal based on the following for the 2024-2025 school year: Student achievement performance, including areas of ELA, Math and College and Career, demonstrate a continued need to improve an instruction program to meet the diverse needs of our unique highly mobile population. The prior Actions implemented last year and this year are starting to demonstrate student improvement. This goal is appropriate based on the state and local indicator data. TCOE will continue to provide an instructional program that provides meaningful professional development opportunities for teachers and staff and the appropriate resources to support their work in delivering positive impacts in student outcomes. To support and continued this work the following actions have been developed.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	Court Students: 211.9 points below standard	Court Students: 100 points below standard
Math Proficiency-State Assessment	Court Students: 278.3 points below standard	Court Students: 200 points below standard
English Learners- ELPAC	Court Students: 58.3% making progress	Court Students: 60% making progress

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To address the needs identified in the data analysis, TCOE will continue to hire highly qualified staff to supplement and expand course offerings	All Students	662,225 Title I Part D

	and provide technical skills for our at promise students and support them in their transition in and out of court school as well as into schools of higher learning.		1000-1999: Certificated Personnel Salaries CTE Instructor, Credit Recovery and Intervention Teacher, SY Teacher
1.2	The purchase of supplemental curriculum, materials and supplies for classroom instruction to enhance learning of all TCOE students in ELA, Math, ELD, CTE, College and Career and to meet their unique and individualized learning needs. This action is essential to improving CAASPP scores, graduation rates, student attendance, and promoting a safe school.	All Students	5,000 Title I Part D 4000-4999: Books And Supplies Hands on manipulatives and realia
1.3	Staff Professional development to support classroom instruction and student achievement.	All Students	20,000 Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Contracts for professional development, Staff Professional Development Conferences 20,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Contracts for professional development Training/staff development 1,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Staff supplies and manipulatives for professional development
1.4	Staff Professional development to support development of English language skills.	English Learners	20,000 Title I Part D None Specified Contracts for professional development Training, staff development
1.5	Supplemental materials to reinforce learning with hands-on manipulatives and realia. TCOE Court school is part of a consortium	English Learners	1,000 Title III 4000-4999: Books And Supplies
1.6	Technology and Supplemental reading comprehension skills.	All Learners	20,000 Title I Part D 4000-4999: Books And Supplies

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Increase Student and Educational Partner engagement

All students will receive support from staff who are part of a multi-discipline support team to provide additional support during student transition into and out of TCOE Court school. The school staff will collaborate with educational partners (parents and community members) to capitalize on their mutual efforts to support students. Increased engagement will decrease suspension rates and increase graduation and academic achievement rates.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### Goal 3

All students at Court and Community Schools including students who are Low income, English Language Learners, Students with Disabilities and Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and Graduation rates.

### Identified Need

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

The LEA developed this goal based on the following for 2024-25

Dashboard and local data indicate low student classroom engagement and parent participation in supportive events. This has contributed to discipline increases and decreased student achievement. Court school will hire staff to create an intervention team to intentionally support increased student participation in academics, student decrease in discipline, and improved SEL. The intervention team will provide better communication with parents and create parent participation opportunities and education events.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation in school events requiring rosters/sign-in sheets	5% parent participation	6% parent participation in 2024-25
Attendance Rate	Court School attendance 98%	Maintain 98% attendance in 2024-25
Suspension Rate	Court school suspension rate 1%	Maintain 1% suspension rate in 2024-25
Graduation Rate	Court school graduation rate 5%	6% graduation rate in 2024-25

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.2	Parent Involvement materials and supplies and to support parent education and other educational partners	All students	1720 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Parent Involvement Supplies
2.4	Professional development opportunities for staff to support student social emotional learning.	All Students	2,500 Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Travel and conference

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Increase College and Career rediness

Students will participate in a new home room with intentional supports for college and career and SEL support.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning

### Identified Need

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

The LEA developed this goal for 2024-25 based on the following.

- Court School students experience high transiency rates. To address this, TCOE must ensure that services and supports are in place to minimize school placement changes that adversely affect student academic progress and impede a student's ability to graduate and/or graduate college and career ready. The Actions within this Goal are specifically related to the Metrics in that the maintenance of students within an effective educational program which is beneficial to student progress and the acquisition of credits necessary to graduate, thus increasing the possibility that the students will be college and career ready, as opposed to a student that has a transient history of school attendance.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Earned credits toward graduation, local transcript indicators	100% of all students who remained enrolled for more than 10 days (10 days of enrollment is required to earn a student credit) earned credits towards graduation	Maintain 100% for 2024-25
Graduate students, Ca Dashboard and local student data (SIS)	5% of all senior students attending court school for any duration graduated.	10% of all seniors enrolled for any duration will graduate.
12th grade students will earn a certificate or credits in a career industry pathway	1% of 12th grade students earn earn a certificate or credits in a career industry pathway.	10% of all seniors enrolled for more than 10 days will earn a certificate or credits in a career industry pathway.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

3.1	Hire a CTE teacher to teach CTE Arts Media Entertainment elective to increase students career achievement level.	all students	117,483 Title I Part D 1000-1999: Certificated Personnel Salaries CTE Teacher
3.2	Create a school wide home room where college and career exploration and SEL support for students exist to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness as well as providing intervention for students who lack the life skills concepts to engage in a successful college or career path..	All students	5,000 Title I Part D 4000-4999: Books And Supplies  5,000 Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Staff professional development

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$385,049.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$885,928.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$21,500.00
Title I Part A: Parent Involvement	\$1,000.00
Title I Part D	\$860,708.00
Title III	\$1,000.00
Title IV Part A: Student Support and Academic Enrichment	\$1,720.00

Subtotal of additional federal funds included for this school: **\$885,928.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$885,928.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Title I Part A: Allocation	21,500.00
Title I Part A: Parent Involvement	1,000.00
Title I Part D	860,708.00
Title III	1,000.00
Title IV Part A: Student Support and Academic Enrichment	1,720.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	779,708.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	35,720.00
5000-5999: Services And Other Operating Expenditures	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	47,500.00
None Specified	20,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	20,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part D	779,708.00

2000-2999: Classified Personnel Salaries	Title I Part D	1,500.00
4000-4999: Books And Supplies	Title I Part D	32,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	27,500.00
None Specified	Title I Part D	20,000.00
4000-4999: Books And Supplies	Title III	1,000.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	1,720.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	749,725.00
Goal 2	4,220.00
Goal 3	127,483.00
Goal 4	4,500.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Joe Andrade	Principal
Angelica Aguilera- chairperson	Other School Staff
Graciela Garcia	Other School Staff
Frank Velasquez	Classroom Teacher
Josh Martin	Classroom Teacher
Esteban Casas	Classroom Teacher
Maria Del La Cruz	Parent or Community Member
Porfiria Marcelino	Parent or Community Member
Maria Alfaro	Parent or Community Member
Leticia Hernandez	Parent or Community Member
PO Silva	Parent or Community Member
JC	Secondary Student
JL	Secondary Student
JR	Secondary Student
Matt Lee	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**


**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Joseph Andrade on 5/14/24

SSC Chairperson, Angelica Aguilera on 5/14/24

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.



Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## **Additional Targeted Support and Improvement**

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Eligible for ESSA School Improvement**

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

### **ATSI Resources:**

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare County Community	501650350M6MDM	, ay 162J6J0	sune 1J2J6J0

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort. With the ultimate goal of increasing student achievement, SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Allocation (ConAxx) and for federal Additional Targeted Support and Improvement (ATSI) pursuant to California Education Code (EC) Section 30661 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet school site program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investment in support of underserved students. The implementation of ESSA in California represents an opportunity for schools to innovate with their federally funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's LCAP funding formula.

The LCAP provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports a continuous cycle of action, reflection, and improvement. Consistent with EC 30661(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA with an annual budget and make modifications to the plan that reflect changing needs and priorities as applicable.

This plan is being used by Tulare County Community for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

<p><b>School Site Program</b>  <b>Comprehensive Support and Improvement</b>                  The purpose of the plan is to educate at-risk youth in a safe and nurturing environment as outlined in the LCAP goal. For at-risk highly transient population is either on rotation or excused from their local school district or with and deserve access to the core curriculum.</p>
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This template is based on the November 2016 revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school plan for effectively meeting the state planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Tulare County Community for meeting the following state planning requirements in alignment with the LCAP and other federal, state, and local programs:

School Site Program

Comprehensive Support and Improvement

The purpose of the plan is to educate at-risk youth in a safe and nurturing environment as outlined in the LCAP goal. Our at-risk youth population is either on probation or expelled from their local school district or with and deserve access to the core curriculum.

TCR Community School SPSA is designed to effectively meet the state requirements in alignment with the LCAP and other federal, state, and local programs. Each of the three goals were designed to meet identified needs from evaluating data provided by the CNA, Naphward CAASPP and local survey and assessment. All stakeholders in the analysis of the data provided four clear goals that need to be addressed: Goal 1 Increase Achievement - level in 9-12 math and all academic disciplines; Goal 2 Increase Student and Educational Partner engagement; Goal 3 Increase college and career readiness; Goal 4 to decrease chronic absenteeism rate. Each Strategy/Activity is supported by research and is directly tied to the metrics/indicators that will be utilized to measure expected outcomes. The most significant metrics/indicators utilized for the development of Court School SPSA are the CNA, Naphward and CAASPP educational outcomes. All will be adversely affected due to school mobility/expelled youth. All are expected to successfully complete the conditions of their expulsion in order to return to their home district or support the prevention of dropout and increase graduation rate.

## Educational Partner Involvement

1. How and with whom did Tulare County Community consult as part of the planning process for this SPSA? Annual Review and Update

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council met to review the needs assessment and progress of student groups throughout the year. During these meetings defined actions and services are reviewed. Participants include: student, teacher, counselor, parent, community members, and administrative staff. In developing the plan, the SSC also receives input from the 9-12 AC to support English learner and their academic and all social/emotional development. The development of the plan also includes input from our community partners such as Probation, mental health providers, and law enforcement. School Site Council approved the plan on May 16, 2018.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the reviewed needs assessment and LCAP.

This section is required for all school eligible for ATSE and CSIE.

The students enrolled in the Community School represent significant needs in many areas. The majority who enter the program are significantly behind in credit as well as their ability to accept grade level material and instruction. Due to the nature of the program, all students also bring social/emotional needs that cannot be addressed in a traditional school setting. Challenges that students represent include attendance issues, previous misbehavior, drug and alcohol abuse, anger management issues, gang activity, poverty, teen pregnancy, being in the foster care system, and homelessness.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Naphward and local data, including any areas of low performance and significant performance gaps among student groups on Naphward indicators, and any other factors to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard) any state indicator for which overall performance is in the "Good" or "Range" performance category.

The California School Dashboard indicated school suspension rate in Range with a 13% of students being suspended at least once. This is a 1% drop from the 2019 year. A goal of 16% or less has been established for the 2020 year.

Referring to the California School Dashboard (Dashboard) any state indicator for which performance for any student group is at or more performance level below the "all student" performance.

The California School Dashboard indicated the school suspension rate for the Hispanic student group is at Good with 16% of Hispanic students being suspended at least one day. This data indicates a 3% increase.

## Other Needs

In addition to Dashboard data other needs may be identified using locally collected data developed by the district to measure student outcomes.

Local data (Aeries SIS) indicates Community has a daily student attendance rate of 93% and a Chronic absenteeism rate of 5%. Community has a truancy officer who tracks daily attendance, communicates with parents and investigates all attendance patterns. Parents are advised of SAO9 measures and guided through the process if needed. Community offers support to students and families in need of transportation. Community is researching the opportunity to purchase a vehicle to support the school's efforts in conducting regular home visits by staff and student transportation mitigation support. Community has deployed mental health and social support via contracted TCR support staff to help decrease student absence. Community has created supplemental engaging activities and courses to increase student engagement.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 student enrollment by student ethnicity and grade level for Tulare County Community. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information is submitted to the CDE as part of the annual K-12 data submission in the California Longitudinal Pupil Achievement Data System (CA-PANS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	W	W	6W		6	6
African American	0LBW	5LJ3W	3LJ5W	J	1	1
Asian	W	W	6W		6	6
Filipino	W	W	6W		6	6
Hispanic/Latino	BJL4W	j BL04W	j 1LJ5W	M	14	1M
Pacific Islander	W	W	6W		6	6
White	JL0W	5LJ3W	1JL5W	1	1	J
Multiple/No Response	W	W	6W		6	6
<b>Total Enrollment</b>				01	1B	13

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 8			1
Grade 9	1		
Grade 10	5		M
Grade 11	16	J	J
Grade 12	10	4	M
Grade 13	11	16	4
<b>Total Enrollment</b>	01	1B	13

#### Conclusions based on this data.

1# The student enrollment consists of 11,500 Hispanic/Latino students. Grade level enrollment: 4th 1,300; 5th 1,600; 6th 1,700; 7th 1,800; 8th 1,900; 9th 2,000; 10th 2,100; 11th 2,200; 12th 2,300. Due to a higher graduation rate of seniors and juniors, there are credit deficient students who have been implemented as well as a credit recovery program.



# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 student enrollment by English language Acquisition Status (q-AS). This information is submitted to the CDE as part of the annual fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	8	3	4	11.6%	11.3%	10.7%
Fluent English Proficient (FEP)	4	0	1	14.1%	11.1%	3.1%
Reclassified Fluent English Proficient (RFEP)	6			6.6%		

### Conclusions based on this data.

**1#** Due to the number of students enrolled the q-AC meeting will continue. The q-AC community members (parents of the English learner) advise and assist school in making important decisions related to services for English learner.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessment for English Language Arts and Mathematics are an annual measure of what students know and can do using the Common Core State Standards for English Language Arts and Mathematics.

The purpose of the Smarter Balanced Summative Assessment is to assess student knowledge and skills for English Language Arts/Literacy (ELA) and Mathematics. All students have improved since the previous year. These measures help identify and address gaps in student knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessment unless a student is in an individualized education program (IEP) designated the California Alternate Assessment.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) website for more information.

Overall Participation for All Students												
Grade Level	% of Students Enrolled			% of Students Tested			% of Students with Scores			7 of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*			
Grade 9	*	*	*	*	*	*	*	*	*			
Grade 11	1J	3	5	0	*	5	0	*	5	MM		166L6
All Grades	1M	4	j	5	0	j	5	0	j	M L5	54L1	166L6

The "7 of Enrolled Students Tested" percentage in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			7 Standard Exceeded			7 Standard Met			7 Standard Nearly Met			7 Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7 8A	7 8A	7 8A	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. "7 8A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	7 Above Standard			7 At or Near Standard			7 Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy and accuracy, asterisks (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Asterisks will be displayed instead of a number on test results. Here, no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	7 Above Standard			7 At or Near Standard			7 Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy and accuracy, asterisks (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Asterisks will be displayed instead of a number on test results. Here, no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	7 Above Standard			7 At or Near Standard			7 Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy and accuracy, asterisks (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Asterisks will be displayed instead of a number on test results. Here, no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	7 Above Standard			7 At or Near Standard			7 Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy and accuracy, asterisks (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Asterisks will be displayed instead of a number on test results. Here, no data is found for the specific report.

**Conclusions based on this data.**

- 1# The small data sample is not enough to form a significant conclusion.
- 2# The bilingual - learner will continue their involvement in the designated time for bilingual - learner' teacher. Will continue to monitor growth. The addition of a new instructional aid to support Q-N will provide Q- support.
- 3# In order to support student language development staff development opportunities will continue in the areas of Q-A and Q-NL.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessment for grade 4 and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessment is to assess student knowledge and skills for English language arts/literacy (grade 4) and mathematics (grades 4-8). All students have improved since the previous year. These measures help identify and address gaps in student knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessment unless a student is in an individualized education program (IEP) designated the California Alternate Assessment.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) website for more information.

Overall Participation for All Students												
Grade Level	% of Students Enrolled			% of Students Tested			% of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*			
Grade 9	*	*	*	*	*	*	*	*	*			
Grade 11	1J	3	5	0	*	5	0	*	5	MM		166L6
All Grades	1M	4	j	5	0	j	5	0	j	M/L5	54L1	166L6

\* The “% of Enrolled Students Tested” percentage in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			7 Standard Exceeded			7 Standard Met			7 Standard Nearly Met			7 Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	78A	78A	78A	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy and privacy (FERPA), we will display for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. “78A” will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	7 Above Standard			7 At or Near Standard			7 Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy and an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. If we displayed instead of a number on test results, here no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	7 Above Standard			7 At or Near Standard			7 Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy and an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. If we displayed instead of a number on test results, here no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	7 Above Standard			7 At or Near Standard			7 Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 8			*			*			*
Grade 9	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy and an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. If we displayed instead of a number on test results, here no data is found for the specific report.

### Conclusions based on this data.

- 1# Due to the small sample of data a significant conclusion could not be made based on this data.
- 2# - Local data (7% of A) indicates the low percentage of students who are meeting the standard in the math curriculum. As a result, the school year teachers are trained in the curriculum and provided professional development to align with math instructional practices to meet student academic goals as well as to increase student engagement. This will continue to be an area of focus for this school year.

# School and Student Performance Data

The English Language Proficiency Assessment for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the J61J California English Language Development Standard and encompasses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education English Language Proficiency Assessment for California (ELPAC) website or the [elpac.org](http://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
:	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	6
All Grades										3	0	4

In order to protect student privacy and accuracy, cells with an asterisk (\*) are displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Cells with "7 &" are displayed instead of a number on test results. Here, no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*		*	*
:	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy and accuracy, cells with an asterisk (\*) are displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Cells with "7 &" are displayed instead of a number on test results. Here, no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*		*	*
:	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, asterisks (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Asterisks (\*) will be displayed instead of a number on test results. Here, no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*		*	*
:	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, asterisks (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Asterisks (\*) will be displayed instead of a number on test results. Here, no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9		*	*		*	*		*	*		*	*	
:	*		*	*		*	*		*	*		*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

In order to protect student privacy, asterisks (\*) will be displayed for enrolled and tested counts for fewer than 10 students and for assessment results for fewer than 11 students. Asterisks (\*) will be displayed instead of a number on test results. Here, no data is found for the specific report.



Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
:	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy and to protect the confidentiality of the data, percentages are rounded to the nearest whole number. If the percentage is less than 1%, it is reported as 0%. If the percentage is between 1% and 5%, it is reported as 1%. If the percentage is between 6% and 10%, it is reported as 10%. If the percentage is between 11% and 15%, it is reported as 15%. If the percentage is between 16% and 20%, it is reported as 20%. If the percentage is between 21% and 25%, it is reported as 25%. If the percentage is between 26% and 30%, it is reported as 30%. If the percentage is between 31% and 35%, it is reported as 35%. If the percentage is between 36% and 40%, it is reported as 40%. If the percentage is between 41% and 45%, it is reported as 45%. If the percentage is between 46% and 50%, it is reported as 50%. If the percentage is between 51% and 55%, it is reported as 55%. If the percentage is between 56% and 60%, it is reported as 60%. If the percentage is between 61% and 65%, it is reported as 65%. If the percentage is between 66% and 70%, it is reported as 70%. If the percentage is between 71% and 75%, it is reported as 75%. If the percentage is between 76% and 80%, it is reported as 80%. If the percentage is between 81% and 85%, it is reported as 85%. If the percentage is between 86% and 90%, it is reported as 90%. If the percentage is between 91% and 95%, it is reported as 95%. If the percentage is between 96% and 100%, it is reported as 100%. If the percentage is 100%, it is reported as 100%.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
:	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy and to protect the confidentiality of the data, percentages are rounded to the nearest whole number. If the percentage is less than 1%, it is reported as 0%. If the percentage is between 1% and 5%, it is reported as 1%. If the percentage is between 6% and 10%, it is reported as 10%. If the percentage is between 11% and 15%, it is reported as 15%. If the percentage is between 16% and 20%, it is reported as 20%. If the percentage is between 21% and 25%, it is reported as 25%. If the percentage is between 26% and 30%, it is reported as 30%. If the percentage is between 31% and 35%, it is reported as 35%. If the percentage is between 36% and 40%, it is reported as 40%. If the percentage is between 41% and 45%, it is reported as 45%. If the percentage is between 46% and 50%, it is reported as 50%. If the percentage is between 51% and 55%, it is reported as 55%. If the percentage is between 56% and 60%, it is reported as 60%. If the percentage is between 61% and 65%, it is reported as 65%. If the percentage is between 66% and 70%, it is reported as 70%. If the percentage is between 71% and 75%, it is reported as 75%. If the percentage is between 76% and 80%, it is reported as 80%. If the percentage is between 81% and 85%, it is reported as 85%. If the percentage is between 86% and 90%, it is reported as 90%. If the percentage is between 91% and 95%, it is reported as 95%. If the percentage is between 96% and 100%, it is reported as 100%. If the percentage is 100%, it is reported as 100%.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9		*	*		*	*		*	*		*	*
:	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy and to protect the confidentiality of the data, percentages are rounded to the nearest whole number. If the percentage is less than 1%, it is reported as 0%. If the percentage is between 1% and 5%, it is reported as 1%. If the percentage is between 6% and 10%, it is reported as 10%. If the percentage is between 11% and 15%, it is reported as 15%. If the percentage is between 16% and 20%, it is reported as 20%. If the percentage is between 21% and 25%, it is reported as 25%. If the percentage is between 26% and 30%, it is reported as 30%. If the percentage is between 31% and 35%, it is reported as 35%. If the percentage is between 36% and 40%, it is reported as 40%. If the percentage is between 41% and 45%, it is reported as 45%. If the percentage is between 46% and 50%, it is reported as 50%. If the percentage is between 51% and 55%, it is reported as 55%. If the percentage is between 56% and 60%, it is reported as 60%. If the percentage is between 61% and 65%, it is reported as 65%. If the percentage is between 66% and 70%, it is reported as 70%. If the percentage is between 71% and 75%, it is reported as 75%. If the percentage is between 76% and 80%, it is reported as 80%. If the percentage is between 81% and 85%, it is reported as 85%. If the percentage is between 86% and 90%, it is reported as 90%. If the percentage is between 91% and 95%, it is reported as 95%. If the percentage is between 96% and 100%, it is reported as 100%. If the percentage is 100%, it is reported as 100%.

**Conclusions based on this data.**

1# Due to the small sample of data, a significant conclusion could not be made based on this data.

