

REGULAR BOARD MEETING

06/14/2023 [03:00 PM]

REGULAR BOARD MEETING OF JUNE 14, 2023

For the Regular Board Meeting of June 14, 2023, 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. 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 -- Consideration and Approval

- a. Approval of Minutes for the Regular Board Meeting of May 10, 2023, 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. Acceptance of Donation from Rick's Vending & Distributing (\$553) for AcCEL, Tulare CBI, Encl. No. 5
- f. Acceptance of Donation from The Trophy Shoppe (\$542.34) for Science Fair Student Event, Encl. No. 6

4.b. New Business

4.b.a. CLOSED SESSION: Interdistrict Attendance Appeal, Woodlake to Exeter (Case No. 22/23-01) - Dr. Fernie Marroquin

[Pursuant to the Federal Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, it may be necessary for the Board to adjourn to closed session in order to prevent the disclosure of student records or personally identifiable information contained therein.]

4.b.b. OPEN SESSION -- Case No. 22/23-01 -- Action on Interdistrict Attendance Appeal -- Dr. Fernie Marroquin

4.b.c. Consideration and Approval, Amendment - Department of Health Care Services 21-10068 - A04 (\$5,000,000) -- **Tim A. Hire**, Encl. No. 7

4.b.d. First Reading, Board Policy 6142.7 - Physical Education and Activity -- **Dedi Somavia**, Encl. No. 8

4.b.e. Consideration and Approval, Tobacco Use Prevention Education for Grades Six through 12, Tier 2 Grant (\$2,431,773) -- **K.C. Pearce**, Encl. No. 9

4.b.f. Consideration and Approval, Adopt 2022-2023 Library and Multimedia Material Collection -- **Samantha Tate**, Encl. No. 10

4.b.g. Consideration and Approval, 2023-2024 Local Control and Accountability Plan (LCAP) for TCOE Schools-Court/Community/Special Education -- **Sarah Hamilton**, Encl. No. 11

4.b.h. Consideration and Approval, 2023-2024 Local Control and Accountability Plan (LCAP) for University Preparatory High School -- **Eric Thiessen**, Encl. No. 12

4.b.i. Consideration and Approval, 2023-2024 Local Control and Accountability Plan (LCAP) for La Sierra Military Academy -- **Jose Bedolla**, Encl. No. 13

4.b.j. Consideration and Approval, Local Control and Accountability Plan/Every Student Succeeds Act Federal Addendum -- **John Davis**, Encl. No. 14

4.b.k. Present Update on the Local Indicators for TCOE Schools - Court/Community/Special Education -- **Sarah Hamilton**, Encl. No. 15

4.b.l. Present Update on the Local Indicators for University Preparatory High School -- **Eric Thiessen**, Encl. No. 16

4.b.m. Present Update on the Local Indicators for La Sierra Military Academy -- **Jose Bedolla**, Encl. No. 17

4.b.n. Present the County Office Summary Report to LEAs with their LCAPS and Differentiated Assistance -- **Dr. Martin Frolli**, Encl. No. 18

4.b.o. Present the Official Notification of Findings (NOF) Report for the Tulare County Office of Education Federal Program Monitoring (FPM) Review -- **Gabriela Guzman**, Encl. No. 19

- 4.b.p.** Consideration and Approval, UPK (Universal PreKindergarten) Mixed Delivery Planning Grant (\$374,350) -- **Julie Berk**, Encl. No. 20
- 4.b.q.** Public Hearing, Adoption of 2023-2024 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA -- **Tammy Bradford**, Encl. No. 21
- 4.b.r.** Consideration and Adoption, 2023-2024 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA -- **Tammy Bradford**, Encl. No. 22
- 4.b.s.** Consideration and Approval, 2023-2024 School Plan for Student Achievement for Court Schools -- **Sarah Hamilton**, Encl. No. 23
- 4.b.t.** Consideration and Approval, 2023-2024 School Plan for Student Achievement for Community Schools -- **Sarah Hamilton**, Encl. No. 24
- 4.b.u.** Consideration and Approval, 2023-2024 School Plan for Student Achievement for Special Education -- **Sarah Hamilton**, Encl. No. 25
- 4.b.v.** Consideration and Adoption, Resolution No. 22/23-26 for Spending Determination for Funds Received from the Education Protection Account (EPA) for 2023-2024 -- **Jody Arriaga**, Encl. No. 26
- 4.b.w.** Consideration and Approval, Adoption of the 2023-2024 Tulare County Office of Education Budget -- **Dr. Fernie Marroquin**, Encl. No. 27
- 4.b.x.** Consideration and Approval, Adoption of Resolution Numbers 22/23-27 and 22/23-28, Temporary Loans to School Districts and Charter Schools, 2023-2024 and 2024-2025 -- **Dr. Fernie Marroquin**, Encl. No. 28
- 4.b.y.** Public Hearing, Per Government Code Section 4217.10--4217.18, Proceeding with a Solar Generation, Battery Storage System, and Electric Vehicle Charging Program -- **Jeff Ramsay**, Encl. No. 29
- 4.b.z.** Consideration and Approval, Resolution No. 22/23-29, Findings for Government Code Section 4217 and Facility Solutions Agreement with SiteLogiq -- **Jeff Ramsay**, Encl. No. 30

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

- a. **July 19, 2023 - 3:00 p.m.**

7. ADJOURNMENT

TULARE COUNTY BOARD OF EDUCATION
MINUTES

The Tulare County Board of Education met on Wednesday, May 10, 2023, at 3:00 p.m. for a regular board meeting in the Redwood CDEF meeting room at the Jim Vidak Education Center, 6200 S. Mooney Boulevard, Visalia, California.