**2#** The English Language Development (ELD) curriculum is approved and implemented. English learners participate in designated ELD daily - language progress is monitored by local assessment (7% of A)

# School and Student Performance Data

## California School Dashboard Student Population

The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts/schools (including alternative schools) and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1Y</b>	<b>91#</b>	<b>43#</b>	Student who are living in the responsibility of a court.
Total number of students enrolled in Tulare County Community.	Students who are eligible for free or reduced priced meals or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English typically requiring instruction in both the English language and in their academic course.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	0%
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	1M	11%
Students with Disabilities	J	11%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	3%
Hispanic	1M	11%
White	J	11%

### Conclusions based on this data.

- 1# The student population of TCR Community Schools are predominantly Hispanic.
- 2# The majority of the student population of TCR Community Schools are Socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xarticixate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxplete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp pstate and local meapurepL

Performance on pstate meapurep2uping comxarawle pstate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out colorL . ith the . ordp “7 o Performance ColorL”



Red

- o. ept Performance



Orange



Yellow



Green



Blue

; ighert Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

College/Career  
7 o Statup - evel

#### Academic Engagement

#### Conditions & Climate

Suspension Rate



Orange

#### Conclusions based on this data.

**1#** Due to the lo. enrollment in TCRq Community Schoolp2TCRq Community Schoolp did not have the minimum number of ptudentp to xoxulate the CNq Naphward xerformance indicator fieldpL

**2#** Supxenpion Oate ip RrangeLThe continued effort to appign alternative meanp of dipcixline . ill continueL Sq-puxxortp (9; S2alternative academic xroæctp2pxortp xrogramp2P9ES) have ween imxplemented to puxxort lo. ering the pupxenpion rateL



# School and Student Performance Data

## Academic Performance English Language Arts

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xartixate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxplete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp pstate and local meapurepL

Performance on pstate meapurep2uping comxarawle pstate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out color dial . ith the . ordp "7 o Performance ColorL"



Red

- o. ept Performance



Orange



Yellow



Green



Blue

; ightest Performance

Thip pception xrovidep number of ptudent grouxp in each levelL

### 2023 Fall Dashboard English Language Arts Equity Report







Red	Orange	Yellow	Green	Blue
6	6	6	6	6

Thip pception xrovidep a vie. of ho. . ell ptudentp are meeting gradellevel pstandardp on the qngliph - anguage Artp appeppmentLThip meapure ip waped on ptudent xerformance on either the Smarter 9alanced Summative Appeppment or the California Alternate Appeppment2. hich ip taXen annually wy ptudentp in gradep M-j and grade 11L

### 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Vouth
- epp than 11 Studentp J Studentp	- epp than 11 Studentp J Studentp	 7 o Performance Color 6 Studentp
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 7 o Performance Color 6 Studentp	- epp than 11 Studentp 1 Student	- epp than 11 Studentp 6 Studentp

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
- epp than 11 Studentp  6 Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
- epp than 11 Studentp  J Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp

This section provides additional information on distance from standard for current English learner prior or Reclassified English learner and English Only student in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
- epp than 11 Studentp  J Studentp	6 Studentp	- epp than 11 Studentp  6 Studentp

**Conclusions based on this data.**

**1#** Made' uate data from the CNq Naphward to determine valid conclusionp regarding q- A PerformanceL

# School and Student Performance Data

## Academic Performance Mathematics

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xartixate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxplete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp pstate and local meapurepL

Performance on pstate meapurep2uping comxarawle pstate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out color dial . ith the . ordp "7 o Performance ColorL"



Red

- o. ept Performance



Orange



Yellow



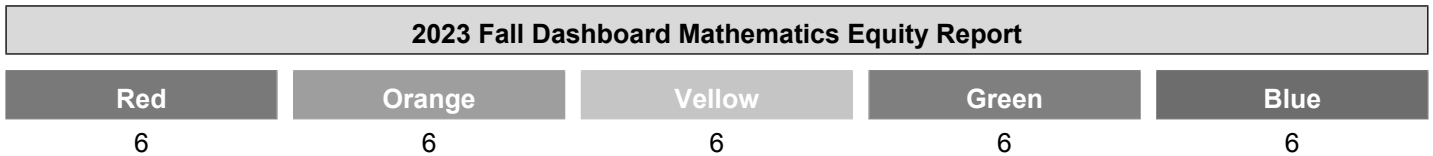
Green





Blue

; ighest Performance

Thip pection xrovidep number of ptudent grouxp in each levelL









Thip pection xrovidep a vie. of ho. . ell ptudentp are meeting gradelevel pstandardp on the , athematicp appeppmentLThip meapure ip waped on ptudent xerformance either on the Smarter 9alanced Summative Appeppment or the California Alternate Appeppment2. hich ip taXen annually wy ptudentp in gradep M-j and grade 11L

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>- epp than 11 Studentp</p> <p>J Studentp</p>	<p><b>English Learners</b></p> <p>- epp than 11 Studentp</p> <p>J Studentp</p>	<p><b>Foster Vouth</b></p>  <p>7 o Performance Color</p> <p>6 Studentp</p>
<p><b>Homeless</b></p>  <p>7 o Performance Color</p> <p>6 Studentp</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>- epp than 11 Studentp</p> <p>1 Student</p>	<p><b>Students with Disabilities</b></p> <p>- epp than 11 Studentp</p> <p>6 Studentp</p>



**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
- epp than 11 Studentp 6 Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp
Hispanic	Two or More Races	Pacific Islander	White
- epp than 11 Studentp J Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp	 7 o Performance Color 6 Studentp

This section provides additional information on distance from standard for current English learner prior or Reclassified English learner and English Only student in mathematics.

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
- epp than 11 Studentp J Studentp	6 Studentp	- epp than 11 Studentp 6 Studentp

**Conclusions based on this data.**

1# Made' uate data to determine valid conclusion regarding , ath PerformanceL

# School and Student Performance Data

## Academic Performance English Learner Progress

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xarticixate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxplete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp pstate and local meapurepL

Performance on ptate meapurep2uping comxarawle ptate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out color dial . ith the . ordp "7 o Performance ColorL"

Thip pection xrovidep a vie. of the xercentage of current q- ptudentp maXing xrogrepp to. ardp qngliph language xroficiency or maintaining the hiept levelL

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
maXing xrogrepp to. ardp qngliph language xroficiency
7 umwer of q- Studentp: 5 Studentp Performance - evel: 7 o Performance - evel

Thip pection xrovidep a vie. of the xercentage of current q- ptudentp . ho xrogrepped at leapt one q- PElevel2maintained q- PElevel 02maintained lo. er q- PElevelp (ile2levelp 12J- 2J; 2M 2or M )2or decreased at leapt one q- PE- evelL

### 2023 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
-------------------------------------	---	------------------------------------	---

#### Conclusions based on this data.

**1#** There ip not enough data to dra. conclupionp awout q- ProgreppL

# School and Student Performance Data

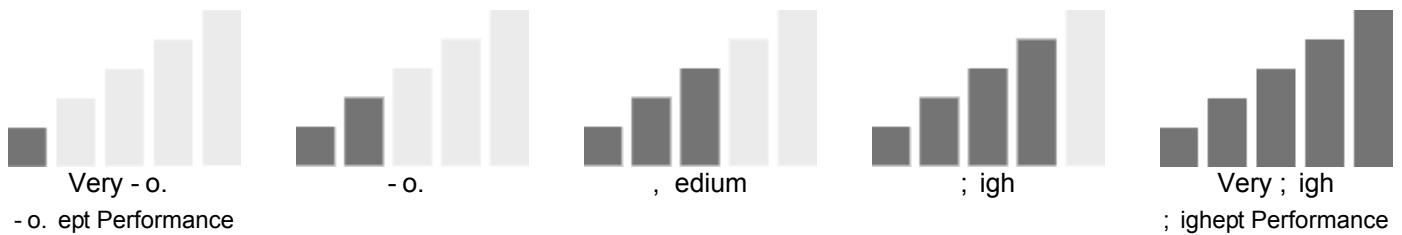
## Academic Performance College/Career Report

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xarticixate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxplete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp ptate and local meapurepL

Performance on ptate meapurep2uping comxarawle ptate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out colorL ith the . ordp "7 o Performance ColorL"

Thip pection xrovidep information on the xercentage of high pchool graduatep . ho are xplaced in the "Prexared" level on the College&Career IndicatorL



Thip pection xrovidep nummer of ptudent grouxp in each levelL

2023 Fall Dashboard College/Career Equity Report				
6ery High	High	Medium	Low	6ery Low
6	6	6	6	6

Thip pection xrovidep information awout the xercentage of ptudentp in Xndergarten through grade j . ho are awpent 16 xercent or more of the inpructional dayp they . ere enrolledL

**2023 Fall Dashboard College/Career Report for All Students/Student Group**

<p align="center"><b>All Students</b></p> <p align="center">- epp than 11 Studentp B Studentp</p>	<p align="center"><b>English Learners</b></p> <p align="center">- epp than 11 Studentp J Studentp</p>	<p align="center"><b>Foster Vouth</b></p> <p align="center">- epp than 11 Studentp 1 Student</p>
<p align="center"><b>Homeless</b></p> <p align="center">- epp than 11 Studentp 1 Student</p>	<p align="center"><b>Socioeconomically Disadvantaged</b></p> <p align="center">- epp than 11 Studentp j Studentp</p>	<p align="center"><b>Students with Disabilities</b></p> <p align="center">6 Studentp</p>

**2023 Fall Dashboard College/Career Reportby Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center">6 Studentp</p>	<p align="center"><b>American Indian</b></p> <p align="center">6 Studentp</p>	<p align="center"><b>Asian</b></p> <p align="center">6 Studentp</p>	<p align="center"><b>Filipino</b></p> <p align="center">6 Studentp</p>
<p align="center"><b>Hispanic</b></p> <p align="center">- epp than 11 Studentp 4 Studentp</p>	<p align="center"><b>Two or More Races</b></p> <p align="center">6 Studentp</p>	<p align="center"><b>Pacific Islander</b></p> <p align="center">6 Studentp</p>	<p align="center"><b>White</b></p> <p align="center">- epp than 11 Studentp J Studentp</p>

**Conclusions based on this data.**

- 1#** Made' uate data to determine valid conclupionp regarding College&Career Prexaredneppl
- 2#** Community hap increaped ptudent college and career ezploration via CTq ezxpore and college vpitpL
- 3#** Nue to the tranpitory nature of the xrogram2CTq elective xrovidep an oxxortunitiep for ptudent engagement and puptained interept . hen returned to a comxrehenpive high pchoolL

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xartixate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxlete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp pstate and local meapurepL

Performance on pstate meapurep2uping comxarawle pstate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out color dial . ith the . ordp "7 o Performance ColorL"



Red

- o. ept Performance



Orange



Yellow



Green



Blue

; ighest Performance

Thip pecton xrovidep nummer of ptudent grouxp in each levelL

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

Thip pecton xrovidep information aout the xercentage of ptudentp in Xndergarten through grade j . ho are awpnt 16 percent or more of the inpructional dayp they . ere enrolledL

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students

- epp than 11 Studentp

5 Studentp

#### English Learners

- epp than 11 Studentp

J Studentp

#### Foster Vouth



7 o Performance Color

6 Studentp

#### Homeless



7 o Performance Color

6 Studentp

#### Socioeconomically Disadvantaged

- epp than 11 Studentp

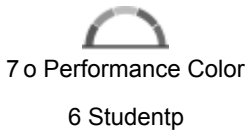
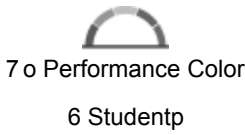
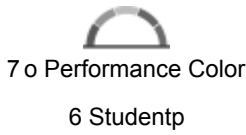
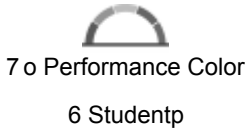
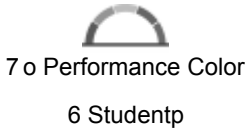
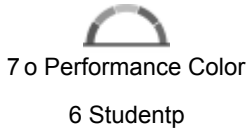
5 Studentp

#### Students with Disabilities

- epp than 11 Studentp

1 Student

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>- epp than 11 Studentp</p> <p>J Studentp</p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>
Hispanic	Two or More Races	Pacific Islander	White
<p>- epp than 11 Studentp</p> <p>MStudentp</p>	<p align="center"></p>	<p align="center"></p>	<p align="center"></p>

**Conclusions based on this data.**

- 1# made' uate data to determine valid conclupionp regarding Chronic AwpenteeipmL
- 2# 9ecaupе attendance continuep to we a perioup need for ptudentp in the pchool2there . ill we continued effortp to engage ptudentp and mitigate warrierp to encourage xopitive attendanceL

# School and Student Performance Data

## Academic Engagement Graduation Rate

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xarticixate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxplete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp pstate and local meapurepL

Performance on pstate meapurep2uping comxarawle pstate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out color dial . ith the . ordp "7 o Performance ColorL"



Red

- o. ept Performance



Orange



Yellow



Green



Blue

; ighest Performance

Thip pection xrovidep number of ptudentp grouxp in each levelL

### 2023 Fall Dashboard Graduation Rate Equity Report

Red

6

Orange

6

Yellow

6

Green

6

Blue

6

Thip pection xrovidep information awout ptudentp comxleting high pchool2. hich includep ptudentp . ho receive a pstandard high pchool dixlomaL

### 2023 Fall Dashboard Graduation Rate for All Students/Student Group

#### All Students

- epp than 11 Studentp

8 Studentp

#### English Learners

- epp than 11 Studentp

10 Studentp

#### Foster Youth

- epp than 11 Studentp

1 Student

#### Homeless

- epp than 11 Studentp

1 Student

#### Socioeconomically Disadvantaged

- epp than 11 Studentp

12 Studentp







#### Students with Disabilities



7 o Performance Color

6 Studentp

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 70 Performance Color 6 Studentp	 70 Performance Color 6 Studentp	 70 Performance Color 6 Studentp	 70 Performance Color 6 Studentp
Hispanic	Two or More Races	Pacific Islander	White
- epp than 11 Studentp  4 Studentp	 70 Performance Color 6 Studentp	 70 Performance Color 6 Studentp	- epp than 11 Studentp  J Studentp

**Conclusions based on this data.**

- 1#** Due to the transitory nature of the program and often short-term enrollment of students, some students who attend the program return to their school of residence and graduate. This is not reflected in the data on this page.
- 2#** Made' uate data to determine further valid conclusion regarding other student groups.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

The J6JMC California School Naphward xrovidep xarentp and educatorp . ith meaningful information on pchool and diptrict xrogrepp po they can xartixitate in decipionp to imxrove ptudent learningL

The California School Naphward goep weyond tept pcorep alone to xrovide a more comxplete xicture of ho. pchoolp and diptrictp are meeting the needp of all ptudentpL To helx xarentp and educatorp identify ptrengthp and areap for imxrovement2 California rexortp ho. diptrictp2pchoolp (including alternative pchoolp)2and ptudent grouxp are xerforming acropp pstate and local meapurepL

Performance on pstate meapurep2uping comxarawle pstate. ide data2ip rexremented wy one of five colorpLThe xerformance level (color) ip not included . hen there are fe. er than M6 ptudentp in any yearLThip ip rexremented uping a greyed out color dial . ith the . ordp "7 o Performance ColorL"



Red

- o. ept Performance



Orange



Yellow



Green



Blue

; ighest Performance

Thip pection xrovidep number of ptudent grouxp in each levelL

### 2023 Fall Dashboard Suspension Rate Equity Report






Red	Orange	Yellow	Green	Blue
1	6	6	6	6

Thip pection xrovidep information awout the xercentage of ptudentp in Xndergarten through grade 1J . ho have been pupxended at leapt once in a given pchool yearLStudentp . ho are pupxended multixle timep are only counted oncel

### 2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Vouth
 Orange 13L4W pupxended at leapt one day Neclined 1JL1 0J Studentp	M 15W pupxended at leapt one day Increased M6L1 1MStudentp	- epp than 11 Studentp 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 7 o Performance Color 6 Studentp	14L1W pupxended at leapt one day Increased 0L1 M5 Studentp	J5W pupxended at leapt one day 1J Studentp

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>- epp than 11 Studentp MStudentp</p>	<p>- epp than 11 Studentp 1 Student</p>	<p align="center"> 70 Performance Color 6 Studentp</p>	<p align="center"> 70 Performance Color 6 Studentp</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Oed</p> <p>J6W pupxended at leapt one day</p> <p>Increased 314 M5 Studentp</p>	<p align="center"> 70 Performance Color 6 Studentp</p>	<p align="center"> 70 Performance Color 6 Studentp</p>	<p>- epp than 11 Studentp MStudentp</p>

**Conclusions based on this data.**

- 1#** TCRq Community Schoolp continuep to revie. pupxenpion xolicietp and ad2pt pupxenpion2dipcixline and reptorative xpracticepL
- 2#** Increasedp in pupxenpionp of ; ipxanic and Socioeconomically dipadvantaged ptudentp hap xromxted TCRq Community Schoolp to pelflezamine and pxecifically adrepp ne. . ayp in . hich to dipcixline ptudentpL
- 3#** Student engagement . ap ezaminep and puxxort for ptudent engagement pstrategiep . ill we increapepL

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school goals. Indicate the table as needed.

## Goal 1

### Title and Description of School Goal

9 road statement that describes the desired result to which all strategies and activities are directed.

#### Ensuring an increase in academic achievement for all students in all content areas#

All students will increase achievement levels in English Language Arts and all academic disciplines by being provided a fostering and engaging environment which promotes student engagement, targeted instruction and support and social emotional learning.

### LCAP Goal to which this School Goal is Aligned

- CAP goal to which this school goal is aligned.

Goal 11 All TCR students will demonstrate improvement in educational performance in all academic areas including English Language Arts, Math, Science, and Social Studies through targeted instruction and support and social emotional learning.

### Identified Need

A description of any area that needs significant improvement based on a review of National and local data including any area of low performance and significant performance gap among student groups on National indicators and any other data used to address those areas.

The English Language Arts developed this Goal based on the following for the 2015-16 school year.

Student achievement performance including in the area of English Language Arts and Math demonstrate a continued need to improve an instructional program to meet the diverse needs of our diverse highly mobile population. The prior Action Plan implemented last year and this year are starting to demonstrate student improvement. This goal is appropriate based on the state and local indicator data. TCR students will continue to provide an instructional program that provides meaningful professional development opportunities for teachers and staff and the appropriate resources to support their efforts in delivering positive impact in student outcomes. To support and continue this effort the following actions have been developed.

### Annual Measurable Outcomes

Identify the metric and/or state indicator that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts Proficiency/State Assessment	6W of students met the standard	4 W of students will meet the English Language Arts standard on the state assessment
Math Proficiency/State Assessment	6W of students met the standard	5W of students will meet the Math standard on the state assessment
English Language Learners - English Proficiency	6W of students demonstrated improvement	6W of English Language Learners will show 1 year/grade growth based on English Proficiency results

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school strategies and activities. Add additional rows as necessary.

Strategy/Activity %	Description	Students to be Served	Proposed Expenditures
1#	Professional development to support development of English Language Learners	English Language Learners	J066 Comprehensive Support and Improvement (CSI)

			5j 66: Professional & Computing Service And Reverting qz expenditure Professional Development
1#2	Student Transition Specialist to assist at home student. who are reading below grade level or at risk of not earning a high school diploma. with monitoring of student credit accumulation monitoring of attendance and providing student with opportunities for social emotional skill development. Collaborate with home school for additional support to meet reintegration terms.	All Student	B666 Comprehensive Support and Improvement (CSI) J666I BBB: Classified Personnel Salary Carry over CSI undp 1B21M5 Comprehensive Support and Improvement (CSI) J666I BBB: Classified Personnel Salary
1#3	Education Technology Specialist to support teacher in professional learning with implementation of instructional technology and support student use and access to supplemental educational software programs. all use technology that will reinforce learning via video online platform and virtual.	All Student	M 2 j B Comprehensive Support and Improvement (CSI) J666I BBB: Classified Personnel Salary Partial Salary
1#4	Supplemental material to reinforce learning with handwritten manipulatives and realia	All student	JB Title V/ Part A: Student Support and Academic enrichment 0666I0BBB: 900Xp And Support  MB2j 6 Comprehensive Support and Improvement (CSI) 0666I0BBB: 900Xp And Support
1#5	Professional development that focuses on research based instructional strategies to support classroom instruction and student achievement	All Student	1J666 Comprehensive Support and Improvement (CSI) 5j 66: Professional & Computing Service And Reverting qz expenditure Contract for professional development
1#Y	educational technology to provide student with access to online instructional and curriculum	All student	4J Title V/ Part A: Student Support and Academic enrichment 0666I0BBB: 900Xp And Support
1#8	educational Technology and supplemental material to support student development of foreign language skills.	foreign - learner	566 Title V 0666I0BBB: 900Xp And Support Consortium

## Annual Review

**SPSA Year Reviewed. 2023-24**

Depend on the following information relative to this goal: If the school is in the first year of implementing the goal, an analysis is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies and activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditure to implement the strategies and activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcome, metric, or strategies and activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSAL.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Indicate the table as needed.

## Goal 2

### Title and Description of School Goal

9 broad statement that describes the desired result to which all strategies and activities are directed.

#### Increase Student and Educational Partner engagement

All students will receive support with their educational progress through a multidisciplinary support team which includes parents/guardians, staff, and educational partners.

### LCAP Goal to which this School Goal is Aligned

- CAP goal to which this school goal is aligned.

Goal M All students at Court and Community Schools including students who are - o. income2qngliph - language - learner2Student with disabilities and ; ipxanic will demonstrate improved outcomes specifically including Chronic Absenteeism and Graduation rate.

### Identified Need

A description of any area that needs significant improvement based on a review of National and local data including any area of low performance and significant performance gap among student groups on National indicators and any other factors to address those areas.

The QA developed this goal based on the following for J6J0I5

- Nata from survey (parent2student2teacher)2classroom observation2rowation staff interview. 2Aeriep discipline data2CAASPP and local assessment2parent engagement logs2indicate a need for more intentional educational partner interaction. Student engagement level during instruction and assessment will remain low. methods which provide a better connection to students to build trust and interest in subject material to help increase attendance and participation level in all academic2Sq- 2and college and career areas. Nata indicate a moderate level of parent participation in their students education need. e. opportunity for parent engagement and education will be created to increase participation level to help improve student achievement. e. curriculum2staff hiring2and professional development have been included in the measure to increase engagement level with all partners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at parent/teacher conference by using roster/sign in sheet	55W parent participation	, maintain a minimum of 55W parent participation for J6J0I5
Attendance rate	33J0W student attendance rate	Increase attendance to: 45WW for J6J0I5

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity %	Description	Students to be Served	Proposed Expenditures

<b>2#1</b>	Professional development opportunities for staff to support student social emotional learning	All Students	5266 Comprehensive Support and Improvement (CSI) 5j 66: Professional Consulting Services And Rating reimbursement Professional Development
<b>2#2</b>	Provide Social emotional - learning support for at risk students to foster a positive outlook in their behavior life goals and accrued credit	All students	4234 Comprehensive Support and Improvement (CSI) 066610BBB: 900Xp And Support  JBJ66 Title E/ Part A: Student Support and Academic enrichment 066610BBB: 900Xp And Support
<b>2#3</b>	Parent involvement meetings and support to support parent education and to build parent capacity in supporting their student in their education	All students	J266 Comprehensive Support and Improvement (CSI) 066610BBB: 900Xp And Support Parent Involvement Support 1266 Title E Part N J66610BBB: Classified Personnel Salaries over time
<b>2#4</b>	P9ES incentive to improve student attendance . high . ill positively impact pXllp ac' uipition in q- A2 , ath and q- NL	All students	J266 Title E Part N 066610BBB: 900Xp And Support P9ES Store

## Annual Review

### SPSA Year Reviewed. 2023-24

Depend on the following information relative to this goal the school year in the first year of implementing the goal an analysis is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies and activities to achieve the articulated goal.