PRESENT	Tom Link, President
Board Members	Joe Enea, Vice President
	Judy Coble
	Debby Holguin
	Celia Maldonado-Arroyo
	Chris Reed
	Tony Rodriguez
	Tim A. Hire, Ex-Officio Secretary
 PRESENT	 Rob Herman, Communications Director
Staff Members	Marlene Moreno, Executive Assistant to the Superintendent
	Jeff Ramsay, Director, General Services
	Dedi Somavia, Assistant Superintendent, Human Resources
	Dr. Fernie Marroquin, Assistant Superintendent, Business Services
	Tammy McKean, Assistant Superintendent, Special Services
	Kevin Jessee, SELPA Compliance Officer, Special Services
	Sarah Hamilton, Administrator II, Special Services
	Lisa Lemus, Administrator, LSS
	Eric Thiessen, Principal, UPHS
	Jose Bedolla, Principal, La Sierra Military Academy
	Julie Berk, Assistant Superintendent, Student Support Services
	Jody Arriaga, Director, Internal Business
	John Davis, Administrator, LSS
	John Alvarez, Administrator, LSS
	Anthony Paz, Helpdesk Support Specialist
	Freddy Reyes, Helpdesk Support Specialist
	Bill Davis, Administrator, College and Career
	Susan Wendt, CBI Teacher, Special Services
 GUESTS	 Guests as listed in the register including Lucy Van Scyoc and Josh Whiteside.
 CALL TO ORDER	 Tom Link welcomed everyone and called the meeting to order. Debby Holguin led the Pledge of Allegiance.
 ADA ACCOMMODATIONS	 Tom Link reported that ADA accommodations had been met.

PUBLIC COMMENT	Members of the public did not address any matter of jurisdiction.
CONSENT CALENDAR	It was moved by Enea, seconded by Coble to approve the consent calendar: minutes for the Regular Board Meeting of April 12, 2023, and the Special Board Meeting of April 12, 2023, Countywide Registration of Credentials, Temporary County Certificates, and Emergency Permits and donations from Kiwanis Club and Rick's Vending & Distributing. Motion carried with the following votes: Ayes: Enea, Coble, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.
STUDENT RECOGNITION – THOMAS ROSA	Bill Davis brought attention to Thomas Rosa, a senior at El Diamante High School. He was elected as the California State FFA Sentinel. He will be representing 95,000 FFA students for the state of California. He will be majoring in Ag Business. The Board and Mr. Hire congratulated Thomas. Mr. Rosa was presented a certificate of honor.
PRESENTATION OF TULARE JT. UNION HIGH SCHOOL DISTRICT	<p>Superintendent Lucy Van Scyoc spoke to the Board about Tulare Joint Union High School District. This district consists of eight high schools with 5,745 students. The district's priorities, LCAP, Career Pathways, and Support Systems goals were highlighted. Last year's graduation rate for TJUHSD was 97.1% and a dropout rate of 2%. Lucy also reported that this year's attendance rate is 94.8%. They are looking forward to a wood/auto shop and aquatics complex at Mission Oak in the near future.</p> <p>The Board and Superintendent Hire thanked Mrs. Van Scyoc for her great presentation.</p>
IDEA611 LOCAL ASSISTANCE ENTITLEMENTS GRANT 2022-2023	Tammy Bradford asked the Board to approve the 2022-2023 IDEA611 Local Assistance Entitlements Grant for \$19,593,172. It was moved by Maldonado-Arroyo, seconded by Holguin to approve the 2022-2023 IDEA611 Local Assistance Entitlements Grant. Motion carried with the following votes: Ayes: Enea, Coble, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.
CERTIFY ATTENDEES FOR 2022-2023 FOR SUPERVISOR OF ATTENDANCE CERTIFICATION TRAINING PROGRAM	Lisa Lemus requested the Board approve the list of certified attendees for completion of the 2022-2023 Supervisor of Attendance Certification Training Program. Listed for approval were: Blake White, Troy Hayes, Monique Caraveo, Perla Soria, Maria Arroyo, Jesse Sanchez, Irma Padilla, Ken Stovall, Alejandra Ceja, Beatriz Sanchez, Chris Sanchez, Christopher, Juarez, Deanna Cruz, Emily Koop, Enedina Gasca, Jeff Wimp, Laura Barba, Laura Byrd, Lydia Ortiz, Mercedes Rosales, Norma Guerra, Ofelia Armendariz, Reina Rice, Samantha Iniguez, Erika Lopez, M. Cecelia Espinoza, Michelle Etchegoinberry, Sherry Martin, Julia Reese, Corinna Perez, Marilu Martinez, Dolores Gonzalez, David Frankiewicz, Ricardo Stevens, Dr. Emily Valdez-Rodriguez, Kelley Mehrten, Gloria Burris, Stacey Bettencourt, Cynthia Mora, Jodi Mixer, Joseph Andrade, Johanna Ayon, Brenda Diaz, Edwin Castillon, Gabriela Flores, Jesus Medina Jr., John Tapia, Raquel Herrera, Sandra Polk, Sonia Muniz, Rudy

Cardona, and Steve Scott. It was moved by Reed, seconded by Holguin to approve the 2022-2023 Supervisor of Attendance Certification Training Program list. Motion carried with the following votes: Ayes: Enea, Coble, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