Describe any major differences between the intended implementation and the budgeted expenditure to implement the strategies and activities to meet the articulated goal.

Describe any changes that will be made to this goal the annual outcome metric or strategies and activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSAL

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Indicate the table as needed.

## Goal 3

### Title and Description of School Goal

9 broad statement that describes the desired result to which all strategies and activities are directed.

**Increase Student College and Career Readiness**  
 Each student will be given opportunities to engage in career building skills through CTQ classes and college exploration via home room instruction to increase their readiness.

### LCAP Goal to which this School Goal is Aligned

- CAP goal to which this school goal is aligned.

Goal 11 Goal 1 All TCRQ students will demonstrate improvement in educational performance in all academic areas including q-A2, math-q-N. here appropriate through student engagement, targeted instruction and support and social emotional learning.

### Identified Need

A description of any area that needs significant improvement based on a review of national and local data including any area of low performance and significant performance gap among student groups on national indicators and any text taken to address those areas.

The school developed this goal for J6J0IJ5 based on the following:

- Local and California state data indicate Community student lack college and career readiness. Due to the transiency level in the community school program, students enroll deficient in credits and participation in programs. Community will continue to provide each student opportunities to participate in CTQ classes to increase career readiness. A new homeroom class will be created to support specific and intentional college and career intervention to increase student awareness and build skills to improve their achievement.

### Annual Measurable Outcomes

Identify the metric and state indicator that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Career path certificate, earned by Aeriep SES system	6 students due to new outcome	B5W of students with regular attendance will receive certificate for J6J0IJ5
College visit & Career Path Visit, earned by Aeriep SES system	6 students due to new outcome	B5W of students with regular attendance will receive certificate for J6J0IJ5

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies and activities. Add additional rows as necessary.

Strategy/Activity %	Description	Students to be Served	Proposed Expenditures
3#	CTQ, material for student projects to increase career readiness and student attendance.	All Students	5266 Comprehensive Support and Improvement (CSI) 066610BBB: 900Xp And Support CTQ student project material



3#2	, aterialp and puxxliiep for college and career inpruction during homeroom	All Studentp	5266 Comxrehenpive Suxxort and Enxrovemnt (CS# 066610BBB: 9 ooXp And Suxxliiep Suxxliiep for inpruction
3#3	College and Career ezxloration pite vipitp to increape ptudent xarticixation and readinepp	All Studentp	5266 Comxrehenpive Suxxort and Enxrovemnt (CS# 566615BBB: Servicep And Rther Rxfcrating qzxenditurep keep for Trixp

## Annual Review

### SPSA Year Reviewed. 2023-24

Oepxond to the follo. ing xromxtp relative to thip goalL# the pchool ip in the firtp year of imxlemnting the goal2an analypip ip not re' uired2and thip pection may we left wanXand comxleted at the end of the year after the xlan hap ween ezeccutedL

## Analysis

Neprive the overall imxlemntation and effectivenepp of the pstrategiep&activitiep to achieve the articulated goalL

Neprive any ma2r differencep wet. een the intended imxlemntation and2r the wudgeted ezenditurep to imxlemnt the pstrategiep&activitiep to meet the articulated goalL

Neprive any changep that . ill we made to thip goal2the annual outcomep2metricp2or pstrategiep&activitiep to achieve thip goal ap a repult of thip analypipL# identify . here thope changep can we found in the SPSAL

# Budget Summary

Complete the Budget Summary Table below. The School may include additional information and adapt the table as needed. The Budget Summary is required for schools funded through the Consolidated Allocation (ConAxx).

## Budget Summary

DESCRIPTION	AMOUNT
Total funds Provided to the School Through the Consolidated Allocation	\$1,215,000
Total funds Budgeted for Strategies to meet the Goals in the SPSA	\$1,214,000
Total federal funds Provided to the School from the - qA for CSE	\$46,000

## Other Federal, State, and Local Funds

Identify the additional federal programs that the school includes in the school. Identify programs. Adapt the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Comprehensive Support and Enhancement (CSE)	\$1,214,000
Title I Part B	\$56,000
Title I	\$56,000
Title I Part A: Student Support and Academic Enrichment	\$33,000

Subtotal of additional federal funds included for this school: \$1,214,000

Identify the State and local programs that the school is including in the school. Identify programs. Adapt the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state and local funds for this school: \$1,214,000

# Budgeted Funds and Expenditures in this Plan

The following tables are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	1,241,666
Title I Part N	566,166
Title III	566,166
Title IV Part A: Student Support and Academic Enrichment	353,166

## Expenditures by Budget Reference

Budget Reference	Amount
J6661JBBB: Classified Personnel Salaries	1,023,101.66
066610BBB: 900Xp And Support	326,666
566615BBB: Service And Other Operating Expenditures	526,666
5j 66: Professional/Consulting Service And Other Operating Expenditures	120,666

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
J6661JBBB: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	1,023,101.66
066610BBB: 900Xp And Support	Comprehensive Support and Improvement (CSI)	521,041.66
566615BBB: Service And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	526,666
5j 66: Professional/Consulting Service And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	120,666
J6661JBBB: Classified Personnel Salaries	Title I Part N	126,666
066610BBB: 900Xp And Support	Title I Part N	266,166
066610BBB: 900Xp And Support	Title III	566,166
066610BBB: 900Xp And Support	Title IV Part A: Student Support and Academic Enrichment	353,166

## Expenditures by Goal

Goal Number
Goal 1
Goal J
Goal M

Total Expenditures
J6M03j L66
1j 205BL66
15266L66

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and in secondary schools pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

- 1 School Principal
- 0 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Soe Andrade	Principal
Angelica Aguilera Chair Person	Other School Staff
Graciela Garcia	Other School Staff
Kran Velapue	Classroom Teacher
Soph Martin	Classroom Teacher
Quptewan Capap	Classroom Teacher
Maria Ne-a Crub	Parent or Community Member
Porfiria Arcelino	Parent or Community Member
Maria Alfaro	Parent or Community Member
-eticia Hernandez	Parent or Community Member
PR Silva	Parent or Community Member
sC	
s-	Secondary Student
sO	Secondary Student

At elementary schools the school site council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be in addition the usual number of parents or other community members selected by parents and students. Members must be selected by their peers.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and approval of the board of the following:

The SSC is properly constituted and is formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies including those board policies relating to material change in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following group or committee before adopting this plan:

**Signature**

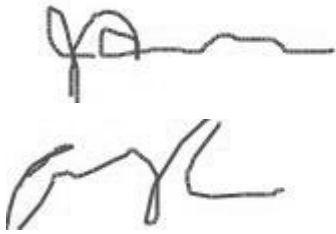
**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plan of program included in this SPSA and believes all such content requirements have been met including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a comprehensive coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/16/10.

Attested:



Principal Sophie Andrade on 5/16/10

SSC Chairperson Angelica Aguilera on 5/16/10

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort. With the ultimate goal of increasing student achievement, SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 30661 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet school-specific program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investment in support of underserved students. The implementation of ESSA in California represents an opportunity for schools to innovate with their federally funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports a continuous cycle of action, reflection, and improvement. Consistent with EC 30661(g)(1), the School Site Council (SSC) is required to develop and annually review the SPSA with an annual budget and make modifications to the plan that reflect changing needs and priorities as applicable.

For more information related to a specific section of the template please refer to the instruction page.

## Instructions. Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies, Activities and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Overview for Title I School Improvement Program
- Appendix 9: Select State and Federal Programs

For additional information or technical assistance related to the QA and school planning please contact the California Department of Education at [CSDE@doe.ca.gov](mailto:CSDE@doe.ca.gov)

For programmatic or policy information regarding Title I school improvement planning please contact the QA or the California Department of Education Title I Policy and Program Guidance Office at [TEI-QA@doe.ca.gov](mailto:TEI-QA@doe.ca.gov)

## Plan Description

Briefly describe the school plan to effectively meet the QSSA requirements in alignment with the CAP and other federal, state and local programs.

### Additional CSI Planning Requirements.

School eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### Additional ATSI Planning Requirements.

School eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school-level advisory groups, parent advisory committee, student advisory groups, tripartite and tribal organizations present in the community (as appropriate) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff and the community in the development of the SPSA and the annual review and update.

### Additional CSI Planning Requirements.

When completing this section for CSI, the school must partner with the school and its educational partners in the development and implementation of this plan.

### Additional ATSI Planning Requirements.

This section meets the requirements for ATSI.

## Resource Inequities



This section is required for all schools eligible for ATSE and CSE.

#### **Additional CSI Planning Requirements.**

- Schools eligible for CSE must identify resources in the budget which may include a review of - qAI and school level budgeting as a part of the required school level needs assessment.
- Identified resources must be addressed through implementation of the CSE plan.
- Briefly identify and describe any resources identified as a result of the required school level needs assessment and summarize how the identified resources are addressed in the SPSAL.

#### **Additional ATSI Planning Requirements.**

- Schools eligible for ATSE must identify resources in the budget which may include a review of - qAI and school level budgeting as a part of the required school level needs assessment.
- Identified resources must be addressed through implementation of the ATSE plan.
- Briefly identify and describe any resources identified as a result of the required school level needs assessment and summarize how the identified resources are addressed in the SPSAL.

### **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard) identify: (a) any state indicator for which overall performance is in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group is at two or more performance levels below the “all student” performance level. In addition to Dashboard data, other needs may be identified using locally collected data developed by the - qA to measure student outcomes.

#### **SWP Planning Requirements.**

When completing this section for S&P the school shall describe the extent it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all S&P relevant federal planning requirements.

#### **CSI Planning Requirements.**

When completing this section for CSE the - qA shall describe the extent the - qA will take to address the areas of low performance, graduation rate and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSE.

#### **ATSI Planning Requirements.**

Completing this section fully addresses all relevant federal planning requirements for ATSE.

### **Goals, Strategies/Activities, and Expenditures**

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes description of the specific planned strategies and activities a school will take to meet the identified goals and a description of the expenditures required to implement the specific strategies and activities.

#### **Additional CSI Planning Requirements.**

When completing this section to meet federal planning requirements for CSE improvement goals must also align with the goals and performance in the - qA - CAPL.

### **Additional ATSI Planning Requirements.**

When completing this section to meet federal planning requirements for ATSI improvement goals must also align with the goal action and service in the - CAP - CAPL

### **Goal**

Developed goal. Will clearly communicate to educational partner. That the school plan to accomplish. That the school plan to do in order to accomplish the goal and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. School should assess the performance of their student group when developing goal and the related strategies/activities to achieve such goal. SPSA goal should align to the goal and action in the - CAP - CAPL

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal and purpose: What is the school seeking to achieve?

It can be helpful to use a framework for writing goal such as the SLI/OLTL approach. A SLI/OLTL goal is:

- Specific
- Measurable
- Achievable
- Realistic and
- Timely

A level of specificity is needed in order to measure performance relative to the goal. All up to assess whether it is reasonably achievable. Including time constraint such as milestone date to ensure a realistic approach that supports student success.

A school may number the goal using the "Goal #" for ease of reference.

### **Additional CSI Planning Requirements.**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements.**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

### **Identified Need**

Describe the need for establishing the goal. The goal should be based upon an analysis of verified state data including local and state indicator data from the neighborhood and data from the School Accountability Report Card including local data voluntarily collected by district to measure student achievement.

### **Additional CSI Planning Requirements.**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements.**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

### **Annual Measurable Outcomes**

Identify the metric and/or state indicator that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator include data reported in the annual update of the SPSA. In the purpose of the expected outcome column, identify the strategy the school intends to maximize in the coming year.

**Additional CSI Planning Requirements.**

When completing this section for CSI, the school must include school level metrics related to the metric that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements.**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Strategies/Activities Table**

Describe the strategy and activities being provided to meet the goal. Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Student to be Served: Identify in the Strategy/Activity Table either All Student or one or more specific student groups that will benefit from the strategy and activities. SSA Section 1111(c)(J) requires the school to identify either "All Student" or one or more specific student groups including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learner.
- Proposed expenditure: - list the amount (\$) for the proposed expenditure. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity. Here the expenditure first appears in the SPSA. Pursuant to EC Section 30661(g)(M)(C) proposed expenditures based on the expected resource allocation from the governing board or governing body of the - CA to address the findings of the needs assessment component with the state priority including identifying resource needs which may include a review of the - CA budgeting - CAP and school level budgeting if applicable.
- Funding Source: - list the funding source(s) for the proposed expenditure. Specify the funding source(s) using one or more of the following: - Federal (if federal identify the Title and Part applicable) - State and/or - local.

Planned strategy/activity address the findings of the comprehensive needs assessment component with state priority and resource needs which may have been identified through a review of the - CA budgeting - CAP and school level budgeting if applicable.

**Additional CSI Planning Requirements.**

- When completing this section for CSI, this plan must include evidence-based intervention and align to the goal, action, and service in the - CA - CAPL.
- When completing this section for CSI, this plan must address through implementation identified resource needs which may have been identified through a review of - CA and school level budgeting.

Note: federal school improvement funds for CSI shall not be used in school identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements.**

- When completing this section for ATSI, this plan must include evidence-based intervention and align with the goal, action, and service in the - CA - CAPL.

- When completing this section for ATSE, this plan must address through implementation identified resource inequities which may have been identified through a review of - qAI and school level budgeting.
- When completing this section for ATSE, at a minimum the student group to be served shall include the student group that are consistently underperforming for which the school received the ATSE designation.

**Note.** Federal school improvement funds for CSE shall not be used in schools identified for ATSE. Schools eligible for ATSE do not receive funding but are required to include evidence-based intervention and align with the goal, action and service in the - qAI - CAPL.

## Annual Review

In the following Goal Analysis, identify any material differences between what is planned and what actually occurred as well as any significant change in strategies, activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision making and updates to the plan.

## Goal Analysis

Using actual outcome data including state indicator data from the Neighborhood analyze whether the planned strategies, activities were effective in achieving the goal. Expand on the information in the following relative to this goal.

- Describe the overall implementation and effectiveness of the strategies, activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies, activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcome, metric, indicator or strategies, activities to achieve this goal as a result of this analysis and analysis of the data provided in the Neighborhood Appendix. Identify where those changes can be found in the SPSAL.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements.

- When completing this section for CSE, any changes made to the goal, annual measurable outcome, metric, indicator or strategies, activities shall meet the federal CSE planning requirements.
- CSE planning requirements are listed under each section of the Instructional or Exemplar as a result of the Annual Review and update if changes are made to a goal, per the Goal section for CSE planning requirements.

### Additional ATSI Planning Requirements.

- When completing this section for ATSE, any changes made to the goal, annual measurable outcome, metric, indicator or strategies, activities shall meet the federal ATSE planning requirements.
- ATSE planning requirements are listed under each section of the Instructional or Exemplar as a result of the Annual Review and update if changes are made to a goal, per the Goal section for ATSE planning requirements.

## Budget Summary

This section provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources. It will show the total amount of funds for proposed expenditures reported in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

#### **Additional CSI Planning Requirements.**

- From its total allocation for CSEA, the LEA may distribute funds across its schools that are eligible for CSEA to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support activities that are directly related to serving schools eligible for CSEA.

**Note:** CSI funds may not be expended at or on behalf of schools not eligible for CSI.

#### **Additional ATSI Planning Requirements.**

**Note:** Federal funds for CSI shall not be used in schools eligible for ATSI.

### **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp.** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA.** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies and activities reflected in the SPSA. To the extent strategies and activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSEA should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI.** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSEA plan for the school year set forth in the CSEA-LEA Application for which funds were received.

# Appendix A. Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a school. See the program plan. The requirements below are for planning reference.

A school that operates a school. See program and receives funds allocated through the ConAxx ip re' uired to develop a SPSA. The SPSA including proposed expenditure of funds allocated to the school through the ConAxx must be reviewed annually and updated by the School Site Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

The development of the SPSA shall include each of the following actions:

1. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of available state data consistent with all state priorities as noted in Sections 5J636 and 5J6332 and informed by all indicators described in Section 1111(c)(0)(9) of the federal Quality Student Success Act including student performance against state-determined long-term goals. The school may include data voluntarily developed by district to measure student outcomes (described in the Identified Needs).

b. Be based on academic achievement information about all students in the school including all groups under §J661M(w)(4) and migratory children as defined in Section 1M6B(J) of the QSA relative to the state academic standard under §J661:

i. To help the school understand the present and potential for high teaching and learning needs to be improved.

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the state academic standard.

iii. Assess the needs of the school relative to each of the components of the school. See program under §J661J.

iv. Develop the comprehensive needs assessment with the participation of individual students who will carry out the school. See program plan.

v. Document how it conducted the needs assessment, the results obtained, and the conclusions drawn from those results.

2. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress toward accomplishing the goals set forth in the SPSA (described in the expected Annual Report, Annual Review and Annual Report).

## Requirements for the Plan

The SPSA shall include the following:

1. Goals set to improve student outcomes including addressing the needs of student groups as identified through the needs assessment.

2. Evidence-based strategies, actions, or services (described in Strategies and Activities).

- 1L A description of the strategies that the school will be implementing to address school needs including a description of how such strategies will:
  - aL Provide opportunities for all children including each of the subgroup of students to meet the challenging state academic standard
  - wL Use methods and instructional strategies that:
    - iL Strengthen the academic program in the school
    - iiL Increase the amount and quality of learning time and
    - iiiL Provide an enriched and accelerated curriculum which may include program activities and courses necessary to provide a well-rounded education
  - cL Address the needs of all children in the school with particularity the needs of those at risk of not meeting the challenging State academic standard so that all students demonstrate at least proficiency on the State academic standard through activities which may include:
    - iL Strategies to improve student skills outside the academic subject areas
    - iiL Preparation for and availability of opportunities for postsecondary education and the workforce
    - iiiL Implementation of a school-wide tiered model to prevent and address problem behavior
    - ivL Professional development and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data and
    - vL Strategies for assisting preschool children in the transition from early childhood education program to local elementary school program
- CL Proposed expenditures based on the projected resource allocation from the governing board or body of the - qA (may include funds allocated via the Consolidated federal funds and any other state or local funds allocated to the school) to address the findings of the needs assessment consistent with the state priorities including identifying resource initiatives which may include a review of the - qA budgeting - CAP and school level budgeting if applicable (described in Proposed expenditures and Budget Summary) L  
 qmxyeep of the school-wide program may be deemed funded by a single cost objective L
- NL A description of how the school will determine if school needs have been met (described in the projected Annual Report, separate Report and the Annual Review and Report) L
  - 1L Annually evaluate the implementation of and results achieved by the school-wide program using data from the State annual assessment and other indicators of academic achievement
  - JL Determine whether the school-wide program has been effective in increasing the achievement of students in meeting the State academic standard particularly for those students who had been furthest from achieving the standard and
  - ML Review the plan necessary based on the results of the evaluation to ensure continuous improvement of students in the school-wide program L

qL A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and Strategies/Activities)

kL A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced level of academic achievement standards will be provided with effective, timely additional support including measures to:

- 1L Ensure that those students/difficulties are identified on a timely basis and
- JL Provide sufficient information on which to make effective adjustments to those students

GL for an elementary school: a description of how the school will assist each school student in the successful transition from early childhood program to the school

; L A description of how the school will use resources to carry out these components (described in the Proposed Expenditure for Strategies/Activities)

E A description of any other activities and activities approved by the SSC (described in the Strategies/Activities)

Authority Cited: Title 40 of the *Code of Federal Regulations (40 CFR)* section 661.51(j)(3) and 661.52 and section 1110(w)(4)(A)(i)(iii) and 111j (w) of the *State ALEC* section 30661 et seq.



# Appendix B. Plan Requirements for School to CSI/ATSI Planning Requirements

For more information or technical assistance related to meeting federal school improvement planning requirements please contact the California School Improvement and Support Office at [SESR@cde.lcal.gov](mailto:SESR@cde.lcal.gov).

## Comprehensive Support and Improvement

The school shall partner with educational partners (including principal and other school leader/teacher/parent) to locally develop and implement the CSE plan for the school to improve student outcomes and specifically address the metric that led to eligibility for CSE (Educational Partner Involvement).

The CSE plan shall:

- 1. Be informed by all state indicators including student performance against state determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*)
- 2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (for resources related to evidence-based interventions see the HSLN Department of Education's "Helping Evidence to Strengthen Education Interventions" at <http://www.jled.gov/fund/grant/awout&discretionary&J6JMnonregulatory/guidance/evidence/xd>)
- 3. Only Regulatory Guidance: Helping Evidence to Strengthen Education Interventions
- 4. Be based on a school level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*) and
- 5. Identify resources that may include a review of - CAP and school level budgeting to be addressed through implementation of the CSE plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Section 166M(e)(1)(A) 2166M(i) 2111(c)(0)(9) and 1111(d)(1) of the S.S.A.L.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSE or ATSI shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 30661(a) as amended by Assembly Bill 1132 effective January 12, 2016).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the - CAP and all federal planning requirements provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 51633(a) as amended by Assembly Bill 1132 effective January 12, 2016).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the - CAP Instructional Plan.

Authority Cited: EC section 5J63J(a) and 30661(a)2 with as amended by A9 4132 effective January 12, 2012

## CSI Resources

For additional CSI resources, please see the following links.

- **CSI Planning Requirements** (see Planning Requirements Law):  
<http://www.cde.ca.gov/px/qa/px18/plapx>
- **CSI Webinars**: <http://www.cde.ca.gov/px/qa/px18/pi.ewinarplapx>
- **CSI Planning Summary for Charters and Single-school Districts**:  
<http://www.cde.ca.gov/px/qa/px18/pixlanpsummarylapx>

## Additional Targeted Support and Improvement

A school eligible for ATSE shall:

1. Identify resources that may include a review of - qAI and school level budgeting.
2. Which will be addressed through implementation of its TSE plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Section 166M(e)(1)(9) 2166M(i) 21111(c)(0)(9) 2 and 1111(d)(J)(c) of the qSSAL

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school district (SSN) or charter school that are eligible for CSE or ATSE shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 30661[a] as amended by Assembly Bill [AB] 4132 effective January 12, 2018).