AMENDMENT –
CALIFORNIA
DEPARTMENT OF
PUBLIC HEALTH
CONTRACT 23-10303

Tim Hire presented the amendment for the California Department of Public Health Contract, 23-10303. The amount of this contract will be \$2,200,000 to continue the no gambling campaign work for five more years. It was moved by Enea, seconded by Rodriguez to approve the amendment for the California Department of Public Health Contract, 23-10303. Motion carried with the following votes: Ayes: Enea, Coble, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

WILLIAMS/
VALENZUELA
UNIFORM
COMPLAINT REPORT,
1ST QUARTER

Dedi Somavia presented the Williams/Valenzuela Uniform Complaint Report for the 1st Quarter of 2023 to the Board. There was one finding from Dinuba Unified School District, indicating that a restroom was closed and should have been open for use. Another complaint received was that the Bob Mathias Stadium did not have ramps for wheelchair bound people. There is a ramp located on the home side for wheelchairs.

This item is informational only.

PUBLIC HEARING,
LCAP FOR TCOE
COURT/
COMMUNITY,
SPECIAL EDUCATION
FOR 2023-2024

Mr. Link opened a public hearing at 3:37 p.m. for the LCAP for TCOE Court/Community and Special Education. John Alvarez explained to the Board that a public hearing is needed to let folks provide information about our schools. Kevin Jessee said that there are areas where we can improve (i.e., attendance). The graduation rate and parent involvement has increased. The public hearing was closed at 3:42 p.m. All LCAPs will be brought to the Board next month for approval.

PUBLIC HEARING OF
LCAP FOR
UNIVERSITY
PREPARATORY HIGH
SCHOOL (UPHS) FOR
2023-2024

Tom Link opened a public hearing at 3:43 p.m. for the LCAP report for 2023-2024 for UPHS. Eric Thiessen advised there are a good number of students taking COS classes and are on honor roll. Their attendance was down last semester but currently is at 98%. Mr. Enea asked if attendance was affected because COS attendance was down. Mr. Thiessen didn't think that was why. He said parents weren't sure whether to send the students to school or not because the students were sick. The public hearing was closed at 3:47 p.m.

PUBLIC HEARING OF
LCAP FOR LA SIERRA
MILITARY ACADEMY
for 2023-2024

President Link opened a public hearing at 3:47 p.m. for the LCAP report for La Sierra Military Academy. Jose Bedolla advised that they applied and received a \$200,000 grant for LSMA. Attendance is at 92% this year. At LSMA, Algebra II is offered. They are hoping to offer Trigonometry math level next year. No other public comment was received. The public hearing was closed at 3:50 p.m.

PRESENTATION OF
THE 2023-2024
PROPOSED BUDGET
FOR TULARE
COUNTY OFFICE OF
EDUCATION

Jody Arriaga presented the 2023-2024 Proposed Budget for TCOE. She thanked the Board for all their support during the past year. Jody advised the Board that what she would be presenting today would be changing due to the May Revise at the end of May.

Jody gave a review of the budget assumptions which were shown to have CSSF revenues of an estimated beginning fund balance of \$72,803,560.64 and restricted expenditures of \$217,061,493. The result will be an estimated ending fund balance of \$74,338,071.64. The Early Childhood Education Revenues of \$78,684,340 and expenditures of \$79,164,533 were shown with an ending fund balance of \$2,177,137.15. 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.

Mrs. Arriaga thanked Mr. Hire for the past year for his outstanding leadership and support that he has given to her and her department. President Link and Superintendent Hire thanked Jody and her staff for a great detailed report. This was an informational item only.

PUBLIC HEARING
FOR THE 2022-2023
PROPOSED TULARE
COUNTY OFFICE OF
EDUCATION BUDGET

Tom Link opened the public hearing at 4:08 p.m. Dr. Fernie Marroquin thanked Jody and her staff for preparing all the information for the presentation. No public comments were received. Mr. Link closed the public hearing at 4:08 p.m.

ADOPTION OF
RESOLUTION NO.
22/23-24 SCHOOL
FACILITY PROGRAM
BOND AUTHORITY IS
CURRENTLY
EXHAUSTED

Jeff Ramsay advised the Board that we are building a special services classroom. Today is the first step in obtaining funding for this project. The state bond has been exhausted which means we will have to wait even longer for funding. However, now this project will be placed on the "Applications Received Beyond Bond Authority List." Mr. Ramsay asked the Board for approval of Resolution No. 22/23-24. It was moved by Rodriguez, seconded by Maldonado-Arroyo to adopt Resolution No. 22/23-24. Motion carried with the following votes: Ayes: Enea, Coble, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

ADOPTION OF
RESOLUTION NO.
22/23-25 BRIDGE
FINANCING FOR
DINUBA HIGH
SCHOOL MODULAR
CLASSROOM

Jeff Ramsay asked for the Board to approve and adopt Resolution No. 22/23-25 to obtain Bridge Financing for a modular classroom at Dinuba High School that would enable Special Services funds to pay for this project upfront. From experience, Mr. Ramsay said we usually get the funding, or we will pay for the project ourselves, then the state will reimburse us. We are taking this out of the Special Services general fund for now. The estimated cost will be about one million dollars. It was moved by Reed, seconded by Enea to approve the adoption of Resolution No. 22/23-25. Motion carried with the following votes: Ayes: Enea, Coble, Holguin, Link, Maldonado-Arroyo, Reed, and Rodriguez.

**SUPERINTENDENT'S
REPORT**

Superintendent Hire mentioned the list of graduations in the Board's folder. Tom pointed out the overlap of UPHS and LSMA graduations being on the same date. Tim thanked the board members who were able to attend the 30th annual Support Staff Conference with keynote speaker Thomas Murray. The 2023 Excellence in Education winners were announced last month: Tammy Bradford for the Administrator/Manager of the Year, Jennifer Powers for Teacher of the Year, and Sonya Lopez for the School Employee of the Year.

Tim reported that he worked as a business service tech in our business office, worked in a kitchen out in Dinuba and instructional aide in one of our Special Ed classes. He did these jobs for employees whose tickets were drawn as raffle winners from our 2022 Convocation. The Redwood Center Café will be closed for the summer.

At the June board meeting, we will be celebrating retirees.

Mr. Hire was at a conference this past Saturday at SCICON. He was happy to report that the water level has receded considerably. We have yet to see any snow melt effects. The small walking bridges that were destroyed by the water, most have been repaired. The damaged trails have not been worked on. Jeff Ramsay and M&O staff have been so helpful cleaning up the SCICON campus. Tim didn't think that the snow melt would cause the amount of damage the storm made in March.

**NEXT SCHEDULED
MEETING**

June 14, 2023, at 3:00 p.m.

ADJOURNMENT

Meeting was adjourned at 4:25 p.m.

CREDENTIALS REGISTERED

June 14, 2023

230105809	SUBP	EM	ACOSTA YAJAIRA CELITE M
230098086	TC13	SL	AGUILAR GABRIELA
230122162	TC2	CL	ALAFIA ARCELIA V
230111687	SUBP	EM	ALANIS MELISSA
230097862	TC3S	P5	ALCANTAR MAYLEEN
230101767	TC2	P5	ALFARO GONZALEZ MONICA
230106838	TC1	IN	ALGHONAYM AMARA C
230111528	TC2	CL	ALMEIDA DEBBIE M
230120495	TC2	CL	ALVARADO ARACELI
230118884	SC1A	CE	ALVARADO JESUS J
230116274	SUBP	EM	ALVARADO OLEA JESSICA
230115449	TC2	CL	ALVAREZ GUADALUPE T
230125573	SUBP	EM	ALVAREZ JOCELYN
230110534	TC1	CL	AOKI MARISA R
230102129	SUBP	EM	ARDEN TAYLOR R
230099790	P12C	CD	ARREOLA-TORRES VICTORIA
230115172	SUBP	EM	ATKINS STACY L
230096998	TC2	CL	AVILA KRISTIN C
230106099	SUBP	EM	AYON ZENaida
230099642	P12C	CD	BAHENA JESSICA M
230117642	SC1A	CL	BAHRENBURG NATHAN J
230117641	TC2	CL	BAHRENBURG NATHAN J
230096472	SUBP	EM	BALANGUE HAILEY
230119318	SUBP	EM	BALASTEGUI MILTON
230105681	SUBP	EM	BARAJAS CISNEROS LEIDY A
230104513	SUBP	EM	BARRAZA DIANA B
230118149	TC2	CL	BEDOYA EDWARD J
230058061	TC1	CL	BEETH DANIELLE
230098111	TC1	CL	BELMAN MEREDITH E
230106855	CTE	CL	BENITEZ DANIEL
230103923	TC2	CL	BETANCOURT SUSAN L
230115652	SUBP	EM	BIANCHI-BANE AMY M
230128024	TC3S	IN	BLACK ALYSSA
230113420	TC2	CL	BLACK SUSAN R
230124439	SUBP	EM	BLANKENSHIP CRISTINA A
230100101	TC1	CL	BODINE BETTY J
230121502	SUBP	EM	BOLLAND KEARA D
230113777	TC2	CL	BORDI CYNTHIA M
230113691	SC1A	CL	BORGES MICHELE H

230113690	TC1	CL	BORGES MICHELE H
230108526	TC2	CL	BOULTON SARAH L
230116808	TC1	CL	BOWERS DEANNA P
230124686	SC1A	CL	BUKOSKY ANDREW E
230124683	TC1	CL	BUKOSKY ANDREW E
230124685	TC3H	CL	BUKOSKY ANDREW E
230111460	SC1A	CL	BULLER MYRON K
230111442	TC2	CL	BULLER MYRON K
230118843	SUBP	EM	BURGESS CARSTEN M
230111593	SUBP	EM	BYRD SHELBY C
230119685	SUBP	EM	CALVILLO MARJORIE
230117665	TC2	CL	CAMPBELL DEANNA D
230098650	SUBT	EM	CAMPOS GRACIELA
230057391	TC1	CL	CAMPOS WENDY
230113622	SC1A	CL	CARDONA RUDY W
230114416	SUBP	EM	CARMONA JOESAIGH
230117744	SUBP	EM	CARRANZA BERTHA A
230075215	SUBP	EM	CARRERA REYNA
230119685	SUBT	EM	CARRION NATHAN
230119706	SUBT	EM	CARRION NATHAN M
220289530	TC2	CL	CARRIZOZA CANDY
230121055	TC2	CL	CASAS FRANK
230121094	TC2	CL	CASAS MARY A
230101207	SUBP	EM	CASE KRISTIN
230102137	SUBP	EM	CASIMIRO ERICA
220271262	TC2	CL	CASTILLO MARIA
230115162	TC1	CL	CASTLE COURTNEY L
230115168	TC3A	CL	CASTLE COURTNEY L
230116037	SC1A	CL	CASTLE COURTNEY L
230097817	TC2	IN	CASTRO CANCHOLA MARIA D
230110584	TC2	CL	CASTRO MARISSA M
230121435	SUBP	EM	CEJA ALMA
230099001	SUBP	EM	CERVANTES AVILEZ ALEJANDRA
230110725	TC2	CL	CERVANTES SANTIAGO
230104314	TC2	CL	CHANG MARY J
230099655	P12C	CD	CHANG XIONG
230097664	SC5	CL	CHAO KIM F
230116838	TC14	ML	CHAPMAN KRISTIN
230119716	SUBT	EM	CISNEROS ANA
230102036	SC3A	CL	COCHRAN TAMARA S
230124774	TC1	CL	COLES DAVID M
230123627	TC2	CL	COLEY CHRISTINE A
230102197	TC2	CL	COLLINS KERRY O
230109110	SC4	CL	COLLINS MATTHEW A
230098046	SUBP	EM	COOMBS CHRISTINE H
230125582	SUBT	EM	CORNEJO JAMILET
230113558	SC5	CL	CORNEJO-ESPINOZA CAROLINA