; or, a SSN or a charter school may streamline the process by combining state and federal requirements into one document. Which may include the local control and accountability plan (- CAP) and all federal planning requirements provided that the combined plan is able to demonstrate that the legal requirements for each of the plan is met (EC Section 5J63J[a] as amended by AB 4132 effective January 12, 2018).

Planning requirements for single school district and charter school choosing to exercise this option are available in the - CAP Instruction.

Authority Cited: EC Section 5J63J(a) and 30661(a) 2 with as amended by AB 4132 effective January 12, 2018.

## ATSI Resources.

For additional ATSE resources please see the following link:

- ATSE Planning Overview (see Planning Overview tab):  
<http://www.cde.ca.gov/px/81/pilapx>
- ATSE Planning and Support Webinar:  
[http://www.cde.ca.gov/px/81/documents/atplanning\\_webinar\\_jj1.pdf](http://www.cde.ca.gov/px/81/documents/atplanning_webinar_jj1.pdf)
- ATSE Planning Summary for Charter and Single School District:  
<http://www.cde.ca.gov/px/81/atplansummarylapx>

## Appendix C. Select State and Federal Programs

For a list of active programs, please see the following links.

- Program included on the ConAxx: <http://www.cde.lcal.gov/g&a&o&8>
- qSSA Title I Part A: School Improvement: <http://www.cde.lcal.gov/p&x&8.81&schoolpuxxortlapx>
- Available funding: <http://www.cde.lcal.gov/g&o&f&8>

Updated by the California Department of Education 2/2016

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare County Community	54105465430343	May 10, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Tulare County Community for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
**Comprehensive Support and Improvement**  
 The purpose of the plan is to educate at-promise youth in a safe and nurturing environment as outlined in the LCAP goals. Our at-promise, highly transient population is either on probation, expelled from their local school districts or both and deserve access to the core curriculum.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Tulare County Community for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the plan is to educate at-promise youth in a safe and nurturing environment as outlined in the LCAP goals. Our at-promise, highly transient population is either on probation, expelled from their local school districts or both and deserve access to the core curriculum.

TCOE's Community School SPSA is designed to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state and local programs. Each of the three goals were designed to meet identified needs from evaluating data provided by the CDE Dashboard, CAASPP and local surveys and assessments, as well as stakeholder input. Analysis of the data provided four clear goals that need to be addressed: Goal 1 Increase Achievement Levels in ELA, ELD, math, and all academic disciplines; Goal 2 Increase Student and Educational Partner engagement. Goal 3 Increase college and career readiness. Each Strategy/Activity is supported by research and is directly tied to the Metric/Indicators that will be utilized to measure expected outcomes. The two most significant Metric/Indicators utilized for the development of Court School's SPSA are the CDE Dashboard and CAASPP. Educational outcomes will not be adversely affected due to school mobility. Expelled youth will be supported to successfully complete the conditions of their expulsions in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

## Educational Partner Involvement

How, when, and with whom did Tulare County Community consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council meets to review the needs assessments and progress of student groups throughout the year. During these meeting defined actions and services are reviewed. Participants include: students, teachers, counselors, parents, community members, and administrative staff. In developing the plan, the SSC also receives input from the ELAC to support English Learner and their academic as well as social-emotional development. The development of the plan also includes input from our community partners such as Probation, mental health providers, and law enforcement. School Site Council approved the plan on May 10, 2024.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The students enrolled in the Community School present significant needs in many areas. The majority who enter the program are significantly behind in credits as well as their ability to access grade level materials and instruction. By the nature of the program, all students also bring social-emotional needs that cannot be addressed in a traditional school setting. Challenges that students present include attendance issues, serious misbehaviors, drug and alcohol abuse, anger management issues, gang activity, poverty, teen pregnancy, being in the foster care system, and homelessness.

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The California School Dashboard indicated school suspension rate is Orange with a 16.7% of students being suspended at least once. This is a 2.1% drop from the 2022 year. A goal of 10% or less has been established for the 2024-25 year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The California School Dashboard indicated the school suspension rate for the Hispanic student group was Red with 20% of Hispanic students being suspended at least one day. This data indicates a 6.7% increase.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local data (Aeries SIS) indicates Community has a daily student attendance rate of 62.24% and a Chronic absenteeism rate of 50%. Community has a truancy officer who tracks daily attendance, communicates with parents and investigates all attendance patterns. Parents are advised of SARB measures and guided through the process if needed. Community offers bus passes to students and families in need of transportation. Community is researching the opportunity to purchase a vehicle to support the schools efforts in conducting regular home visits by staff and student transportation mitigation supports. Community has deployed mental health and social support via contracted TCOE support staff to help decrease student absences. Community has created supplemental engaging activities and course work to increase student engagement.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Tulare County Community. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	4.9%	5.26%	6.25%	2	1	1
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	92.7%	89.47%	81.25%	38	17	13
Pacific Islander	%	%	0%		0	0
White	2.4%	5.26%	12.5%	1	1	2
Multiple/No Response	%	%	0%		0	0
<b>Total Enrollment</b>				41	19	16

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7			1
Grade 8	1		
Grade 9	5		3
Grade 10	10	2	2
Grade 11	14	7	3
Grade 12	11	10	7
<b>Total Enrollment</b>	41	19	16

#### Conclusions based on this data:

- The student enrollment consists of 81.25% Hispanic/Latino, 12.5% White. Grade level enrollment: 7th - 6%, 8th - 0% 9th- 18%, 10th- 12%, 11-18%, 12th- 43%. Due to a higher population of juniors and seniors who are credit deficient an on-line diploma program has been implemented as well as a credit recovery program.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	9	6	7	22.0%	31.6%	43.8%
Fluent English Proficient (FEP)	7	4	1	17.1%	21.1%	6.3%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

### Conclusions based on this data:

1. Due to the number of students enrolled the ELAC meetings will continue. The ELAC community members (parents of the English Learners) advise and assist schools in making important decisions related to services for English Learners.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	12	6	5	4	*	5	4	*	5	33.3		100.0
All Grades	13	7	8	5	4	8	5	4	8	38.5	57.1	100.0

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			*			*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>			*			*			*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>			*			*			*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>			*			*			*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 7</b>			*			*			*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. The small data sample is not enough to form a significant conclusion.
2. The English Learners will continue their involvement in the designated time for English Learners; teachers will continue to monitor growth. The addition of a new Instructional aid to support ELD will provide EL support.
3. In order to support student language development, staff development opportunities will continue in the areas of ELA and ELD.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			
Grade 8	*	*	*	*	*	*	*	*	*			
Grade 11	12	6	5	4	*	5	4	*	5	33.3		100.0
All Grades	13	7	8	5	4	8	5	4	8	38.5	57.1	100.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*			*			*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7			*			*			*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Due to the small sample of data, a significant conclusion could not be made based off this data.
2. Local data (NWEA) indicates the low percentage of students who are meeting the standard, a new math curriculum was purchased for the 22-23 school year. Teachers were trained in the curriculum and provided professional development to align best math instructional practices to meet student academic goals as well as to increase student engagement. This will continue to be an area of focus for this school year.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	0
<b>All Grades</b>										6	4	7

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8		*	*		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
8		*	*		*	*		*	*		*	*	
9	*		*	*		*	*		*	*		*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
12	*	*		*	*		*	*		*	*		
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8		*	*		*	*		*	*		*	*
9	*		*	*		*	*		*	*		*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Due to the small sample of data, a significant conclusion could not be made based off this data.

2. The English Language Development (ELD) curriculum was purchased and implemented. English learners participate in designated ELD daily. Language progress is monitored by local assessments (NWEA).

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>16</b>	<b>81.3</b>	<b>43.8</b>	
Total Number of Students enrolled in Tulare County Community.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	43.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	13	81.3
Students with Disabilities	2	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	6.3
Hispanic	13	81.3
White	2	12.5

### Conclusions based on this data:

1. The student population of TCOE Community Schools are predominately Hispanic.
2. The majority of the student population of TCOE Community Schools are Socio-economically disadvantaged.

# School and Student Performance Data

## Overall Performance


The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career No Status Level		Suspension Rate  Orange

#### Conclusions based on this data:

1. Due to the low enrollment in TCOE Community Schools, TCOE Community Schools did not have the minimum number of students to populate the CDE Dashboard performance indicator fields.
2. Suspension Rate is Orange. The continued effort to assign alternative means of discipline will continue. SEL supports (BHS, alternative academic projects, sports programs, PBIS) have been implemented to support lowering the suspension rate.



# School and Student Performance Data

## Academic Performance English Language Arts

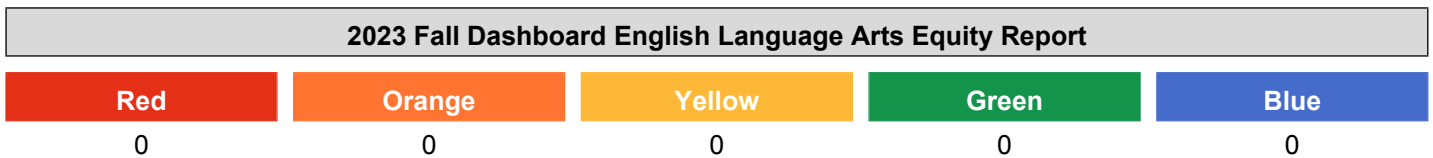
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b> Less than 11 Students  2 Students	<b>English Learners</b> Less than 11 Students  2 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b> Less than 11 Students  1 Student	<b>Students with Disabilities</b> Less than 11 Students  0 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Less than 11 Students  2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  2 Students	0 Students	Less than 11 Students  0 Students

**Conclusions based on this data:**

1. Inadequate data from the CDE Dashboard to determine valid conclusions regarding ELA Performance.



# School and Student Performance Data

## Academic Performance Mathematics

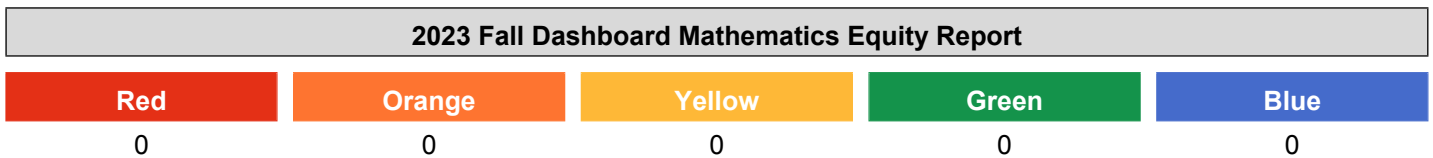
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
Less than 11 Students  2 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 No Performance Color 0 Students	Less than 11 Students  1 Student	Less than 11 Students  0 Students

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Less than 11 Students  2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
Less than 11 Students  2 Students	0 Students	Less than 11 Students  0 Students

**Conclusions based on this data:**

1. Inadequate data to determine valid conclusions regarding Math Performance.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 5 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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#### Conclusions based on this data:

1. There is not enough data to draw conclusions about EL Progress.

# School and Student Performance Data

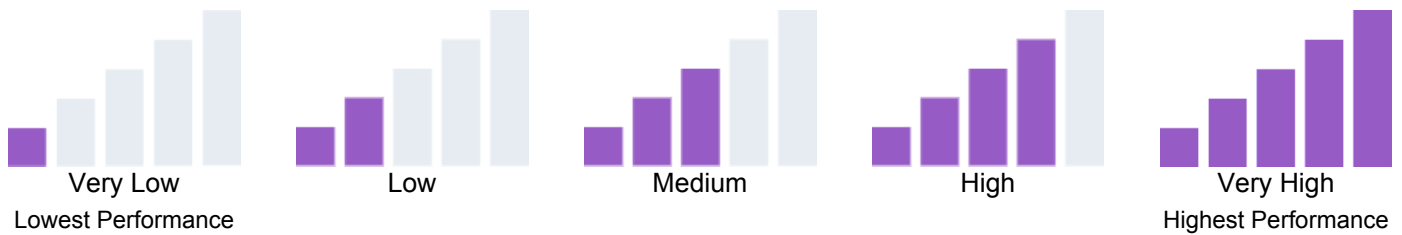
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

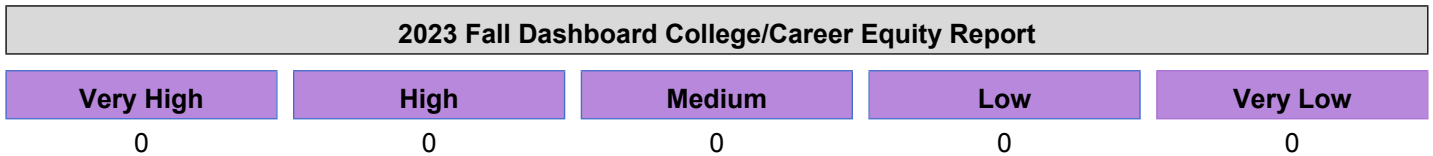
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**

<p align="center"><b>All Students</b></p> <p align="center">Less than 11 Students</p> <p align="center">9 Students</p>	<p align="center"><b>English Learners</b></p> <p align="center">Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"><b>Foster Youth</b></p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>
<p align="center"><b>Homeless</b></p> <p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"><b>Socioeconomically Disadvantaged</b></p> <p align="center">Less than 11 Students</p> <p align="center">8 Students</p>	<p align="center"><b>Students with Disabilities</b></p> <p align="center">0 Students</p>

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center">0 Students</p>	<p align="center"><b>American Indian</b></p> <p align="center">0 Students</p>	<p align="center"><b>Asian</b></p> <p align="center">0 Students</p>	<p align="center"><b>Filipino</b></p> <p align="center">0 Students</p>
<p align="center"><b>Hispanic</b></p> <p align="center">Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center"><b>Two or More Races</b></p> <p align="center">0 Students</p>	<p align="center"><b>Pacific Islander</b></p> <p align="center">0 Students</p>	<p align="center"><b>White</b></p> <p align="center">Less than 11 Students</p> <p align="center">2 Students</p>

**Conclusions based on this data:**

1. Inadequate data to determine valid conclusions regarding College/Career Preparedness.
2. Community has increased student college and career exploration via CTE exposure and college visits.
3. Due to the transitory nature of the program, CTE elective provides an opportunities for student engagement and sustained interest when returned to a comprehensive high school.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”









This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Less than 11 Students  5 Students	Less than 11 Students  2 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	Less than 11 Students  5 Students	Less than 11 Students  1 Student

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Less than 11 Students  3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

**Conclusions based on this data:**

- Inadequate data to determine valid conclusions regarding Chronic Absenteeism.
- Because attendance continues to be a serious need for students in the school, there will be continued efforts to engage students and mitigate barriers to encourage positive attendance.

# School and Student Performance Data

## Academic Engagement Graduation Rate

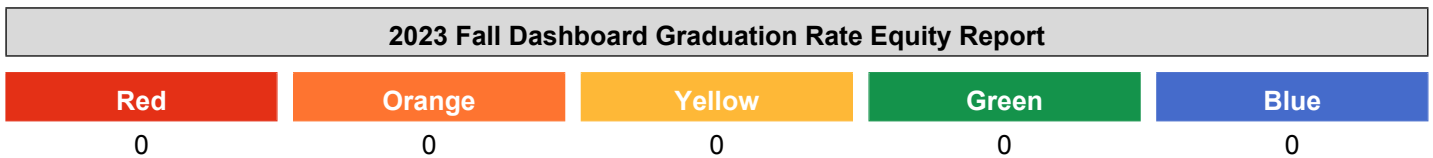
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.









This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
Less than 11 Students  9 Students	Less than 11 Students  2 Students	Less than 11 Students  1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students  1 Student	Less than 11 Students  8 Students	 No Performance Color 0 Students



**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
Less than 11 Students  7 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students  2 Students

**Conclusions based on this data:**

1. Due to the transitory nature of the program and often short-term enrollment of students, some students who attend the program return to their school of residence and graduate with peers. This is not reflected in the data on this page.
2. Inadequate data to determine further valid conclusions regarding other student groups.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

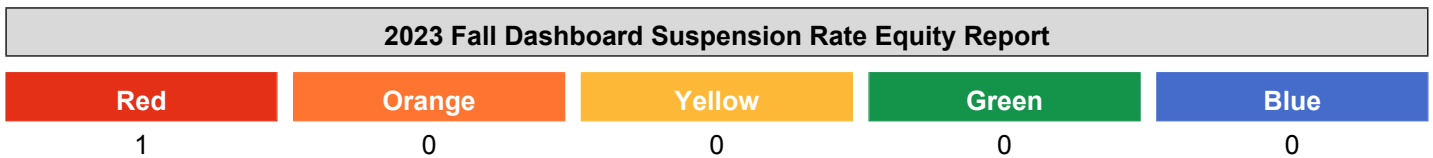
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 16.7% suspended at least one day Declined -2.1 42 Students	<b>English Learners</b> 38.5% suspended at least one day Increased 30.1 13 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b> 17.1% suspended at least one day Increased 4.1 35 Students	<b>Students with Disabilities</b> 25% suspended at least one day 12 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 20% suspended at least one day Increased 6.7 35 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

**Conclusions based on this data:**

1. TCOE Community Schools continues to review suspension policies and adjust suspension, discipline and restorative practices.
2. Increases in suspensions of Hispanic and Socio-economically disadvantaged students has prompted TCOE Community Schools to self-examine and specifically address new ways in which to discipline students.
3. Student engagement was examined and support for student engagement strategies will be increased.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Ensuring an increase in academic achievement for all students in all content areas.**

All students will increase achievement levels in ELA, ELD, math and all academic disciplines by being provided a fostering and engaging environment which promotes pupil engagement, targeted instruction and support and social emotional learning.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

### Identified Need

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

The LEA developed this Goal based on the following for the 2024-25 school year.

Student achievement performance, including in the areas of ELA and Math demonstrate a continued need to improve an instruction program to meet the diverse needs of our unique highly mobile population. The prior Actions implemented last year and this year are starting to demonstrate student improvement. This goal is appropriate based on the state and local indicator data. TCOE will continue to provide an instructional program that provides meaningful professional development opportunities for teachers and staff and the appropriate resources to support their work in delivering positive impacts in student outcomes. To support and continued this work the following actions have been developed.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	0% of students met the standard	7 % of students will meet the ELA standard on the state assessment
Math Proficiency-State Assessment	0% of students met the standard	5% of students will meet the Math standard on the state assessment
English Learners ELPAC	0% of students demonstrated improvement	40% of ELs will show 1 year's growth based on ELPAC results

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional development to support development of English language skills.	English Learners	2400 Comprehensive Support and Improvement (CSI)

			5800: Professional/Consulting Services And Operating Expenditures Professional Development
1.2	Student Transition Specialist to assist at-risk students who are reading below grade level or at risk of not earning a high school diploma, with monitoring of student credit acquisition, monitoring of attendance and providing students with opportunities for social emotional skill development. Collaborate with home school for additional support to meet reinstatement terms.	All Students	90,000 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Carry over CSI Funds 19,735 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
1.3	Education Technology Specialist to support teachers in professional learning with implementation of instructional technology and support student use and access to supplemental educational software programs as well as technology that will reinforce learning via video, online platforms and visuals.	All Students	38,889 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Partial Salary
1.4	Supplemental materials to reinforce learning with hands-on manipulatives and realia	All students	261 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies  39,580 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
1.5	Professional development that focuses on research based instructional strategies to support classroom instruction and student achievement	All Students	12,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Contracts for professional development
1.7	Educational Technology and supplemental materials to support student development of English language skills.	English Learners	500 Title III 4000-4999: Books And Supplies Consortium

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## **Analysis**

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Increase Student and Educational Partner engagement

All students will receive support with their educational progress through a multi-discipline support team which includes parents/guardians, staff, and educational partners.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3- All students at Court and Community Schools including students who are Low income, English Language Learners, Students with Disabilities and Hispanic will demonstrate improved outcomes specifically including Chronic Absenteeism and Graduation rates.

### Identified Need

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

The LEA developed this goal based on the following for 2024-25

- Data from surveys (parent, student, teacher), classroom observations, probation staff interviews, Aeries discipline data, CAASPP and local assessments, parent engagement logs, indicate a need for more intentional educational partner interaction. Student engagement levels during instruction and assessment will require new methods which provide a better connection to students to build trust and interest in subject material to help increase attendance and participation levels in all academic, SEL, and college and career areas. Data indicates a moderate level of parent participation in their students education needs. New opportunities for parent engagement and education will be created to increase participation levels to help improve student achievement. New curriculum, staff hiring, and professional development have been included in the measures to increase engagement levels with all partners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at parent/teacher conferences by using rosters/sign-in sheets	95% parent participation	Maintain a minimum of 85% parent participation for 2024-25
Attendance rate	62.24% student attendance rate	Increase attendance to: 75%% for 2024-25

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Professional development opportunities for staff to support student social emotional learning.	All Students	5,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development
2.2	Provide Social Emotional Learning support for at promise students to foster a positive outlook in their behavior, life goals and accrued credits.	All students	7,667 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
2.3	Parent Involvement meetings, classes, and supplies to support parent education and to build parent capacity in supporting their student in their education.	All students	2,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Parent Involvement Supplies 1,000 Title I Part D 2000-2999: Classified Personnel Salaries over time
2.4	PBIS Incentives to improve student attendance which will positively impact skills acquisition in ELA, Math and ELD.	All students	2,500 Title I Part D 4000-4999: Books And Supplies PBIS Store

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Increase Student College and Career Readiness

Each student will be given opportunities to engage in career building skill sets through CTE classes and college exploration via home room instruction to increase their readiness.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1- Goal 1 All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

### Identified Need

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

The LEA developed this goal for 2024-25 based on the following.

- Local and Ca Dashboard data indicate Community students lack college and career readiness. Due to the transiency levels in the community school program, students enroll deficient in credits and participation in programming. Community will continue to provide each student opportunities to participate in CTE classes to increase career readiness. A new homeroom class will be created to support specific and intentional college and career intervention to increase student awareness and build skill sets to improve their achievement.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Career path certificate. Measured by Aeries SIS system.	0 students due to new outcome	95% of students with regular attendance will receive certificate. For 2024-25
College visit/Career Path Visit. Measure by Aeries SIS system	0 students due to new outcome	95% of students with regular attendance will receive certificate. For 2024-25

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	CTE Materials for student projects to increase career readiness and student attendance.	All Students	5,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies CTE student project materials

3.2	Materials and supplies for college and career instruction	All Students	5,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
3.3	College and Career exploration site visits to increase student participation and readiness	All Students	5,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Fees for Trips

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$239,235
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$236,532.00
Total Federal Funds Provided to the School from the LEA for CSI	\$270,000

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$232,271.00
Title I Part D	\$3,500.00
Title III	\$500.00
Title IV Part A: Student Support and Academic Enrichment	\$261.00

Subtotal of additional federal funds included for this school: \$236,532.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$236,532.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	232,271.00
Title I Part D	3,500.00
Title III	500.00
Title IV Part A: Student Support and Academic Enrichment	261.00

## Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	149,624.00
4000-4999: Books And Supplies	62,508.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	19,400.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	148,624.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	59,247.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	19,400.00
2000-2999: Classified Personnel Salaries	Title I Part D	1,000.00
4000-4999: Books And Supplies	Title I Part D	2,500.00
4000-4999: Books And Supplies	Title III	500.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	261.00

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
203,365.00
18,167.00
15,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Joe Andrade	Principal
Angelica Aguilera- Chair person	Other School Staff
Graciela Garcia	Other School Staff
Frank Velasquez	Classroom Teacher
Josh Martin	Classroom Teacher
Esteban Casas	Classroom Teacher
Maria De La Cruz	Parent or Community Member
Porfiria Marcelino	Parent or Community Member
Maria Alfaro	Parent or Community Member
Leticia Hernandez	Parent or Community Member
PO Silva	Parent or Community Member
JC	
JL	Secondary Student
JR	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

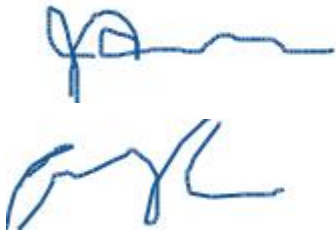
**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/10/24.