230097960	SUBP	EM	CORREA STEPHEN
230096826	TC3S	CL	COX STEPHEN R
230096825	SUBP	EM	COX STEPHEN R
230110295	SC8	CL	CULBERTSON KATHERINE J
230106326	TC1	CL	CYMORE-GILBERT CORINNA A
230106325	TC2	CL	CYMORE-GILBERT CORINNA A
230097845	TC2	IN	DAVALOS ALEJANDRA
230123662	TC2	CL	DE ROMA DAMON A
230115422	TC2	CL	DECHANCE JILLAINA A
230117582	SC1A	CL	DEISMAN KATHRYN H
230112068	TC2	P5	DELGADILLO BRENDA N
230113698	TC13	SL	DELGADILLO SALAS MANUELA
230119049	TC2	CL	DELGADO SALINAS DIANA G
230112786	SUBP	EM	DEMERATH ZACHARY W
230128995	SUBP	EM	DIAZ RODRIGUEZ, ALEJANDRO
230108461	SC1A	CL	DOANE DENNIS E
230108460	TC2	CL	DOANE DENNIS E
230114323	TC1	CL	DOE JAMES E
230110744	TC1	CL	DOMINGCIL JOHN D
230115394	TC2	CL	DORRELL CARA N
230099278	SC3A	CL	DUTCH SANDRA R
230114877	TPSL	TL	DUVAL AMBER
230125485	TC1	CL	ELAM- LYONS JEANNETTE R
230121605	SUBP	EM	ELICK MADISON T
230115543	TC2	CL	ENNIS NALY N
220240092	TC1	CL	ESPINO MIGUEL
230122224	SC1A	CL	ESPINO MIGUEL A
230100262	SC1A	CL	FACIO JESSICA
230100260	TC2	CL	FACIO JESSICA
230102757	SUBP	EM	FACUNDO ADAM
230098897	TC2	P5	FARFAN RUIZ MARIA P
230014061	TC2	CL	FARISS AMANDA
230112082	SUBP	EM	FERNANDEZ HERNANDEZ MELISSA
230104267	SUBP	EM	FIGUEROA ELIZABETH
230105749	SC8	CL	FLORES CAROLYN
230096753	TC1	CL	FOSTER CAROL L
230096754	TC2	CL	FOSTER CAROL L
230097119	TC3S	CL	FRALEY REBECCA K
210010121	TC3S	L2	FRANCO ALVARO
210010129	SC1A	CL	FRANCO ALVARO
230109614	TC2	CL	FREDERICK STEVEN M
230121324	TC2	CL	FREDIANI SUMMER E
230107982	SUBP	EM	FREITAS STEVEN C
230111158	TC1	CL	FROULA JUSTIN D
230105317	TC1	CL	GAEBE MEGAN M
230128329	SA13	EM	GALINDO SUZY
230118882	SC1A	CE	GARAY MEGAN A

230117921	SUBP	EM	GARCIA BRANDI R
230101193	TC2	CL	GARCIA CASSANDRA K
230103089	TC2	CL	GARCIA DIANE
190257578	TC1	P5	GARCIA ELISSA
23009317	SA12	CL	GARCIA ELISSA
230130202	SUBT	EM	GARCIA-AMBRIZ CESSY
230100189	TC2	CL	GARVER BRENDA E
230100124	SUBP	EM	GARZA REYNALDO
230011933	TC2	CL	GASCA PATRICIA
230015586	TC1	P5	GERMANETTI TAYLOR
230015678	TC3A	CL	GERMANETTI TAYLOR
230125084	TC2	CL	GIL-AGUILAR RICARDO
230112946	TC2	CL	GILBERT SYDNEY M
230112947	TC3G	CL	GILBERT SYDNEY M
230109836	TC1	CL	GILSTER JOEL A
230121503	SUBP	EM	GOMEZ ESTRADA ROSA
W23001175	SC1A	WV	GOMEZ JAVIER
230115247	P12C	CD	GOMEZ LEDESMA MARIA M
230112661	TC1	CL	GOMEZ REUBEN T
230108626	SUBP	EM	GOMEZ YESENIA
230120947	SC1A	CL	GONZALES ANGELINA M
230120945	TC1	CL	GONZALES ANGELINA M
230106910	SUBP	EM	GONZALES EMILY
230103854	TC4V	CL	GONZALES II JOHN
230111743	TC2	P5	GONZALEZ BRITTANY A
230119713	SUBT	EM	GONZALEZ JASMINE
230008151	TC2	CL	GONZALEZ JAVIER
230008152	SC1A	CL	GONZALEZ JAVIER
230117281	SUBP	EM	GONZALEZ-BRAVO DAISY
230110601	TC3S	L2	GOWETT SHIRLEY J
190133460	SC1A	CL	GREEN REGINA
190126022	TC2	CL	GREEN REGINA
230005540	TC2	CL	GUILLEN-GONZALEZ JESSICA
230108472	SUBP	EM	GUNNING CAYLA M
230112478	TC2	CL	GUTIERREZ BELEN
230103546	SUBP	EM	GUTIERREZ BRENDA
230130164	SUBP	EM	GUTIERREZ LIZETTE
230108447	TC10	SL	GUTIERREZ WENDOLIN
230123280	SUBP	EM	GUZMAN MARIA A
230099405	SUBE	EM	HACHEE JANICE
230106668	TC2	CL	HALL MICHELE R
230118371	TC2	CL	HANNA BRIDGET A
230104551	SUBP	EM	HARRISON AALIYAH D
230119637	TC3G	CL	HARRISON DIANNE W
230119654	TC3H	CL	HARRISON DIANNE W
230106800	SA13	EM	HASKILL JENNIFER
210154338	TC2	P5	HERNANDEZ EDGAR

230104665	P12C	CD	HERNANDEZ FELICIA
230096454	SUBP	EM	HERNANDEZ JUANITA C
230113894	SUBP	EM	HERNANDEZ MELANIE M
230122697	SUBP	EM	HERNANDEZ RODRIGUEZ MIRIAM
W23001107	SA14	WV	HERNANDEZ SAN JUANITA
230098914	TC2	P5	HERRERA KENIA J
230108444	TC1	CL	HERRERA SARA E
230108434	TC1	CL	HERRERA, JR. LAWRENCE E
230104939	TC3S	CL	HOEHN KYRA
230106024	SUBP	EM	HOLDER MARVIN S
230112335	TC1	CL	HOLLY JENNIFER R
230107248	SUBP	EM	HOLMES BRANDI B
230102392	TC2	CL	HORNUNG DEBRA
230120908	TC3S	IN	HORSTING LACIE A
230110580	TC1	CL	HORTON SCOTT W
230121808	SUBT	EM	HUDSON KATRINA
230106367	SC1A	CL	HUDSON ROBERT M
230106327	TC2	CL	HUDSON ROBERT M
230121782	SUBP	EM	HUERTAZ JACQUELINE
230099005	TC2	CL	HUFFAKER DANA M
230109705	TC2	CL	HUNTER-KABLE TANYA M
230116236	SUBT	EM	IBARRA HERLINDA
230103111	SUBP	EM	IBARRA-DENIZ SUSANA
230120525	SUBP	EM	JACKSON LEANNE E
230059859	TC2	CL	JAEGEL MARGARET
230100866	SUBP	EM	JARAMILLO ANALI P
230096586	TC1	P5	JIMENEZ PABLO
230105480	SUBP	EM	JIMENEZ ROBERT
230119761	TC4V	CL	JOHNSON JACK L
230107290	SC1A	CL	JOHNSON MELANIE A
230107293	TC2	CL	JOHNSON MELANIE A
230107294	TC3H	CL	JOHNSON MELANIE A
230109697	TC2	CL	JUAREZ ALINA L
230102133	SUBP	EM	JULES KRISTA N
230112937	SUBP	EM	JULES KRISTA N
230012825	TC1	CL	KAUR TEJINDER
230118417	SC1A	CL	KEARS CARRIE H
230118416	TC2	CL	KEARS CARRIE H
230114603	TC1	CL	KEARS DAVID C
230115593	SC1A	CL	KEITH TAMARA K
230115592	TC2	CL	KEITH TAMARA K
230106941	TC3H	CL	KENDIG BRETT
230106940	TC1	CL	KENDIG BRETT
230103763	SUBP	EM	KIRKMAN JENNIFER A
230121689	TC2	CL	KISLING JANE A
230109436	TC1	CL	KLINE AARON M
230101755	SUBP	EM	KNIGHT LINDSAY