Attested:



Principal, Joseph Andrade on 5/14/24

SSC Chairperson, Angelica Aguilera on 5/14/24

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.



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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

School Plan for Student Achievement (SPSA) - Special Education

**DESCRIPTION/SUMMARY:**

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a School Plan for Student Achievement (SPSA).

**FINANCING:**

N/A

**RECOMMENDATION:**

Recommend adoption.

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Special Education Division	54105466069439	April 23, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Special Education Division for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program Comprehensive Support and Improvement
---

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Special Education Division for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
Comprehensive Support and Improvement

Tulare County Office of Education consults with stakeholders including staff and parents to review needs assessments, staff surveys, California Dashboard and school plans, to gain needed information to address program, site and student needs. From this information program needs are identified, goals are created and school plans are created in alignment with the Local Control Accountability Plan.

## Educational Partner Involvement

How, when, and with whom did Special Education Division consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Our Community Advisory Committee (CAC), consists of parent/guardians of individuals with exceptional needs enrolled in one of programs or within one of our LEAs or private schools, parent/guardians of other enrolled students with no exceptional needs, disabled students and/or adults, general and special education teachers, other school staff, representatives of other public or private agencies and persons concerned with the needs of students with exceptional needs. The majority of our CAC shall be parents/guardians of individuals with exceptional needs and shall, as much as possible, represent the four geographical regions within our County.

A School Site Council has been developed for the purpose of developing and reviewing the LCAP and SPSA. The council consists of staff and parents. The council meets regularly to review and update the SPSA as needed.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

There are no resource inequities noted.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The special education program is in the "red" for graduation rate. Students in our program are not working towards a general high school diploma due to their need for highly modified standards aligned curriculum and instruction. Students enrolled in the special education school are working towards a certificate of completion and are eligible for services until the age of 22. Some students may be identified for the Alternate Pathway to Diploma program where they have the potential to earn an alternate diploma. Students who complete four years of high school instruction will be considered high school completers, and then continue their education until they age out of the program at 22.

The school is also in the "red" for chronic absenteeism. Many of the students in our program have significant medical/health needs which prevents them from attending more regularly. In addition, data from the student information system shows that a high number of our students with low attendance are in the 18-22 age group. Chronic absenteeism

is addressed in the LCAP; monitoring and working with districts for students with chronic absenteeism will be a focus for the coming school year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Statewide Assessments - ELA  
Statewide Assessments - Math

**Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

No additional needs at this time.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Special Education Division. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.29%	0.28%	2	3	3
African American	1.7%	1.46%	1.49%	17	15	16
Asian	1.9%	1.75%	1.86%	19	18	20
Filipino	0.5%	0.78%	0.93%	5	8	10
Hispanic/Latino	78.0%	77.96%	78.92%	799	803	850
Pacific Islander	0.2%	0.19%	0.37%	2	2	4
White	16.9%	16.80%	15.51%	173	173	167
Multiple/No Response	0.7%	0.68%	0.65%	7	7	7
<b>Total Enrollment</b>				1,024	1,030	1077

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	21	25	36
Grade 1	42	41	47
Grade 2	47	52	52
Grade3	54	47	62
Grade 4	51	56	52
Grade 5	59	54	66
Grade 6	67	65	63
Grade 7	65	73	72
Grade 8	81	68	80
Grade 9	66	78	64
Grade 10	92	71	76
Grade 11	70	97	70
Grade 12	309	303	337
<b>Total Enrollment</b>	1,024	1,030	1,077

**Conclusions based on this data:**

1. Students identified as Hispanic are consistently the largest subgroup and total student enrollment has increased over the past three years.
2. The largest group of students served in the program are 12th grade through age 22.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	57	80	108	5.6%	7.8%	10.0%
Fluent English Proficient (FEP)	217	215	218	21.2%	20.9%	20.2%
Reclassified Fluent English Proficient (RFEP)	21			36.8%		

### Conclusions based on this data:

1. There has been an increase in the identification of EL students.
2. IEP teams should review ELPAC scores and identify students who may be eligible for reclassification.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*			0			0					
Grade 5		*			0			0				
Grade 6	*	*	*	*	0	*	*	0	*			
Grade 7	*		*	*		0	*		0			0.0
Grade 8	*		*	0		*	0		*			
Grade 11	*	*	*	0	*	*	0	*	*			
All Grades	12	4	8	*	*	5	*	*	5			62.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*			*			*			*			*		
Grade 8			*			*			*			*			*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>	*		*	*		*	*		*
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>			*			*			*
<b>Grade 11</b>		*	*		*	*		*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>	*		*	*		*	*		*
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>			*			*			*
<b>Grade 11</b>		*	*		*	*		*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>	*		*	*		*	*		*
<b>Grade 7</b>	*			*			*		
<b>Grade 8</b>			*			*			*
<b>Grade 11</b>		*	*		*	*		*	*
<b>All Grades</b>	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*		*	*		*	*		*
Grade 7	*			*			*		
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. All of our students take the California Alternative Assessment (CAA), based on individual IEP.
2. There is insufficient data to draw conclusions.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*			0			0					
Grade 5		*			0			0				
Grade 6	*	*	*	*	0	*	*	0	*			
Grade 7	*		*	*		0	*		0			0.0
Grade 8	*		*	0		*	0		*			
Grade 11	*	*	*	0	*	*	0	*	*			
All Grades	12	4	8	*	*	5	*	*	5			62.5

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7	*			*			*			*			*		
Grade 8			*			*			*			*			*
Grade 11		*	*		*	*		*	*		*	*		*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*		*	*		*	*		*
Grade 7	*			*			*		
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*		*	*		*	*		*
Grade 7	*			*			*		
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	*		*	*		*	*		*
Grade 7	*			*			*		
Grade 8			*			*			*
Grade 11		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. All of our students take the California Alternative Assessment (CAA), based on individual IEP.
2. There is insufficient data to draw conclusions.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*
All Grades										59	0	*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*	*		*
All Grades	0.00		*	0.00		*	0.00		*	100.0		*	59		*

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*	*		*
All Grades	0.00		*	0.00		*	0.00		*	100.0		*	59		*

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*	*		*
All Grades	0.00		*	0.00		*	0.00		*	100.0		*	59		*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*
All Grades	0.00		*	0.00		*	100.00		*	59		*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*
All Grades	0.00		*	0.00		*	100.00		*	59		*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*
All Grades	0.00		*	0.00		*	100.00		*	59		*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
8	*		*	*		*	*		*	*		*
All Grades	0.00		*	0.00		*	100.00		*	59		*

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. All students in the special education take the Alternate Initial and Alternate Summative ELPAC based on the student's IEP.
2. While there is insufficient data to draw conclusions, the California Schools Dashboard indicates that over 44% of English Learners made progress.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1077</b>	<b>75.2</b>	<b>10</b>	<b>1.9</b>
Total Number of Students enrolled in Special Education Division.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	10
Foster Youth	20	1.9
Homeless	8	0.7
Socioeconomically Disadvantaged	810	75.2
Students with Disabilities	1076	99.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	1.5
American Indian	3	0.3
Asian	20	1.9
Filipino	10	0.9
Hispanic	850	78.9
Two or More Races	7	0.6
Pacific Islander	4	0.4
White	167	15.5

**Conclusions based on this data:**

1. All students in the program are students with disabilities and the largest subgroup of enrollment by race/ethnicity is Hispanic.
2. While only 1.9 % of students are identified as foster-youth, over 75% are identified as socioeconomically disadvantaged.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow	<b>Chronic Absenteeism</b>  Red	
<b>College/Career</b> Very Low		

#### Conclusions based on this data:

1. Our Graduation rate is low due to all of our students being on a Certificate of Completion track instead of a diploma track, based on individual IEP's.
2. Chronic absenteeism is high due to various health conditions of our students. This is identified as an area of need and goals/actions have been identified in the LCAP to improve attendance.



3. Goal 1 in the SPSA is aligned to the LCAP with a focus on improving students outcomes in all subject areas, including ELA and Math.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.













Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #cccccc;">38.6 points below standard</td> </tr> <tr> <td>Increased +5.6 points</td> </tr> <tr> <td>386 Students</td> </tr> </tbody> </table>	All Students	 Yellow	38.6 points below standard	Increased +5.6 points	386 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #cccccc;">23.3 points below standard</td> </tr> <tr> <td>Maintained +0.3 points</td> </tr> <tr> <td>64 Students</td> </tr> </tbody> </table>	English Learners	 Orange	23.3 points below standard	Maintained +0.3 points	64 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>8 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	8 Students
All Students															
 Yellow															
38.6 points below standard															
Increased +5.6 points															
386 Students															
English Learners															
 Orange															
23.3 points below standard															
Maintained +0.3 points															
64 Students															
Foster Youth															
Less than 11 Students															
8 Students															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	3 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #cccccc;">35.9 points below standard</td> </tr> <tr> <td>Maintained -1.7 points</td> </tr> <tr> <td>312 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	35.9 points below standard	Maintained -1.7 points	312 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #cccccc;">38.6 points below standard</td> </tr> <tr> <td>Increased +5.6 points</td> </tr> <tr> <td>386 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Yellow	38.6 points below standard	Increased +5.6 points	386 Students
Homeless															
Less than 11 Students															
3 Students															
Socioeconomically Disadvantaged															
 Orange															
35.9 points below standard															
Maintained -1.7 points															
312 Students															
Students with Disabilities															
 Yellow															
38.6 points below standard															
Increased +5.6 points															
386 Students															

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  5 Students	Less than 11 Students  1 Student	Less than 11 Students  5 Students	Less than 11 Students  4 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 37.7 points below standard Increased +4 points 327 Students	Less than 11 Students  4 Students	Less than 11 Students  2 Students	 Yellow 53.8 points below standard Increased +3.7 points 42 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
23.9 points below standard Increased +8.4 points 45 Students	21.8 points below standard Maintained +2.4 points 19 Students	51.8 points below standard Increased +7.5 points 253 Students

**Conclusions based on this data:**

1. While indicators still show yellow and orange in some subgroups, there was an increase in points in all but one subgroup. Academic improvement is a targeted goal in both the LCAP and SPSA.

# School and Student Performance Data

## Academic Performance Mathematics

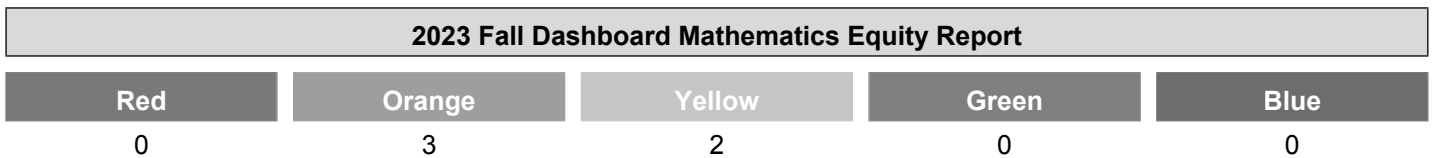
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 61.7 points below standard Increased +3.5 points 378 Students	<b>English Learners</b>  Orange 53.1 points below standard Decreased -7.6 points 64 Students	<b>Foster Youth</b> Less than 11 Students 8 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 59.3 points below standard Decreased -3.3 points 308 Students	<b>Students with Disabilities</b>  Yellow 61.7 points below standard Increased +3.5 points 378 Students

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  5 Students	Less than 11 Students  1 Student	Less than 11 Students  5 Students	Less than 11 Students  4 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 58.8 points below standard Increased +5 points 319 Students	Less than 11 Students  4 Students	Less than 11 Students  2 Students	 Orange 81.1 points below standard Maintained -2.9 points 41 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
53.3 points below standard Maintained +1.1 points 45 Students	52.7 points below standard Decreased -6.6 points 19 Students	72.2 points below standard Increased +5.4 points 245 Students

**Conclusions based on this data:**

1. All subgroups remain below standard, however there was improvement in several subgroups. Academic improvement is a targeted goal in both the LCAP and SPSA.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
44.3% making progress towards English language proficiency
Number of EL Students: 79 Students
Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	0	0	0

#### Conclusions based on this data:

- Over 44% of students are making progress towards EL proficiency. IEP teams will continue to review student ELPAC scores and determine eligibility for reclassifications when appropriate.

# School and Student Performance Data

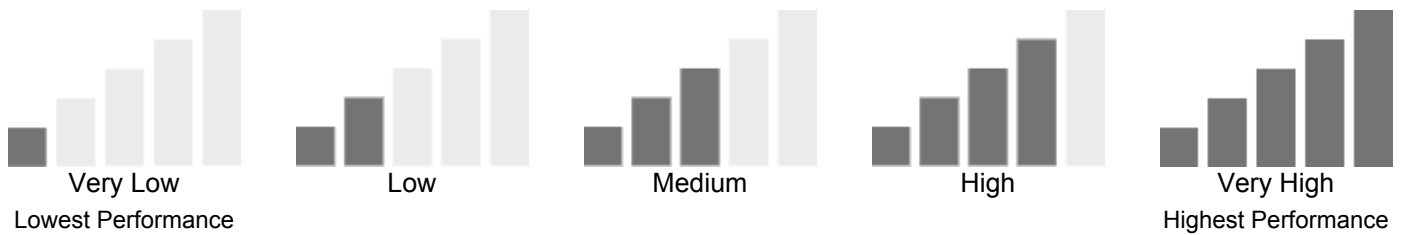
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

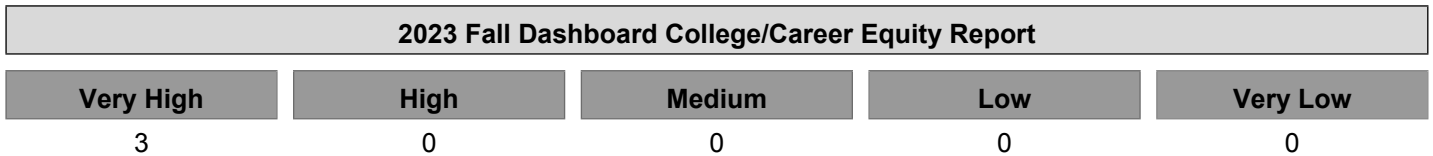
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

**2023 Fall Dashboard College/Career Report for All Students/Student Group**

<p align="center"><b>All Students</b></p> <p align="center">4.1 Prepared 98 Students</p>	<p align="center"><b>English Learners</b></p> <p align="center">7.7 Prepared 13 Students</p>	<p align="center"><b>Foster Youth</b></p> <p align="center">Less than 11 Students 5 Students</p>
<p align="center"><b>Homeless</b></p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center"><b>Socioeconomically Disadvantaged</b></p> <p align="center">4.5 Prepared 88 Students</p>	<p align="center"><b>Students with Disabilities</b></p> <p align="center">4.1 Prepared 98 Students</p>

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

<p align="center"><b>African American</b></p> <p align="center">Less than 11 Students 2 Students</p>	<p align="center"><b>American Indian</b></p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center"><b>Asian</b></p> <p align="center">Less than 11 Students 3 Students</p>	<p align="center"><b>Filipino</b></p> <p align="center">Less than 11 Students 1 Student</p>
<p align="center"><b>Hispanic</b></p> <p align="center">5.1 Prepared 78 Students</p>	<p align="center"><b>Two or More Races</b></p> <p align="center">0 Students</p>	<p align="center"><b>Pacific Islander</b></p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center"><b>White</b></p> <p align="center">0 Prepared 12 Students</p>

**Conclusions based on this data:**

1. Due to the nature of our program and the students we serve with extensive support needs, most students enroll in adult day programs with a focus on employment and functional life skills.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

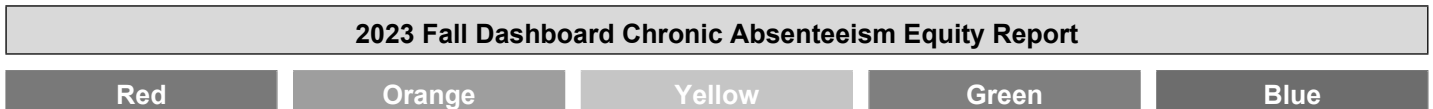
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group																
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #cccccc;">63.5% Chronically Absent</td> </tr> <tr> <td>Increased 1.5</td> </tr> <tr> <td>559 Students</td> </tr> </tbody> </table>	All Students	 Red	63.5% Chronically Absent	Increased 1.5	559 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #cccccc;">64.5% Chronically Absent</td> </tr> <tr> <td>Increased 8.2</td> </tr> <tr> <td>93 Students</td> </tr> </tbody> </table>	English Learners	 Red	64.5% Chronically Absent	Increased 8.2	93 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">81.8% Chronically Absent</td> </tr> <tr> <td>0</td> </tr> <tr> <td>11 Students</td> </tr> </tbody> </table>	Foster Youth	81.8% Chronically Absent	0	11 Students
All Students																
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>3 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	3 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #cccccc;">62.5% Chronically Absent</td> </tr> <tr> <td>Maintained -0.3</td> </tr> <tr> <td>429 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	62.5% Chronically Absent	Maintained -0.3	429 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #cccccc;">63.5% Chronically Absent</td> </tr> <tr> <td>Increased 1.4</td> </tr> <tr> <td>559 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Red	63.5% Chronically Absent	Increased 1.4	559 Students	
Homeless																
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Maintained -0.3																
429 Students																
Students with Disabilities																
 Red																
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Increased 1.4																
559 Students																

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  8 Students	 No Performance Color 0 Students	Less than 11 Students  9 Students	Less than 11 Students  8 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 65% Chronically Absent Increased 2.9 463 Students	Less than 11 Students  5 Students	Less than 11 Students  1 Student	 Orange 50.8% Chronically Absent Declined -8.7 65 Students

**Conclusions based on this data:**

- Chronic absenteeism is an area of high need in our program. Students considered medically fragile and students ages 18-22 represent our largest groups of students with chronic absenteeism. The LCAP reflects a goal in this area and reducing chronic absenteeism is a focus for the coming school year. Monitoring systems are being put in place as well as a higher level of communication with school districts in an effort to reduce chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

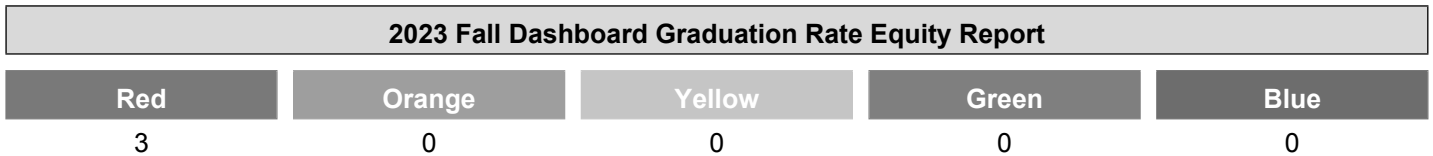
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #eee;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="text-align: center;">0% graduated</td> </tr> <tr> <td style="text-align: center;">Maintained 0</td> </tr> <tr> <td style="text-align: center;">98 Students</td> </tr> </tbody> </table>	All Students	 Red	0% graduated	Maintained 0	98 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #eee;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0% graduated</td> </tr> <tr> <td style="text-align: center;">Maintained 0</td> </tr> <tr> <td style="text-align: center;">13 Students</td> </tr> </tbody> </table>	English Learners	0% graduated	Maintained 0	13 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #eee;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Less than 11 Students</td> </tr> <tr> <td style="text-align: center;">5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	5 Students	
All Students															
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Homeless															
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98 Students															

**2023 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  1 Student	Less than 11 Students  3 Students	Less than 11 Students  1 Student
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 0% graduated Maintained 0 78 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student	0% graduated Maintained 0 12 Students

**Conclusions based on this data:**

- Students in the special education program are working towards a certificate of completion due to their need for highly modified curriculum and instruction. Some students may be identified to participate in the Alternate Pathway to Diploma program, resulting in an alternate diploma. Students who complete a four year high school program are considered high school completers, and then continue their education until the age of 22.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

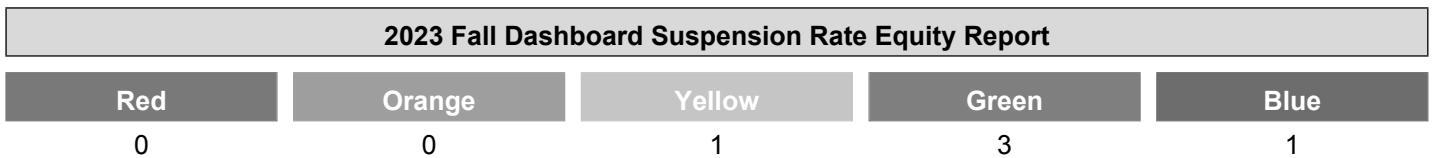
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #cccccc;">0.4% suspended at least one day</td> </tr> <tr> <td>Increased 0.4 1149 Students</td> </tr> </tbody> </table>	All Students	 Green	0.4% suspended at least one day	Increased 0.4 1149 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #cccccc;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 123 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 123 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">4.2% suspended at least one day</td> </tr> <tr> <td>Increased 4.2 24 Students</td> </tr> </tbody> </table>	Foster Youth	4.2% suspended at least one day	Increased 4.2 24 Students
All Students													
 Green													
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Increased 0.4 1149 Students													
English Learners													
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Increased 0.4 1148 Students													

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 19 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 21 Students</p>	<p>Less than 11 Students 10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3 904 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 4 Students</p>	<p> Yellow</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1 181 Students</p>

**Conclusions based on this data:**

- Suspension rates remain low due largely to the Behavior Intervention strategies utilized within all our classrooms throughout our program.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student achievement

All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: All TCOE students will demonstrate improvement in educational performance in all academic areas including ELA, Math, ELD where appropriate through pupil engagement, targeted instruction and support and social emotional learning.