230127548	SUBP	EM	KOSTER JOSEPH
230105245	TC2	CL	LADD TERRI L
230121161	SUBT	EM	LANDRY CALEB S
230118809	TC2	CL	LANEY DAVID S
230041285	TC1	CL	LANGLIE MCKENZIE
230111770	TC1	CL	LARA PERLA A
230107184	TC1	CL	LARA-GOMEZ RAQUEL
230113009	TC2	CL	LARSEN GRACE C
230100210	SUBP	EM	LEDESMA JOSE F
230124765	TC2	CL	LEE MATTHEW C
230121336	TC2	CL	LEMUS SHANNA M
230120635	TC2	CL	LEONARDO MARGARET E
230094502	SUBP	EM	LESLIE KARA
230122131	TC3S	CL	LEWIS RACHEL L
230119356	TC2	CL	LIMON ITZEL
230105239	TC2	CL	LIUA BERNADETTE D
230107501	P12C	CD	LIZARRAGA DURAN MARICELA
220284847	TC2	CL	LLAMAS CLAUDIA
230122665	SC1A	CL	LOPES JAIME M
230108582	TC2	CL	LOPES JAMIE M
230122665	SC1A	CL	LOPES JAMIE M
230108886	SUBP	EM	LOPEZ ANAYA LISAMARIE
230123356	P12F	CD	LOPEZ LORENA
230113794	TC2	P5	LOPEZ ORLANDO M
230099765	SUBP	EM	LUCATERO DELILAH
230105113	SUBP	EM	LUNA SUNDEEP K
230119385	TC1	CL	MACANAS MATTHEW
230111330	TC1	CL	MACIAS MARTHA E
230096552	RLAA	C8	MADRIGAL KIMBERLY A
230104479	SC8	P2	MAGALLON LESLIE
230116459	SUBT	EM	MAGANA JENNIFER
230118349	SUBP	EM	MAGANA MARIAH M
230119295	TC2	P5	MAGANA MARTINEZ DANIELA
230099281	SUBP	EM	MALDONADO NANCY
W23001134	SA17	WV	MALOY KRISTINA
230120119	SUBP	EM	MANALO LORIANNE C
230124902	TC1	CL	MANES SANDRA K
230098388	TC2	CL	MANUELE MISTY M
230109977	TC2	CL	MARQUES ANGELITA
230130220	SUBT	EM	MARQUEZ SAMANTHA
230027238	TC1	CL	MARTIN ROBERT
230099409	AETC	P3	MARTINEZ JESUS
230105337	SUBP	EM	MASON SAMANTHA E
230117904	TC1	CL	MATTESON JENNIFER L
230106167	SC2A	CL	MAY CATHERINE E
230106166	TC2	CL	MAY CATHERINE E
230105695	TC2	CL	MC INTIRE STEPHANIE

230107020	TC1	CL	MC JUNKIN DONOVAN D
230111279	TC2	CL	MC KINNEY DONNA M
230104681	P12C	CD	MCCOY DEANA
230112078	TC2	CL	MCDANIELS MICHAEL A
230099494	SUBP	EM	MCGLASSON KELLY L
230032979	TC2	CL	MCKINZIE AUSTIN
230098730	SC1A	CL	MCMAHON STEPHEN A
230098728	TC2	CL	MCMAHON STEPHEN A
230112507	TC3S	CL	MEADOWS KIMBERLY L
230112565	TC2	CL	MEDEIROS CHARLOTTE M
230122167	TC2	CL	MEHAN REBECCA J
230120528	TC2	CL	MELLO STEPHANIE A
230101656	SC1A	CL	MENDES STEPHANIE A
230101655	TC2	CL	MENDES STEPHANIE A
230117440	SUBP	EM	MENDEZ ISABEL
230103609	SUBT	EM	MENDEZ VANESSA
230113237	SUBP	EM	MENDEZ YESENIA M
230113810	TC2	P5	MENDOZA KAYLIE M
230105292	TC3S	CL	MENDOZA MARIA I
230104463	P12B	CD	MILLAN MARIANA
230105889	SUBP	EM	MILLER BEN
230110301	TC1	CL	MIRWALD KIMBERLY J
230100422	TLA3	AL	MORA KAYLA M
230105121	SUBP	EM	MORENO BRITNIEY S
230112577	TC2	CL	MORENO ERIKA N
W23001157	SC5	WV	MORENO KENDRA
230108608	TC1	CL	MORENO RITA
230119676	SUBT	EM	MORON CALVILLO ERIKA
230124210	TC2	CL	MULLER ROCHELLE D
230097447	SC3A	CL	MUNOZ LINDA
230108694	TC3S	IN	MUNOZ YVETTE
230109547	TC2	CL	MURCH MEAGAN R
230106450	TC2	CL	NANAMURA ANNIE T
230103808	SUBT	EM	NAVARRO CHRISTOPHER
230110621	TC2	CL	NAVARRO JEANA M
230110273	TC2	CL	NESS SARAH M
230110274	TC3S	CL	NESS SARAH M
230054204	TC2	CL	NUNES CHERIE
230097866	TC1	CL	O'DONOHUE JENNIFER L
230097428	P12B	CD	O'NEAL GLENDA M
230100710	SUBP	EM	ORTIZ SAMANTHA
230125496	SUBP	EM	OZUNA GRACE
230115354	TPSL	TL	PALOMARES SUNNY
230111252	TC13	SE	PARK AILEEN
230108674	P12E	CD	PARKER GLADYS
230102547	SUBP	EM	PARREIRA TANYA M
230112830	TC2	CL	PATTEN MICOEL R