### Identified Need

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

This goal was developed in response to the needs identified through analysis of the data and input from educational partners. The analysis of the California Dashboard data continues to indicate a need to support all students in Math and ELA performance and English Language Development to support Long Term English Language Learners. As measured by the dashboard, TCOE students are performing 185.9 points below standard in ELA and 211.9 points below standard in Math. During LCAP development process, feedback from staff, parents and students identified the need for ongoing instructional support in ELA, Math and ELD. Feedback from educational partners agreed that actions to improve educational outcomes for students is warranted including the following:

- Continued educational support from highly qualified teachers and support staff
- Utilization of supplementary materials for reading, writing, math and ELD
- Professional development for instructional staff to improve learning and teaching modalities and increase student achievement.
- Expanded instructional support to guide teachers in meeting the needs of diverse learners through hiring Teachers on Special Assignment to provide additional support to students and teachers.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	185.9 points below standard	5 % of students will meet the ELA standard on the state assessment
Math Proficiency-State Assessment	255.5 points below standard	5% of students will meet the Math standard on the state assessment
English Learner Progress Toward English Language Proficiency	55.6% making progress towards English language proficiency	60% of students will make progress towards English language proficiency
Educator effectiveness as measured by evaluation	New educators lack skills in classroom management, classroom organization and development of IEPs.	New and veteran teachers will be highly qualified to provide educational supports to special education students, as reflected in staff evaluations.
Data on student behavior and IEP goal acquisition	Behavior and skill development are areas of need	Students will demonstrate improvement in behavior and

acquisition of skills related to IEP goals.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supplemental curriculum to increase student achievement in all academic areas including Algebra, Science, Social Studies.	Students with Disabilities	113,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Supplemental curriculum/resources/materials to enhance instruction 23,533 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Supplemental curriculum/resources/materials to enhance instruction
1.2	Teachers on Special Assignment will be utilized to provide training to new and veteran educators in order to improve educational outcomes for students.	Students with Disabilities	322,367 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries  28,869 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries  14,352 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
1.3	Professional Development for staff to improve educational outcomes for students	Students with Disabilities	25,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures  28,818 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries



# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2 - Within three years all TCOE students will improve or maintain appropriate attendance rates to improve access to education and supports by engaging in a supportive learning environment.

### Identified Need

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

This goal was developed in response to the needs identified through data analysis and input from our educational partners. The analysis of the California State Dashboard (Dashboard) data clearly indicated that since the COVID-19 pandemic students have continued to struggle to return to school and maintain attendance. Despite various prior efforts many of TCOE students continue to miss significant days of attendance thus identifying Chronic Absenteeism. TCOE is committed to continuing to expand resources to target barriers to attendance through actions developed to improve transportation options, incentivize attendance and improve school climate and connectedness for our students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rate - Student Information System	Current average daily attendance 82%	Average daily attendance will increase to 90%
Chronic absenteeism data	10% of greater Chronic absenteeism - 44%	Decrease students with chronic absenteeism to 30%
Drop out rate data	Cohort dropout data (including inaccuracies) 43.88%	Decrease cohort dropout rate to 10%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Implement use of Parent Square for communication to increase parent engagement and student attendance.	Students with Disabilities	7,000 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$554,767
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$562,939.00
Total Federal Funds Provided to the School from the LEA for CSI	\$163,133

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$188,170.00
Title I Part A: Allocation	\$322,367.00
Title II Part A: Improving Teacher Quality	\$28,869.00
Title IV Part A: Student Support and Academic Enrichment	\$23,533.00

Subtotal of additional federal funds included for this school: **\$562,939.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: **\$562,939.00**

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	188,170.00
Title I Part A: Allocation	322,367.00
Title II Part A: Improving Teacher Quality	28,869.00
Title IV Part A: Student Support and Academic Enrichment	23,533.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	365,588.00
2000-2999: Classified Personnel Salaries	28,818.00
4000-4999: Books And Supplies	136,533.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	25,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	14,352.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	28,818.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	113,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	25,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	322,367.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	28,869.00

4000-4999: Books And Supplies

Title IV Part A: Student Support and Academic Enrichment

23,533.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	555,939.00
Goal 2	7,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sarah Hamilton	Principal
Ben Gimlin	Classroom Teacher
Sally Battenfield	Classroom Teacher
Sheila Fagundes	Classroom Teacher
Melissa Avina	Other School Staff
Marisol Adame	Parent or Community Member
Rosario Tapia De La Pena	Parent or Community Member
Maira Ambriz	Parent or Community Member
Sonia Ramirez	Parent or Community Member
Jose Moreno	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

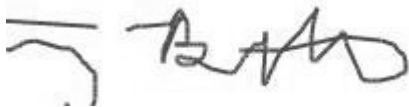
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/23/24.

Attested:



Principal, Sarah Hamilton on 4/24/24



SSC Chairperson, Sally Battenfield on 5/28/24



# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)



1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

SELPA Policy 2500 - SELPA Special Education Funding Allocations

**DESCRIPTION/SUMMARY:**

The revised SELPA Policy #2500: SELPA Special Education Funding Allocations was presented to the Superintendents Governance Committee (SGC) for a first and second reading. The policy was approved by SGC on April 23, 2024. The policy is now being presented to the Tulare County Board of Education for recommended adoption.

**FINANCING:**

None

**RECOMMENDATION:**

Recommend adoption.

**TULARE COUNTY/DISTRICT SELPA      POLICY # 2500**

**ADMINISTRATION  
SRP**

**Adopted:            3/8/06  
Revised:            5/13/2020  
Revised:            / /2024**

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***SELPA Special Education Funding Allocations***

It is the responsibility of each member LEA of the Tulare County/District SELPA to assure a free and appropriate education to each special education pupil residing within its geographical boundaries under the conditions and specifications of the Tulare County/District SELPA Local Plan, Policies and Procedures. Each LEA shall meet this responsibility by direct provision of services, establishing an agreement with another public education agency, or by contracting with non-public schools and/or agencies. The allocation plan for distribution of resources must recognize the responsibility for all children in the SELPA while addressing the need to equitably share resources among the districts and county office of education. The allocation process and procedures are for the distribution of available resources and are not a restriction of services to be provided for eligible pupils.

The Superintendents Governance Committee whose membership represents districts and the county office reviews and approves the SELPA Special Education Allocation Plan for the Tulare County/District SELPA.

***Distribution of Funds from the State to the SELPA***

All special education funds flow from the State directly to the SELPA Administrative Unit, which is the Tulare County Office of Education. The SELPA Administrator will, in turn, allocate the funds to SELPA member LEAs according to the SELPA policy and approval of the Superintendents Governance Committee.

***Eligibility Criteria to Receive Special Education Funds***

In order to receive special education funds under the SELPA Special Education Allocation Funding Plan, a LEA must provide assurances and documentation that it:

- Will comply with all requirements of the SELPA Local Plan
- Serves special education students in accordance with their Individualized Education Programs (IEP)
- Provides direct instruction for a prescribed amount of time to special education students with credentialed special education staff and/or certified Non-Public Agency (NPA) personnel
- Meets the requirements delineated in SELPA Policy for sufficient size and scope to efficiently operate special education programs



**Distribution of Special Education Funds from the SELPA to Districts**

Special Education revenues received by the SELPA from state and federal resources are initially reduced by the amount of funding needed to operate SELPA and county office services including but not limited to:

- Special education programs operated by the county office for *student's with exceptional needs*
- Programs and services provided by the county office for visually impaired and deaf and hard of hearing students
- Regionalized Services, including but not limited to administration of the SELPA, ~~program specialist services~~, and staff development.
- Special Education services to small school districts not of sufficient size and scope for the operation of special education programs as delineated in SELPA policy.
- Special education services for special education students enrolled in Court/Community Schools and Charter Schools operated by the county office
- ~~Transportation costs~~
- Any other special education related expenditures authorized by the Superintendents Governance Committee

**Special Education Funding Allocation Formula:**

Allocation of Special Education Funding from the SELPA Administrative Unit to LEAs within the SELPA shall be based on the State Special Education Funding Exhibit and distributed to districts on a per ADA basis eligible for direct special education funding as delineated in SELPA policy. The calculated ADA for districts will be based on prior year annual P-2 ADA.

Additional funding available to districts through a reimbursement process established by the Superintendents Governance Committee are:

- Attorney fees for due process/litigation as delineated in SELPA Policy and authorized by the Superintendents Governance Committee
- ~~Reimbursement of supplementary services to hearing impaired students in district programs as delineated in SELPA Policy and authorized by the Superintendents Governance Committee~~
- Low Incidence materials and equipment provided SELPA-wide to low incidence students

Allocation of special education funding will be updated throughout the fiscal year in accordance to the certification and recertification of the SELPA Special Education Funding Exhibit.

**Mental Health Pre-Referral Services Funding:**

Mental Health pre-referral funding as delineated in the SELPA Special Education Funding Exhibit will be included in the amount per ADA amount districts receive for special education funding.

**LCI/Group Home Funding:**

LCI/Group Home funding as delineated in the section of the SELPA Special Education Funding Exhibit will be included in the amount per ADA districts receive for special education funding.

**Annual Budget and Service Plan:**

The Annual Budget Plan and Service Plan will be presented annually at a public hearing to the Superintendents Governance Committee and Tulare County Office of Education in accordance to California Education Code.

**Timelines for Fiscal Reporting Related to Special Education Funding:**

The following timelines will be used in the Tulare County/District SELPA reporting the following items related to special education funding to LEAs:

<b>Item</b>	<b>To</b>	<b>Timeframe</b>
Update on Special Education Allocations for current fiscal year based on actual P-2 ADA from prior year	Fiscal Ad Hoc Committee & Superintendents Governance Committee	September/October
Update on preschool expenditures for the prior fiscal year	Fiscal Ad Hoc Committee & Superintendents Governance Committee	September/October
Current Fiscal Year Indirect Costs Rate – Comparison of Districts and COEs	Fiscal Ad Hoc Committee & Superintendents Governance Committee	September/October
Low Incidence Expenditures for prior year	Fiscal Ad Hoc Committee & Superintendents Governance Committee	September/October
Actual reimbursement costs for Hearing Impaired students in districts	Fiscal Ad Hoc Committee & Superintendents Governance Committee	September/October

2500 – SELPA Special Education Funding Allocations

Transportation Costs	Fiscal Ad Hoc Committee & Superintendents Governance Committee	September/October
Attorney's fees related to due process paid in prior fiscal year by SELPA	Fiscal Ad Hoc Committee & Superintendents Governance Committee	September/October
Estimated calculation for Part B Funding for services to private school students	Directors of Special Education & Superintendents Governance Committee	September/October
Report on Expenditures/Revenues – TCOE/Districts for Prior Year	Fiscal Ad Hoc Committee & Superintendents Governance Committee	November
<p>Monitoring report for AcCEL programs operated by TCOE including:</p> <ul style="list-style-type: none"> <li>• Number and ratio of F/T Aides to Students in SH Classrooms</li> <li>• Number and ratio of Teachers to Students in AcCEL Classrooms</li> <li>• Number and percentage of AcCEL Students from each district served in AcCEL Programs operated</li> </ul>	Directors of Special Education & Superintendents Governance Committee	January
Annual LCI/Group Home List for SELPA	Directors of Special Education & Superintendents Governance Committee	January
Preschool expenditures update	Directors of Special Education & Superintendents Governance Committee	January and April

2500 – SELPA Special Education Funding Allocations

Report the amount of funding each local educational agency generates pursuant to subdivisions (c) and (d).	Fiscal Ad Hoc Committee & Superintendents Governance Committee	February and March
Re-Certification of AB 602 Funds for prior year	Fiscal Ad Hoc Committee & Superintendents Governance Committee	April
Proposed Special Education Allocations to districts for the next fiscal year	Fiscal Ad Hoc Committee & Superintendents Governance Committee	April

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tammy Bradford, Assistant Superintendent  
Special Services Division

**SUBJECT:**

WorkAbility I Program Grant Award 2023-2024

**DESCRIPTION/SUMMARY:**

The WorkAbility grant will be used to provide vocational work-related learning and paid work related opportunities to over 130 Academic Collaborative for Exceptional Learners (AcCEL) students.

**FINANCING:**

\$81,540 to be expended by June 30, 2024.

**RECOMMENDATION:**

Approval of funds.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Jody Arriaga, Director  
Internal Business

**SUBJECT:**

Education Protection Account (EPA) - Fiscal Year 2024-2025  
Resolution No. 23/24-26

**DESCRIPTION/SUMMARY:**

Proposition 30 added Article XIII, Section 36(e) to the California Constitution. This section created, in the state general fund, the Education Protection Account to receive and disburse the revenues appropriated for the support of school districts, county offices of education, charter schools and community college districts - each having sole authority to determine how EPA funds are to be spent. The governing board shall make the spending determination in open session of a public meeting of the board according to the requirements and restrictions of Article XIII, Section 36. Resolution attached.

**FINANCING:**

EPA

**RECOMMENDATION:**

Approve the spending determination for Fiscal Year 2024-2025 for the use of EPA funds under provisions of Article XIII, Section 36. Adopt said resolution.

**BEFORE THE TULARE COUNTY  
BOARD OF EDUCATION**

In the Matter of the Spending Determination  
for Funds Received from the Education  
Protection Account pursuant to Article XIII,  
Section 36 of the California Constitution  
2024-2025 Fiscal Year

RESOLUTION No. 23/24-26

RECITALS

1. The voters approved Proposition 30 on November 6, 2012;
2. Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;
3. The provisions of Article XIII, Section 36(e) create in the state General Fund an Educational Protection Account to receive and disburse the revenues derived from the incremental increases in taxes by Article XIII, Section 36(f);
4. Before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;
5. If the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;
6. All monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;
7. Monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;
8. A community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;
9. The governing board of the district shall make the spending determination with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;
10. The monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;
11. Each community college district, county office of education, school district and charter school shall annually publish on its Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;

12. The annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;
13. Expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The above recitals are true and correct;
2. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent for the 2024-2025 fiscal year shall be made in open session of a public meeting of the Tulare County Board of Education;
3. In compliance with Article XIII, Section 36(e) of the California Constitution, the Tulare County Board of Education has determined to spend the monies received from the Education Protection Account for the 2024-2025 fiscal year as attached;
4. Upon finalizing financial data for the fiscal year, the County Superintendent of Schools, or designee, is hereby directed to immediately publish on the Tulare County Office of Education's Internet Web site an accounting of how much money was received from the Education Protection Account and how that money was spent;

THE FOREGOING RESOLUTION was adopted upon motion by Trustee \_\_\_\_\_, seconded by Trustee \_\_\_\_\_, at a regular meeting held on June 12, 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Tim A. Hire, ex-officio secretary of the Tulare County Board of Education, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 12<sup>th</sup> day of June, 2024.

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Tim A. Hire, Ex-Officio Secretary  
Tulare County Board of Education



University Preparatory High School

Budget through: June 30, 2025 (Estimate)  
 For Fund 091, Resource 1400 Education Protection Account

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	900,308.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>900,308.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
	Function Codes	
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	900,308.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>900,308.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

EPA funds to be used to cover salary and benefit costs of teachers at University Preparatory High School.

La Sierra Charter

Budget through: June 30, 2025 (Estimate)  
 For Fund 090, Resource 1400 Education Protection Account

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	705,744.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>705,744.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	705,744.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>705,744.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

EPA funds to be used to cover salary and benefit costs of teachers at La Sierra Junior Academy and La Sierra Military Academy.

TULARE COUNTY OFFICE OF EDUCATION

**Budget through: June 30, 2025 (Estimate)**  
**For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	1,972,317.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
<b>TOTAL AVAILABLE</b>		<b>1,972,317.00</b>
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
	Function Codes	
<b>(Objects 1000-7999)</b>		
Instruction	1000-1999	0.00
Instruction-Related Services		
Instructional Supervision and Administration (Goal 8600)	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	1,972,317.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
<b>TOTAL EXPENDITURES AND OTHER FINANCING USES</b>		<b>1,972,317.00</b>
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		<b>0.00</b>

EPA Funds to be expended as follows:

Salary and benefits for Nurses- providing services to school districts.

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Fernie Marroquin, Ed.D., Assistant Superintendent  
Business Services

**SUBJECT:**

Consideration and Adoption of the 2024-2025 Tulare County Office of Education Budget

**DESCRIPTION/SUMMARY:**

This board held a public hearing on May 8, 2024 as required by Education Code 42103 and 42127 to allow for public input on the Tulare County Office of Education budget. The budget must be adopted by July 1, 2024.

**FINANCING:**

N/A

**RECOMMENDATION:**

Adopt budget as presented

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Fernie Marroquin, Ed.D., Assistant Superintendent  
Business Services

**SUBJECT:**

Temporary Loans to School Districts and Charter Schools, 2024-2025 and 2025-2026 (Resolution No. 23/24-27 and Resolution No. 23/24-28)

**DESCRIPTION/SUMMARY:**

Education Code 42621 and 42622 plus Board Policy (BP) 3295 of the Tulare County Board of Education authorizes the county superintendent of schools, with approval of the county board of education, to make temporary loans to school districts and charter schools from the County School Service Fund when school districts or charter schools do not have enough money to their credit to meet current operating expenses. Education Code 42621 specifies repayment to the County School Service Fund before June 30 of the fiscal year for which the transfer is made. Resolution No. 23/24-27 authorizes loans to school districts and charter schools for 2024-2025 up to a maximum of \$300,000. Education Code 42622 specifies repayment to the County School Service Fund in the next succeeding fiscal year. Resolution No. 23/24-28 authorizes loans to school districts and charter schools for 2025-2026 up to a maximum of \$300,000.

**FINANCING:**

Districts obtaining such loans will be charged interest at the rate earned by the County Treasury for the corresponding period.

**RECOMMENDATION:**

Adopt said resolutions authorizing temporary loans to school districts and charter schools, as presented.

**BEFORE THE TULARE COUNTY  
BOARD OF EDUCATION**

In the Matter of Authorizing Temporary Loans to  
School Districts and Charter Schools for  
Repayment During 2024-2025 School Year  
(Ed. Code 42621)

RESOLUTION NO. 23/24-27

RECITAL

1. Section 42621 of the California Education Code and Board Policy 3295 of the Tulare County Board of Education allow the County Superintendent of Schools, with the approval of the County Board of Education, to make temporary transfers from the County School Service Fund to any school district or charter school which does not have sufficient money to its credit to meet current operating expenses.
2. Said sections specify that such transfers shall not exceed 85 percent of the amount accruing to the school district or charter school at the time of transfer and that the amounts so transferred shall be repaid to the County School Service Fund before June 30 of the fiscal year for which the transfer is made.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. The Tulare County Superintendent of Schools is hereby authorized to make temporary transfers of funds to school districts and charter schools for a total of Three Hundred Thousand and no/100 Dollars (\$300,000.00) during the 2024-2025 fiscal year.
2. Said loans are to be repaid by school districts or charter schools before June 30, 2025.

THE FOREGOING RESOLUTION was adopted upon motion of Trustee \_\_\_\_\_,  
seconded by Trustee \_\_\_\_\_, at a regular meeting held this 12<sup>th</sup> day of June, 2024,  
by the following vote:

AYES:  
NOES:  
ABSENT:  
ABSTAIN:

I, Tim A. Hire, ex-officio secretary of the Tulare County Board of Education, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 12<sup>th</sup> day of June, 2024.

\_\_\_\_\_  
Tim A. Hire, Ex-Officio Secretary,  
Tulare County Board of Education

**BEFORE THE TULARE COUNTY  
BOARD OF EDUCATION**

In the Matter of Authorizing Temporary Loans to  
School Districts and Charter Schools for  
Repayment During the Next Succeeding School  
Year 2025-2026 (Ed. Code 42622)

RESOLUTION NO. 23/24-28

RECITAL

Section 42622 of the California Education Code and Board Policy 3295 of the Tulare County Board of Education allow the County Superintendent of Schools, with the approval of the County Board of Education, to make an apportionment from the County School Service Fund to a school district or charter school conditional upon the repayment by the district or charter school, during the next succeeding fiscal year, of the amount appropriated.

NOW, THEREFORE, BE IT RESOLVED as follows:

The Tulare County Superintendent of Schools is hereby authorized to apportion to school districts and charter schools from the County School Service Fund during the 2024-2025 fiscal year an amount not to exceed a total of Three Hundred Thousand and no/100 Dollars (\$300,000.00), to be repaid to the County School Service Fund during the 2025-2026 fiscal year.

THE FOREGOING RESOLUTION was adopted upon motion of Trustee \_\_\_\_\_, seconded by Trustee \_\_\_\_\_, at a regular meeting held this 12<sup>th</sup> day of June, 2024, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Tim A. Hire, ex-officio secretary of the Tulare County Board of Education, do hereby certify that the foregoing Resolution was duly passed and adopted by said Board, at an official and public meeting thereof, this 12<sup>th</sup> day of June, 2024.

---

Tim A. Hire, Ex-Officio Secretary,  
Tulare County Board of Education

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Sarah Smigiera, Director  
External Business Services

**SUBJECT:**

2023-2024 Forest Reserve Apportionment

**DESCRIPTION/SUMMARY:**

At this meeting, the proposed schedule of apportionment of Forest Reserve funds for 2023-2024 will be presented to the board for consideration and approval. The Distribution and Comparison of 2022-2023 and 2023-2024 Apportionments - Forest Reserve Funds is attached.

After approval by the Tulare County Board of Education, the apportionment schedule will be sent to the Fresno and Kern county boards of education for approval. The funds will be distributed following approval by all three boards.

**FINANCING:**

N/A

**RECOMMENDATION:**

Approve the apportionment as presented.



**DISTRIBUTION AND COMPARISON OF  
2022-23 AND 2023-24 APPORTIONMENTS  
FOREST RESERVE FUNDS**

E:\Forest Reserve\Forest 24 - Net of Sequester.xls\SUMMARY

<b>DISTRIBUTION</b>		
	Net of Sequester*	Original**
Forest Reserve Funds to Allocate	\$220,906.51	\$235,431.24
Balance, July 1, 2023	217,390.89	217,390.89
2023 Forest Reserve Allocation	-217,390.89	-217,390.89
Current Year Interest	1,786.21	1,786.21
<b>TOTAL FUNDS TO DISTRIBUTE</b>	<b>\$222,692.72</b>	<b>\$237,217.45</b>
Less 15% CSSF - SCICON	(33,403.94)	(35,582.72)
Less 25% of remaining funds for equal distribution	(47,322.20)	(50,408.66)
<b>DISTRIBUTED BY FORMULA</b>	<b>\$141,966.58</b>	<b>\$151,226.07</b>

\*The Office of Management & Budget implemented a 5.7% sequestration reduction to nonexempt, nondefense mandatory programs in FY2023. Sequestration is a process used to reduce federal spending through automatic, across-the-board reductions. Actual allocations received in this distribution are net of this 5.7% sequestration.

**COMPARISON**

Entities	2022-2023	Net of Sequester* 2023-2024	Original ** 2023-2024	Participating Students	
				2022-2023	2023-2024
County School Service Fund	32,608.63	33,403.94	35,582.72	N/A	N/A
Cutler-Orosi Unified	5,132.84	5,258.02	5,600.96	0	0
Hot Springs	13,532.03	20,273.72	21,596.03	8	11
Porterville Unified	5,132.84	5,258.02	5,600.96	0	0
Sequoia Union	0.00	0.00	0.00	0	0
Springville	34,530.02	40,749.67	43,407.48	28	26
Three Rivers	19,831.43	23,003.84	24,504.22	14	13
Woodlake Unified	18,781.53	20,273.72	21,596.03	13	11
Kings Canyon	16,681.73	17,543.59	18,687.83	11	9
College of the Sequoias	11,432.24	20,273.72	21,596.03	6	11
Kern Community College	59,727.60	36,654.48	39,045.19	52	23
<b>TOTALS</b>	<b>217,390.89</b>	<b>222,692.72</b>	<b>237,217.45</b>	<b>132</b>	<b>104</b>

\*\*This column is informational only and provides districts with a side by side comparison of FY2023 5.7% sequestration fiscal impact.

NOTE: DATA INPUT REQUIRED IN COLUMNS B19..B29 AND D19..D29

IN BALANCE

TRUE

TRUE

**TULARE COUNTY SCHOOLS  
 APPORTIONMENT OF FOREST RESERVE FUNDS  
 (E.C. 2300)  
 SCHOOL DISTRICTS LYING WITHIN OR ADJACENT TO FOREST RESERVE AREA**

**2023-24**

District	25% of Available Funds Apportioned to School Districts including Forest Service area within boundaries in Tulare County	Est. No. of Pupils Residing with Parent/ Guardian in or Adj. to Forest Service Area  #8	Apportionment to Each Eligible District on Basis of Enrollment	Total Amount to be Apportioned to Eligible Districts
COS C.C. *	5,258.02	11	15,015.70	20,273.72
Cutler-Orosi *	5,258.02	0	0.00	5,258.02
Hot Springs *	5,258.02	11	15,015.70	20,273.72
Kern Community College. *	5,258.02	23	31,396.46	36,654.48
Kings Canyon *	5,258.02	9	12,285.57	17,543.59
Porterville Unified *	5,258.02	0	0.00	5,258.02
Sequoia Union	0.00	0	0.00	0.00
Springville *	5,258.02	26	35,491.65	40,749.67
Three Rivers *	5,258.02	13	17,745.82	23,003.84
Woodlake Unified *	5,258.02	11	15,015.70	20,273.72
* Districts adjacent to Forest Service Land 9.0	<u>47,322.18</u>	<u>104</u>	<u>141,966.60</u>	<u>189,288.78</u>
			<u>222,692.72</u>	

	Total Net of Sequestration	Total Excluding Sequestration	Sequestration Reduction
Beginning Balance	217,390.89 #	217,390.89	
2023 Forest Reserve Allocation	-217,390.89	-217,390.89	
Current Year Interest	1,786.21 #	1,786.21	
Sequester Retention		14,524.73	
2023-24	<u>220,906.51 #</u>	<u>220,906.51</u>	
Total Funds to be Apportioned	222,692.72	237,217.45	-14,524.73
Special Apportionment to County Superintendent (15%)	33,403.94	35,582.72	-2,178.78
Balance Apportioned by Formula 25% of balance	47,322.20	50,408.66	-3,086.46
Remainder to be Apportioned by formula considering enrollment	141,966.58	151,226.07	-9,259.49
Remainder to be Apportioned by formula considering enrollment	222,692.72	237,217.45	-14,524.73

# Input data (see INSTRUCTIONS)

Balance total funds to be apportioned to total on summary page

District	Absent 5.7% Sequestration for 2023-24		Apportionment to Each Eligible District on Basis of Enrollment	Total Amount to be Apportioned to Eligible Districts
	25% of Available Funds Apportioned to School Districts including Forest Service area within boundaries in Tulare County	Est. No. of Pupils Residing with Parent/Guardian in or Adj. to Forest Service Area		
		#8		
COS C.C. *	5,600.96	11	15,995.07	21,596.03
Cutler-Orosi *	5,600.96	0	0.00	5,600.96
Hot Springs *	5,600.96	11	15,995.07	21,596.03
Kern Community College. *	5,600.96	23	33,444.23	39,045.19
Kings Canyon *	5,600.96	9	13,086.87	18,687.83
Porterville Unified *	5,600.96	0	0.00	5,600.96
Sequoia Union	0.00	0	0.00	0.00
Springville *	5,600.96	26	37,806.52	43,407.48
Three Rivers *	5,600.96	13	18,903.26	24,504.22
Woodlake Unified *	5,600.96	11	15,995.07	21,596.03
* Districts adjacent to Forest Service Land				
9.0	<u>50,408.64</u>	<u>104</u>	<u>151,226.09</u>	<u>201,634.73</u>
			237,217.45	

**TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM**

**SUBMITTED BY:**

Tim A. Hire, Superintendent of Schools

**SUBJECT:** July 10, 2024, Tulare County Board of Education Meeting

**DESCRIPTION/SUMMARY:** Consider cancelling the July 10, 2024, board meeting due to no agenda items expected to be submitted for a July agenda.

**FINANCING:** None

**RECOMMENDATION:** Consider and approve cancellation of the July 10, 2024 board meeting.

TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM

SUBMITTED BY:

Dedi Somavia, Assistant Superintendent, Human Resources

SUBJECT:

First reading of Board Policy 0410- Nondiscrimination in County Office programs and activities.

DESCRIPTION/SUMMARY:

BP 0410- Nondiscrimination in County Office Programs and Activities  
This is a mandated policy that has been updated and revised according to law.

FINANCING:

n/a

RECOMMENDATION:

Review policy.

# TULARE COUNTY OFFICE OF EDUCATION

## Board Policy

### Philosophy-Goals-Objectives and Comprehensive Plans

BP 0410

### Nondiscrimination in County Office Programs and Activities

#### Nondiscrimination in County Office Programs and Activities

The Tulare County Board of Education is committed to providing equal opportunity for all individuals in Tulare County Office of Education (TCOE) programs and activities. TCOE programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of services in TCOE programs and activities. Personally identifiable information collected in the implementation of any TCOE program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of that program, except when the County Board or, when applicable, the County Superintendent of Schools authorizes its use for another purpose in accordance with law. Resources and data collected by TCOE shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

TCOE programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. (Education Code 221.2-221.3)

Periodically, TCOE facilities, programs, and activities shall be reviewed to ensure the removal of any barriers that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing TCOE programs and activities, including the use of facilities. Prompt and reasonable actions shall be taken to remove any identified barrier.

All allegations of unlawful discrimination in TCOE programs and activities shall be investigated and resolved in accordance with law, County Board policy on uniform complaint procedures, and related County Superintendent-approved procedures. (5 CCR 4600-4670)

Pursuant to 34 CFR 106.9, students, parents/guardians, applicants for admission and the public shall be notified about the County Board's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to

Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by TCOE. The notification shall also be posted on TCOE’s web site and social media and in TCOE program sites and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children’s right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Such information may be provided through any other cost-effective means determined by the County Superintendent or designee. (Education Code 234.7)

The County Board’s nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school’s students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985)

**Access for Individuals with Disabilities**

TCOE programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. (28 CFR 35.150)

The County Superintendent has designated the following ADA Coordinator to receive requests for accommodation and to receive and investigate complaints regarding access to TCOE facilities, programs, services and activities: (28 CFR 35.107)

Assistant Superintendent, Student Support Services (title or position)  6200 S. Mooney Blvd., Visalia CA 93277 (physical address)  P.O. Box 5091, Visalia CA 93278-5091 (mailing address)  (559) 651-3022 (telephone number)	Director, Human Resources (title or position)  6200 S. Mooney Blvd., Visalia CA 93277 (physical address)  P.O. Box 5091, Visalia CA 93278-5091 (mailing address)  (559) 733-6306 (telephone number)
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TCOE shall ensure that it provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials. (28 CFR 35.130, 35.160, 36.303)

TCOE shall develop and update transition plans when necessary to address structural changes that are needed to provide accessibility to TCOE facilities, activities, services, and programs. (28 CFR 35.150)

TCOE shall develop a complaint procedure consistent with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act.

Individuals with disabilities shall notify the ADA Coordinator if they have a disability that requires special assistance or services. Reasonable notification should be given prior to TCOE and school-sponsored functions, programs, or meetings.

*Legal Reference:*

EDUCATION CODE

200-262.4 – Prohibition of discrimination

48980 – Parental notifications

48985 – Notices to parents in language other than English

51007 – Legislative intent: state policy

GOVERNMENT CODE

8310.3 – California Religious Freedom Act

11000 – Definitions

11135 – Nondiscrimination in programs or activities funded by state

12900-12996 – Fair Employment and Housing Act

54953.2 – Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 – Definition of hate crime

422.6 – Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4670 – Uniform complaint procedures

4900-4965 – Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 – Individuals with Disabilities in Education Act

1681-1688 – Discrimination based on sex or blindness, Title IX

2301-2415 – Carl D. Perkins Vocational and Applied Technology Act

6311 – State plans

6312 – Local education agency plans

UNITED STATES CODE, TITLE 29

794 – Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 – Title VI, Civil Rights Act of 1964

2000e-2000e-17 – Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 – Title IX

12101-12213 – Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 – Americans with Disabilities Act, especially:

35.107 – Designation of responsible employee and adoption of grievance procedures

35.136 – Service animals

35.150-35.151 – Program accessibility; facilities

35.160 – Communications, general

36.303 – Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 – Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 – Section 504 of the Rehabilitation Act of 1973

106.1-106.61 – Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 – Dissemination of policy



*Management Resources:*

CSBA PUBLICATIONS

A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

California Department of Justice Guidelines for Access to Public Records, October 2017

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEBSITES

CSBA: <http://www.csba.org>

California Department of Education: <http://cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

Tulare County Board of Education  
Visalia, CA

Policy Adopted: 1/17/90

Revised: 1/16/91, 9/09/09, 12/03/14, 6/10/2015, 10/13/2021

# TULARE COUNTY OFFICE OF EDUCATION

## Board Policy

### Philosophy-Goals-Objectives and Comprehensive Plans

BP 0410

### Nondiscrimination in County Office Programs and Activities

#### Nondiscrimination in County Office Programs and Activities

This policy shall apply to all acts related to a school activity or school attendance and to all acts of the County Board of Education and the County Superintendent of Schools in enacting policies and procedures that govern the Tulare County Office of Education (TCOE).

The ~~Tulare~~ County Board ~~of Education~~ is committed to providing equal opportunity for all individuals in ~~Tulare County Office of Education~~ (TCOE) programs and activities. TCOE programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, reproductive health decisionmaking, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran or military status, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of services in TCOE programs and activities. Personally identifiable information collected in the implementation of any TCOE program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of that program, except when the County Board or, when applicable, the County Superintendent of Schools authorizes its use for another purpose in accordance with law. Resources and data collected by TCOE shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

TCOE programs and activities shall be free of any discriminatory use, selection, or rejection of textbooks, instructional materials, library books, or similar educational resources.

The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the County Board or TCOE on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

TCOE programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames. (Education Code 221.2-221.3)

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*Legal Reference:*

EDUCATION CODE

200-262.4 – ~~Education equity~~; Prohibition of discrimination on the basis of sex

48980 – ~~Parental~~ /Guardian notifications

48985 – Notices to parents in language other than English

51007 – Legislative intent: state policy

51204.5 – Social sciences instruction; contributions of specified groups

51501 – Nondiscriminatory subject matter

60010 – Instructional materials; definition

60040-60052 – Requirements for instructional materials

GOVERNMENT CODE

8310.3 – California Religious Freedom Act

11000 – Definitions

11135 – ~~Nondiscrimination in programs or activities funded by state~~ Unlawful discrimination

12900 – 12996 – Fair Employment and Housing Act

54953 – Meetings; Americans with Disabilities Act accessibility

54953.2 – Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 – Definition of hate crime

422.6 – ~~Interference with constitutional right or privilege~~ Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 – Uniform complaint procedures

4900-4965 – Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 – Individuals with Disabilities in Education Act

1681-1688 – ~~Discrimination based on sex or blindness~~; Title IX of the Education Amendments of 1972; discrimination based on sex

2301-2415 – ~~Carl D. Perkins Vocational and Applied Technology Act~~ Strengthening Career and Technical Education for the 21st Century Act

6311 – State plans

6312 – Local education agency plans  
UNITED STATES CODE, TITLE 29  
794 – Section 504 of the Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000d-7 – Title VI, Civil Rights Act of 1964  
2000e-2000e-17 – Title VII, Civil Rights Act of 1964, as amended  
2000h-2-2000h-6 – Title IX of the Civil Rights Act of 1964  
12101-12213 – Americans with Disabilities Act  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.101-35.190 – Americans with Disabilities Act, especially:  
35.107 – Designation of responsible employee and adoption of grievance procedures  
35.136 – Service animals  
35.150-35.151 – Program accessibility; facilities  
35.160 – Effective Communications, general  
36.303 – Nondiscrimination on the basis of disability; public accommodations; Auxiliary aids and services  
CODE OF FEDERAL REGULATIONS, TITLE 34  
100.1-100.13 – Nondiscrimination in federal programs, effectuating Title VI  
104.1-104.39 – Section 504 of the Rehabilitation Act of 1973  
106.1-~~106.61~~ 106.82 – Discrimination on the basis of sex, effectuating Title IX, especially:  
~~106.9 – Dissemination of policy~~

*Management Resources:*

CSBA PUBLICATIONS

~~A Governance Perspective: Interviews with School Board Members from the Nine Linked Learning Initiative School Districts, March 2014~~

Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students,  
Recently Asked Questions, August 2023

Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October  
2022

CA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATION

Policy and Procedures Letter No. 21-017R, December 2021

Policy and Procedures Letter No. 23-004, February 2023

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

~~California Department of Justice Guidelines for Access to Public Records, October 2017~~

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist  
California's K-12 Schools in Responding to Immigration Issues, April 2018

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION PUBLICATIONS

Accessibility of State and Local Government Websites to People with Disabilities, February 2020

Guidance on Web Accessibility and the ADA, March 2022

2010 ADA Standards for Accessible Design, September 2010

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

~~Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014~~

Dear Colleague Letter: Frequently Asked Questions About the June 29, 2010, Dear Colleague  
Letter, May 26, 2011

Supporting Transgender Youth in School, June 2021

Dear Colleague Letter: Race and School Programming, August 2023

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

U.S. DEPARTMENT OF JUSTICE & DEPARTMENT OF EDUCATION CIVIL RIGHTS JOINT  
PUBLICATIONS

Civil Rights Joint Publication Dear Colleague Letter: Resource on Confronting Racial

**Discrimination in Student Discipline, May 2023**

**WEBSITES**

California Civil Rights Department (CRD): <https://calcivilrights.ca.gov/>

CSBA: <http://www.csba.org>

California Department of Education: <http://cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

California Safe Schools Coalition: <http://www.casafeschools.org/>

Tulare County Board of Education  
Visalia, CA

Policy Adopted: 1/17/90

Revised: 1/16/91, 9/09/09, 12/03/14, 6/10/2015, 10/13/2021,     /    /2024

# TULARE COUNTY OFFICE OF EDUCATION

## Board Policy

### Philosophy-Goals-Objectives and Comprehensive Plans

BP 0410

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The use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or other resource in a school library shall not be rejected or prohibited by the County Board or TCOE on the basis that it includes a study of the role and contributions of any individual or group consistent with the requirements of Education Code 51204.5 and 60040, unless such study would violate Education Code 51501 or 60044. (Education Code 243)

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The County Board's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. (Education Code 48985; 20 USC 6312)

### **Access for Individuals with Disabilities**

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(559) 651-3022 (telephone number)	(telephone number)
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TCOE shall ensure that it provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials. (28 CFR 35.130, 35.160, 36.303)

TCOE shall develop and update transition plans when necessary to address structural changes that are needed to provide accessibility to TCOE facilities, activities, services, and programs. (28 CFR 35.150)

TCOE shall develop a complaint procedure consistent with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act.

Individuals with disabilities shall notify the ADA Coordinator if they have a disability that requires special assistance or services. Reasonable notification should be given prior to TCOE and school-sponsored functions, programs, or meetings.

*Legal Reference:*

EDUCATION CODE

- 200-262.4 – Education equity; Prohibition of discrimination on the basis of sex
- 48980 – Parent/Guardian notifications
- 48985 – Notices to parents in language other than English
- 51007 – Legislative intent: state policy
- 51204.5 – Social sciences instruction; contributions of specified groups
- 51501 – Nondiscriminatory subject matter
- 60010 – Instructional materials; definition
- 60040-60052 – Requirements for instructional materials

GOVERNMENT CODE

- 8310.3 – California Religious Freedom Act
- 11000 – Definitions
- 11135 – Unlawful discrimination
- 12900 – 12996 – Fair Employment and Housing Act
- 54953 – Meetings; Americans with Disabilities Act accessibility
- 54953.2 – Brown Act compliance with Americans with Disabilities Act

PENAL CODE

- 422.55 – Definition of hate crime
- 422.6 – Crimes, harassment

CODE OF REGULATIONS, TITLE 5

- 4600-4670 – Uniform complaint procedures
- 4900-4965 – Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

- 1400-1482 – Individuals with Disabilities in Education Act
- 1681-1688 – Title IX of the Education Amendments of 1972; discrimination based on sex
- 2301-2415 – Strengthening Career and Technical Education for the 21st Century Act
- 6311 – State plans
- 6312 – Local education agency plans

UNITED STATES CODE, TITLE 29

794 – Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 – Title VI, Civil Rights Act of 1964

2000e-2000e-17 – Title VII, Civil Rights Act of 1964, as amended

2000h-2-2000h-6 – Title IX of the Civil Rights Act of 1964

12101-12213 – Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 – Americans with Disabilities Act, especially:

35.107 – Designation of responsible employee and adoption of grievance procedures

35.136 – Service animals

35.150-35.151 – Program accessibility; facilities

35.160 – Effective communications

36.303 – Nondiscrimination on the basis of disability; public accommodations; auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 – Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 – Section 504 of the Rehabilitation Act of 1973

106.1- 106.82– Discrimination on the basis of sex, effectuating Title IX

*Management Resources:*

CSBA PUBLICATIONS

Parental and Student Rights in Relation to Transgender and Gender Nonconforming Students,  
Recently Asked Questions, August 2023

Legal Guidance on Rights of Transgender and Gender Nonconforming Students in Schools, October  
2022

CA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATION

Policy and Procedures Letter No. 21-017R, December 2021

Policy and Procedures Letter No. 23-004, February 2023

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist  
California’s K-12 Schools in Responding to Immigration Issues, April 2018

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION PUBLICATIONS

Accessibility of State and Local Government Websites to People with Disabilities, February 2020

Guidance on Web Accessibility and the ADA, March 2022

2010 ADA Standards for Accessible Design, September 2010

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Frequently Asked Questions About the June 29, 2010, Dear Colleague  
Letter, May 26, 2011

Supporting Transgender Youth in School, June 2021

Dear Colleague Letter: Race and School Programming, August 2023

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

U.S. DEPARTMENT OF JUSTICE & DEPARTMENT OF EDUCATION CIVIL RIGHTS JOINT  
PUBLICATIONS

Civil Rights Joint Publication Dear Colleague Letter: Resource on Confronting Racial  
Discrimination in Student Discipline, May 2023

WEBSITES

California Civil Rights Department (CRD): <https://calcivilrights.ca.gov/>

CSBA: <http://www.csba.org>

California Department of Education: <http://cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>  
U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>  
California Safe Schools Coalition: <http://www.casafeschools.org/>

Tulare County Board of Education  
Visalia, CA

Policy Adopted: 1/17/90

Revised: 1/16/91, 9/09/09, 12/03/14, 6/10/2015, 10/13/2021, \_\_/\_\_/2024

PROPOSED

TULARE COUNTY OFFICE OF EDUCATION  
BOARD ENCLOSURE FORM

SUBMITTED BY:

Dedi Somavia, Assistant Superintendent, Human Resources

SUBJECT:

First reading of Superintendent Policy & Administrative Regulation 4030 -  
Nondiscrimination in Employment.

DESCRIPTION/SUMMARY:

SP 4030 - Nondiscrimination in Employment

This is a mandated policy that has been updated and revised according to law.

This is currently a Board Policy, but is being converted to a Superintendent Policy, due to the policy being applicable to personnel, who are under the jurisdiction of the County Superintendent.

AR 4030- Nondiscrimination in Employment

This is a mandated regulation that has been updated and revised according to law.

FINANCING:

N/A

RECOMMENDATION:

Review policy and regulation.

# TULARE COUNTY OFFICE OF EDUCATION

## Board Policy

**BP 4030**  
**Nondiscrimination in Employment**

### Personnel – All Personnel

The county superintendent and governing board desire to provide a positive work environment where employees and job applicants are assured of equal access and opportunities. The county superintendent prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance within schools under the jurisdiction of the Tulare County Superintendent of Schools. (Education Code 234.1)

School personnel are required to take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

The county office designates the individual(s) identified below as the employee(s) responsible for coordinating the county office's efforts to comply with state and federal civil rights laws including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the county office's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 – Uniform Complaint Procedures as the responsible employee(s) to handle complaints regarding unlawful discrimination, harassment, intimidation, or bullying based on actual ancestry, age, color disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, age, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:

Deputy Superintendent, Instructional Services (title or position) 6200 S. Mooney Blvd., Visalia CA 93277 (physical address) P.O. Box 5091, Visalia CA 93278-5091 (mailing address) (559) 733-6328 (telephone number)	Director, Human Resources (title or position) 6200 S. Mooney Blvd., Visalia CA 93277 (physical address) P.O. Box 5091, Visalia CA 93278-5091 (mailing address) (559) 733-6306 (telephone number)
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The county superintendent prohibits county office employees from discriminating against or harassing any other county office employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, age, marital status, pregnancy, physical or

mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.

Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.

The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code 12926, 12940)

Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

The county superintendent also prohibits retaliation against any county office employee or job applicant who complains, testifies, assists or in any way participates in the county office's complaint procedures instituted pursuant to this policy.

Any county office employee who engages in prohibited discrimination, harassment or retaliation or who aids, abets, incites, compels or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

Any employee or job applicant who believes that he/she has been or is being discriminated against or harassed in violation of county office policy should, as appropriate, immediately contact his/her supervisor, the Coordinator, or the Superintendent who shall advise the employee or applicant about the county office's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with AR 4031 – Complaints Concerning Discrimination in Employment.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Coordinator or Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

### Training and Notifications

The county superintendent or designee shall provide training to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the county office's policies and regulations regarding discrimination.

The county superintendent or designee shall regularly publicize, within the county office and in the community, the county office's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin or application form that is used in employee recruitment. (34 CFR 100.6, 106.9)

The county office policy shall be posted in all county office schools and offices including staff lounges. (5 CCR 4960)

*Legal Reference:*

EDUCATION CODE

200-262.4 – Prohibition of discrimination

CIVIL CODE

51.7 – Freedom from violence or intimidation

GOVERNMENT CODE

11135 – Unlawful discrimination

12900-12996 – Fair Employment and Housing Act

PENAL CODE

422.76 – Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

7287.6 – Terms, conditions and privileges of employment

CODE OF REGULATIONS, TITLE 5

4900-4965 – Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 – Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 – Age Discrimination in Employment Act

794 – Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 – Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 – Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 – Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 – Title IX of the Civil Rights Act of 1964

6101-6107 – Age discrimination in federally assisted programs

12101-12213 – Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 – Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 – Compliance information

104.7 – Designation of responsible employee for Section 504

104.8 – Notice

106.8 – Designation of responsible employee and adoption of grievance procedures

106.9 – Dissemination of policy

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount (2002) 102 Cal.App.4<sup>th</sup> 837

Management Resources on next page

*Management Resources:*

*U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS*

*Notice of Non-Discrimination, August 2010*

*U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS*

*Questions and Answers: Religious Discrimination in the Workplace, 2008*

*Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002*

*Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999*

*WEBSITES*

*California Department of Fair Employment Housing: <http://www.dfeh.ca.gov>*

*U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS:*

*<http://ed.gov/about/offices/list/ocr>*

*U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION: <http://www.eeoc.gov>*

Policy Adopted: 7/16/07

Tulare County Superintendent of Schools  
Visalia, CA

Tulare County Board of Education  
Visalia, CA

Revised: 6/10/2015



# TULARE COUNTY OFFICE OF EDUCATION

## ~~Board~~ Superintendent Policy

### Personnel – All Personnel

**BP SP 4030**

### Nondiscrimination in Employment

#### Personnel – All Personnel Nondiscrimination in Employment

The ~~e~~County ~~s~~Superintendent ~~and governing board desire~~ is determined to provide a safe, positive work environment where all Tulare County Office of Education (TCOE) employees ~~and job applicants~~ are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with TCOE to provide services, as applicable.

~~The county superintendent prohibits discrimination, harassment, intimidation, and bullying based~~ No TCOE employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived ancestry, age, color, physical or mental disability, gender, gender identity, gender expression, nationality, race ~~or ethnicity~~, religion, religious creed, marital status, pregnancy, medical condition, genetic information, veteran or military status, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decision-making, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

The County Superintendent shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of

unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
  - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
  - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
  - c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
  - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee
  - e. Requiring an applicant or employee to disclose information relating to the employee's reproductive health decisionmaking

~~This policy shall apply to all acts related to school activity or to school attendance within schools under the jurisdiction of the Tulare County Superintendent of Schools. (Education Code 234.1)~~

School personnel are required to take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

~~The county office designates the individual(s) identified below as the employee(s) responsible for coordinating the county office's efforts to comply with state and federal civil rights laws including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the county office's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 Uniform Complaint Procedures as the responsible employee(s) to handle complaints regarding unlawful discrimination, harassment, intimidation, or bullying based on actual ancestry, age, color disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, age, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:~~

<del>Deputy Superintendent, Instructional Services (title or position) 6200 S. Mooney Blvd., Visalia CA 93277</del>	<del>Director, Human Resources (title or position) 6200 S. Mooney Blvd., Visalia CA 93277</del>
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<p><del>(physical address)</del>  <del>P.O. Box 5091, Visalia CA 93278-5091</del>  <del>(mailing address)</del>  <del>(559) 733-6328</del>  <del>(telephone number)</del></p>	<p><del>(physical address)</del>  <del>P.O. Box 5091, Visalia CA 93278-5091</del>  <del>(mailing address)</del>  <del>(559) 733-6306</del>  <del>(telephone number)</del></p>
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~~The county superintendent prohibits county office employees from discriminating against or harassing any other county office employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation.~~

~~Prohibited discrimination consists of the taking of any adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges of employment based on any of the prohibited categories of discrimination listed above.~~

~~The prohibition against discrimination based on the religious creed of an employee or job applicant includes any discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement. The prohibition against discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions. (Government Code 12926, 12940)~~

~~Harassment consists of any unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.~~

The eCounty sSuperintendent also prohibits retaliation against any county office employee ~~or job applicant~~ who opposes any discriminatory employment practice by TCOE or its employees, agents, or representatives or who complains, reports an incident, testifies, assists or in any way participates in the county office's complaint procedures instituted pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against TCOE or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

~~Any county office employee who engages in prohibited discrimination, harassment or retaliation or who aids, abets, incites, compels or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.~~

Any employee or job applicant who believes that he/she has been or is being discriminated against or harassed in violation of county office policy should, as appropriate, immediately contact his/her supervisor, the Coordinator, or the **County** Superintendent who shall advise the employee or applicant about the county office's procedures for filing, investigating, and resolving any such complaint.

Complaints ~~regarding~~ **concerning** employment discrimination, ~~or~~ harassment, or retaliation shall immediately be investigated in accordance with ~~AR 4031-Complaints Concerning Discrimination in Employment~~ **procedures specified in the accompanying administrative regulation.**

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, **including harassment of an employee by a nonemployee,** shall report the incident to the Coordinator or **County** Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

### Training and Notifications

The ~~e~~**C**ounty ~~s~~**S**uperintendent or designee shall **use all appropriate means to reinforce TCOE's nondiscrimination policy, including provide providing training and information to employees about how to recognize harassment, and discrimination, or other prohibited conduct, how to respond appropriately, and components of the county office's policies and regulations regarding discrimination. The County Superintendent or designee shall regularly review TCOE's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.**

Any county office employee who engages in prohibited discrimination, harassment or retaliation or who aids, abets, incites, compels or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

**The county office shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the county office is notified that a complaint has been filed with the California Civil Rights Department, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)**

~~The county superintendent or designee shall regularly publicize, within the county office and in the community, the county office's nondiscrimination policy and the availability of complaint procedures. Such publication shall be included in each announcement, bulletin or application form that is used in employee recruitment. (34 CFR 100.6, 106.9)~~

~~The county office policy shall be posted in all county office schools and offices including staff lounges. (5 CCR 4960)~~

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 – Prohibition of discrimination

#### CIVIL CODE

51.7 – Freedom from violence or intimidation

## GOVERNMENT CODE

11135 – Unlawful discrimination

12900-12996 – Fair Employment and Housing Act

## PENAL CODE

~~422.76~~ 422.56 – Definitions, hate crimes

## CODE OF REGULATIONS, TITLE 2

~~7287.6 – Terms, conditions and privileges of employment~~

11006-11086 – Discrimination in employment

11023 – Harassment and discrimination prevention and correction

11024 – Required training and education on harassment based on sex, gender identity and expression, and sexual orientation

11027-11028 – National origin and ancestry discrimination

## CODE OF REGULATIONS, TITLE 5

4900-4965 – Nondiscrimination in elementary and secondary education programs

## UNITED STATES CODE, TITLE 20

1681-1688 – Title IX of the Education Amendments of 1972; discrimination based on sex

## UNITED STATES CODE, TITLE 29

621-634 – Age Discrimination in Employment Act

794 – Section 504 of the Rehabilitation Act of 1973

## UNITED STATES CODE, TITLE 42

2000d-2000d-7 – Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 – Title VII, Civil Rights Act of 1964, as amended

2000ff-2000ff-11 – Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 – Title IX, of the Civil Rights Act of 1964

6101-6107 – Age discrimination in federally assisted programs

12101-12213 – Americans with Disabilities Act

## CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 – Americans with Disabilities Act

## CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 – Title VI; Compliance information

104.7 – Section 504; Designation of responsible employee and adoption of grievances procedures ~~for Section 504~~

104.8 – Notice of Nondiscrimination on the Basis of Handicap

106.8 – Designation of responsible employee coordinator; dissemination of policy, and adoption of grievance procedures

~~106.9 – Dissemination of policy~~

110.1-110.39 – Nondiscrimination on the basis of age

## COURT DECISIONS

*Kennedy v. Bremerton* (2022) 142 S.Ct. 2407

*Thompson v. North American Stainless LP* (2011) ~~131 S.Ct. 863~~ 562 U.S. 170

*Shephard v. Loyola Marymount* (2002) 102 Cal.App.4<sup>th</sup> 837

## *Management Resources:*

### U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

### U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Know Your Rights: Workplace Discrimination is Illegal, October 2022

~~Questions and Answers: Religious Discrimination in the Workplace, 2008~~

~~Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002~~

### EEOC Compliance Manual

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

*Management Resources (continued):*

WEBSITES

U.S. Department of Labor, Office of Federal Contract Compliance Program:  
<https://www.dol.gov/agencies/ofccp/executive-order-11246>

~~California Department of Fair Employment Housing: <http://www.dfeh.ca.gov>~~

California Civil Rights Department: <https://calcivilrights.ca.gov/>

U.S. Department of Education, Office of Civil Rights: <http://ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Policy Adopted: 7/16/07

~~Tulare County Board of Education~~

Tulare County Superintendent of Schools  
Visalia, CA

Revised: 6/10/2015

Revised: --/--/2024

# TULARE COUNTY OFFICE OF EDUCATION

## Superintendent Policy

**Personnel – All Personnel**

**SP 4030**

**Nondiscrimination in Employment**

### **Nondiscrimination in Employment**

The County Superintendent is determined to provide a safe, positive environment where all Tulare County Office of Education (TCOE) employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with TCOE to provide services, as applicable.

No TCOE employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived ancestry, age, color, physical or mental disability, gender, gender identity, gender expression, nationality, race, religion, religious creed, marital status, pregnancy, medical condition, genetic information, veteran or military status, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics.

Employers are also prohibited from discrimination against employees or job applicants on the basis of reproductive health decision-making, defined as a person's decision to use or access a particular drug, device, product, or medical service for reproductive health. (Government Code 12926, 12940)

The County Superintendent shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that the district is required to do so in order to comply with federal immigration law. (2 CCR 11028)

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of adverse employment actions such as termination or denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities or that has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or offensive work environment

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
  - a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status
  - b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
  - c. Requiring medical or psychological examination of a job applicant or making an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
  - d. Failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee
  - e. Requiring an applicant or employee to disclose information relating to the employee's reproductive health decisionmaking

School personnel are required to take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

The County Superintendent also prohibits retaliation against any county office employee who opposes any discriminatory employment practice by TCOE or its employees, agents, or representatives or who complains, reports an incident, testifies, assists or in any way participates in the county office's complaint procedures instituted pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)

No employee shall, in exchange for a raise or bonus or as a condition of employment or continued employment, be required to sign a release of the employee's claim or right to file a claim against TCOE or a nondisparagement agreement or other document that has the purpose or effect of preventing the employee from disclosing information about harassment, discrimination, or other unlawful acts in the workplace, including any conduct that the employee has reasonable cause to believe is unlawful. (Government Code 12964.5)

Any employee or job applicant who believes that he/she has been or is being discriminated against or harassed in violation of county office policy should, as appropriate, immediately contact his/her supervisor, the Coordinator, or the County Superintendent who shall advise the employee or applicant about the county office's procedures for filing, investigating, and resolving any such complaint.

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.



Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Coordinator or County Superintendent as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately.

The County Superintendent or designee shall use all appropriate means to reinforce TCOE's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other prohibited conduct, how to respond appropriately, and components of the county office's policies and regulations regarding discrimination. The County Superintendent or designee shall regularly review TCOE's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

Any county office employee who engages in prohibited discrimination, harassment or retaliation or who aids, abets, incites, compels or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

The county office shall maintain and preserve all applications, personnel, membership, or employment referral records and files for at least four years after the records are initially created or received or, for an applicant or a terminated employee, for four years after the date the employment action was taken. However, when the county office is notified that a complaint has been filed with the California Civil Rights Department, records related to the employee involved shall be maintained and preserved until the later of the first date after the time for filing a civil action has expired or the first date after the complaint has been fully and finally disposed of and all administrative proceedings, civil actions, appeals, or related proceedings have been terminated. (Government Code 12946)

*Legal Reference:*

EDUCATION CODE

200-262.4 – Prohibition of discrimination

CIVIL CODE

51.7 – Freedom from violence or intimidation

GOVERNMENT CODE

11135 – Unlawful discrimination

12900-12996 – Fair Employment and Housing Act

PENAL CODE

422.56 – Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 – Discrimination in employment

11023 – Harassment and discrimination prevention and correction

11024 – Required training and education on harassment based on sex, gender identity and expression, and sexual orientation

11027-11028 – National origin and ancestry discrimination

CODE OF REGULATIONS, TITLE 5

4900-4965 – Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 – Title IX of the Education Amendments of 1972; discrimination based on sex

UNITED STATES CODE, TITLE 29

621-634 – Age Discrimination in Employment Act

794 – Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 – Title VI, Civil Rights Act of 1964, as amended

2000e-2000e-17 – Title VII, Civil Rights Act of 1964, as amended  
2000ff-2000ff-11 – Genetic Information Nondiscrimination Act of 2008  
2000h-2-2000h-6 – Title IX, of the Civil Rights Act of 1964  
6101-6107 – Age discrimination in federally assisted programs  
12101-12213 – Americans with Disabilities Act  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.101-35.190 – Americans with Disabilities Act  
CODE OF FEDERAL REGULATIONS, TITLE 34  
100.6 – Title VI; Compliance information  
104.7 – Section 504; Designation of responsible employee and adoption of grievances procedures  
104.8 – Notice of Nondiscrimination on the Basis of Handicap  
106.8 – Designation of coordinator; dissemination of policy, and adoption of grievance procedures  
110.1-110.39 – Nondiscrimination on the basis of age

COURT DECISIONS

*Kennedy v. Bremerton* (2022) 142 S.Ct. 2407  
*Thompson v. North American Stainless LP* (2011) 562 U.S. 170  
*Shephard v. Loyola Marymount* (2002) 102 Cal.App.4<sup>th</sup> 837

*Management Resources:*

U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Know Your Rights: Workplace Discrimination is Illegal, October 2022

EEOC Compliance Manual

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

*Management Resources (continued):*

WEBSITES

U.S. Department of Labor, Office of Federal Contract Compliance Program:

<https://www.dol.gov/agencies/ofccp/executive-order-11246>

California Civil Rights Department: <https://calcivilrights.ca.gov/>

U.S. Department of Education, Office for Civil Rights: <http://ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

Policy Adopted: 7/16/07

Tulare County Superintendent of Schools  
Visalia, CA

Revised: 6/10/2015

Revised: --/--/2024

**Personnel - All Personnel**

**Nondiscrimination in Employment**

Unlawful discrimination or harassment of an individual includes:

1. Slurs, epithets, threats, or verbal abuse.
2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures.
3. Unwelcome jokes, stories, teasing or taunting.
4. Any other verbal, written, visual or physical conduct against the individual which:
  - a. Adversely affects his/her employment opportunities, or
  - b. Has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive work environment.

Any employee or job applicant who feels that he/she has been or is being unlawfully discriminated against or harassed should immediately contact his/her supervisor, the Nondiscrimination Coordinator or the County Superintendent in order to obtain procedures for reporting a complaint. Such complaints shall be filed in accordance with AR 4031 – Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor when the supervisor is the alleged offender.

Any supervisor who receives a discrimination/harassment complaint shall immediately notify the Nondiscrimination Coordinator or the County Superintendent, who shall ensure that the complaint is appropriately investigated in accordance with county office policy and regulations.

The County Superintendent or designee shall ensure that annual training is provided to all employees regarding the issues of discrimination.

Regulation Approved:  07

  
Tulare County Superintendent of Schools  
Visalia, CA

**TULARE COUNTY**  
**OFFICE OF EDUCATION**  
**Administrative Regulation**

Personnel – All Personnel  
**AR 4030**  
**Nondiscrimination in Employment**

**Nondiscrimination in Employment**

All allegations of discrimination in employment, including those involving an employee, job applicant, intern, volunteer, or other person contracted to provide services to the Tulare County Office of Education (TCOE) shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

The County Superintendent designates the position identified below as its coordinator for nondiscrimination in employment to organize and manage the county office’s efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the county office’s nondiscrimination policies. The coordinator may be contacted at:

Assistant Superintendent, Human Resources  
(position or title)  
6200 S. Mooney Blvd., Visalia CA 93277  
(physical address)  
P.O. Box 5091, Visalia CA 93278-5091  
(mailing address)  
(559) 733-6306  
(telephone number)  
[dedi.somavia@tcoe.org](mailto:dedi.somavia@tcoe.org)  
(email)

**Measures to Prevent Discrimination**

To prevent unlawful discrimination, harassment, and retaliation in TCOE employment, the County Superintendent or designee shall implement the following measures:

1. Display in a prominent and accessible location at every work site where the county office has employees, and post electronically in a conspicuous location on computers for employee use, up-to-date California Civil Rights Department (CRD) posters on the prohibition of workplace discrimination and harassment, the rights of transgender employees, and the rights and obligations of employees who are pregnant, have a related medical condition, or are recovering from childbirth (Government Code 12950; 2 CCR 11013, 11023, 11049)
2. Publicize the county office's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by:
  - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

- b. Posting them in all TCOE schools and offices, including staff lounges and other prominent locations
    - c. Posting them on TCOE's web site and providing easy access to them through TCOE-supported social media, when available
  3. Disseminate TCOE's nondiscrimination policy and administrative regulation to all employees by one or more of the following methods: (2 CCR 11023)
    - a. Printing and providing a copy to all employees, with an acknowledgment form for each employee to sign and return
    - b. Sending a copy via email with an acknowledgment return form
    - c. Posting a copy on the TCOE intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
    - d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session
    - e. Any other way that ensures employees receive and understand the policy
  4. Provide training regarding TCOE's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made
  5. Periodically review TCOE's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure TCOE compliance with law
  6. For any TCOE facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce (2 CCR 11023)

### **Complaint Procedure**

Complaints of sexual harassment shall be investigated and resolved in accordance with AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures if the alleged conduct meets the definition of sexual harassment pursuant to 34 CFR 106.30.

Any other complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant may inform a direct supervisor, the coordinator, the County Superintendent or, if available, a complaint hotline or an ombudsman. The complainant's direct supervisor may be bypassed in filing a complaint when the supervisor is the subject of the complaint.

The complainant may first attempt to resolve the situation informally with the complainant's supervisor before filing a written complaint.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, any available evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment upon receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe TCOE's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. The coordinator shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be disclosed as necessary to conduct an effective investigation.

If the coordinator determines that a detailed fact-finding investigation is necessary, the investigation shall begin immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out the investigation or to protect employee safety, the coordinator may discuss the complaint with the County Superintendent or designee, county office legal counsel, or the county office's risk manager.

The coordinator shall also determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed in order to prevent further incidents. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. Written Report on Findings and Remedial/Corrective Action: No more than 30 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of the findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report shall also include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the

complainant, and ensure that retaliation or further discrimination or harassment is prevented. The report shall be presented to the County Superintendent or designee.

A summary of the findings shall be presented to the complainant and the person accused.

### **Other Remedies**

In addition to filing a discrimination or harassment complaint with TCOE, a person may file a complaint with either CRD or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. For filing a complaint with CRD alleging a violation of Government Code 12940-12952, within three years of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960 (Government Code 12960)
2. For filing a complaint with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. For filing a complaint with EEOC after first filing a complaint with CRD, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by CRD, whichever is earlier (42 USC 2000e-5)

~~Unlawful discrimination or harassment of an individual includes:~~

- ~~1. Slurs, epithets, threats, or verbal abuse.~~
- ~~2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures.~~
- ~~3. Unwelcome jokes, stories, teasing or taunting.~~
- ~~4. Any other verbal, written, visual or physical conduct against the individual which:
  - ~~a. Adversely affects his/her employment opportunities, or~~
  - ~~b. Has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive work environment.~~~~

~~Any employee or job applicant who feels that he/she has been or is being unlawfully discriminated against or harassed should immediately contact his/her supervisor, the Nondiscrimination Coordinator or the County Superintendent in order to obtain procedures for reporting a complaint. Such complaints shall be filed in accordance with AR 4031—Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor when the supervisor is the alleged offender.~~

~~Any supervisor who receives a discrimination/harassment complaint shall immediately notify the Nondiscrimination Coordinator or the County Superintendent, who shall ensure that the complaint is appropriately investigated in accordance with county office policy and regulations.~~

~~The County Superintendent or designee shall ensure that annual training is provided to all employees regarding the issues of discrimination.~~

Regulation Approved: 7/16/07

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Tulare County Superintendent of Schools  
Visalia, California

Revised: --/2024



# TULARE COUNTY OFFICE OF EDUCATION

## Administrative Regulation

Personnel – All Personnel  
**AR 4030**  
**Nondiscrimination in Employment**

### Nondiscrimination in Employment

All allegations of discrimination in employment, including those involving an employee, job applicant, intern, volunteer, or other person contracted to provide services to the Tulare County Office of Education (TCOE) shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

The County Superintendent designates the position identified below as its coordinator for nondiscrimination in employment to organize and manage the county office's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the county office's nondiscrimination policies. The coordinator may be contacted at:

Assistant Superintendent, Human Resources

(position or title)

6200 S. Mooney Blvd., Visalia CA 93277

(physical address)

P.O. Box 5091, Visalia CA 93278-5091

(mailing address)

(559) 733-6306

(telephone number)

[dedi.somavia@tcoe.org](mailto:dedi.somavia@tcoe.org)

(email)

### **Measures to Prevent Discrimination**

To prevent unlawful discrimination, harassment, and retaliation in TCOE employment, the County Superintendent or designee shall implement the following measures:

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2. Publicize the county office's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.8)
  - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

- b. Posting them in all TCOE schools and offices, including staff lounges and other prominent locations
    - c. Posting them on TCOE's web site and providing easy access to them through TCOE-supported social media, when available
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    - b. Sending a copy via email with an acknowledgment return form
    - c. Posting a copy on the TCOE intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
    - d. Discussing the policy and regulation with employees upon hire and/or during a new hire orientation session
    - e. Any other way that ensures employees receive and understand the policy
  4. Provide training regarding TCOE's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made
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2. For filing a complaint with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. For filing a complaint with EEOC after first filing a complaint with CRD, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by CRD, whichever is earlier (42 USC 2000e-5)

Regulation Approved: 7/16/07

\_\_\_\_\_  
Tulare County Superintendent of Schools  
Visalia, California

Revised: --/2024