230056414	P12D	CD	PATTERSON REBECCA
230079202	TC2	CL	PENA CANDACE
230110283	TC2	CL	PENDERGAST DEBORAH D
230110395	TC2	CL	PERESCHICA MARTI RENEE
230035914	TC2	CL	PEREZ ANDREA
230035915	SCIA	CL	PEREZ ANDREA
230109178	SUBP	EM	PEREZ SELINA
230088762	TC2	CL	PERRY BETH
230110613	TC2	CL	PERRY CRYSTAL S
230098981	TC2	CL	PHILPOT KEVIN F
230110402	TC1	CL	PITKIN DOUG D
230103615	SUBT	EM	PLASCENCIA PAULINA
230067369	TC2	CL	PORTER JASON
230068260	SC1A	P5	PORTER JASON
230123392	TC13	SL	RAMIREZ ALONDRA
230101262	SUBP	EM	RAMIREZ CELESTE
230120791	SC5	CL	RAMIREZ MARLEN
230124605	TC13	ML	RAMIREZ MELISSA
230096071	SC5	CL	RAMIREZ, JR. JOHN
220186321	TC2	CL	RAMOS GLORIA
230099932	SUBP	EM	RAMOS MARIAH V
230096628	SUBP	EM	RAMOS SANDRA A
230111774	TC3S	CL	RAMOS VANESA
230049684	TC2	CL	REED ANDREA
230105321	TC2	CL	REED ANGELIQUE A
230103210	SUBP	EM	RENTERIA GOMEZ MONICA E
190109751	P12E	CD	RENTERIA GOMEZ MONICA E
230109849	TC1	CL	REYES NOEMI G
230104569	SUBP	EM	REYES-OLIVERA ODALYS
230099743	P12E	CD	REYNOSO ARELLANO MARIA
230116241	SUBT	EM	RICO REBECCA
230114360	SUBP	EM	RIOS REYNA
230105359	SUBP	EM	RIVERA CANO EDUARDO A
230105514	SUBP	EM	RIVERA SIERRA DULSE
230112770	TC2	CL	ROBERTS MICHAEL W
230125575	SUBT	EM	RODRIGUEZ JESSICA L
230106087	SC5	CL	RODRIGUEZ MARIBEL
230106075	TC2	CL	RODRIGUEZ MARIBEL
230125106	SC1A	CL	RODRIGUEZ MARIBEL
230105730	TC2	CL	RODRIGUEZ MARTHA C
230098767	SC5	CL	ROMEIRO, JR. MANUEL M
230098766	TC2	CL	ROMEIRO, JR. MANUEL M
230114545	SA13	EM	ROMERO DANIEL
230100638	SUBP	EM	ROONEY CHARLES
230097006	SUBP	EM	ROSALES ESCARENO MARISSA
230097560	TC1	CL	ROUBOS III JOHN
230110945	TC1	CL	RUCKMAN ROBERT R

230104958	TC2	CL	RUNYON KRISTIN L
230103390	SUBP	EM	RUTH MELISSA G
230103412	SUBP	EM	RUTH MICHAEL
230078571	SUBP	EM	SAECHAO KAESHA
230119856	SC5	CL	SAECHAO MOUEI H
230119857	TC2	CL	SAECHAO MOUEI H
230105357	SUBP	EM	SALACUP WILFRED
230108719	SUBP	EM	SALAZAR CARLOS A
230121003	SUBP	EM	SALAZAR CAROLINA A
230104967	TC2	CL	SALAZAR WENDY M
230108655	TC1	CL	SALINAS CRYSTAL M
230100983	SUBP	EM	SAMANO ELIZABETH
230095461	TC2	CL	SANCHEZ EDGAR
230124241	TC2	CL	SANCHEZ YOLANDA
230112212	TC2	CL	SASSELLI THORNBURG AUDRA I
230065875	TC1	CL	SCHOLL MARY
230108398	TC2	CL	SCHOLTA TAMMY L
230119653	TC2	CL	SEGURA ROBERTO G
230107111	TC3S	CL	SERRATO YOLANDA
230106204	SUBP	EM	SHABAN JOHNNY
230103749	TC2	CL	SHELTON DIANE C
230106502	SUBT	EM	SHIRK SOPHIA D
230123037	TC1	CL	SHOLL THOMAS A
230110902	SC1A	CL	SHORT AUBREE C
230115074	TC3S	CL	SIMONIC ERIN N
230106203	SUBP	EM	SMITH CRISTINA M
230105268	TC2	CL	SMITH HEATHER L
230102846	TC1	CL	SMITH JR. GREGORY D
230117977	TC2	CL	SMITH PAMELA L
230118240	TC1	CL	SMITH TAYLOR M
230102797	TC14	SL	SOTO ANTHONY
230114530	TC1	P5	SOTO NICHOLAS V
230096424	TC2	CL	SOTO TOBY C
230096425	TC3S	L2	SOTO TOBY C
230103952	SUBP	EM	SOUSA JENNIFER
230124145	SUBP	EM	SOWERS JENNIFER L
230118340	SC5	CL	SPENCE JEANNY M
230099990	TC1	CL	SPRADLING KRYSTAL D
230108722	TC1	CL	STAHL BRENT T
230108721	TC2	CL	STAHL BRENT T
230115220	TC2	CL	STEIN JONATHAN D
230111031	TC10	SE	STEINHAUER JENNIFER
230112438	TC2	CL	STELTER JENNIFER R
230105085	TC1	CL	STEPHENS WILLIAM M
230098410	TC1	CL	STRYKERS VINCENT E
230021693	SUBP	EM	SWANSON AUDREY
230119166	TC2	CL	SWANSON SHEVONNE D

230108575	SC4	CL	TANGUMA YVETTE M
230104496	P12C	CD	TAPIA VALENCIA ADRIANA
230113024	SUBP	EM	THOMPSON ELIZABETH J
230113023	TC1	CL	THOMPSON ELIZABETH J
230113022	TC2	CL	THOMPSON ELIZABETH J
230102495	CTE	P3	THOMPSON RACHEL
230112827	SC1A	CL	TOVAR DIANA L
230112826	TC2	CL	TOVAR DIANA L
230105887	TC2	CL	TRIGLETH ABIGAIL B
230105281	TC2	CL	TYLER KIMBERLIE D
230102992	SUBP	EM	TYLER MAKENA L
230122316	SUBP	EM	ULLOA MARIBEL G
230129950	TC2	P5	URIBE SIMON
230029147	SC5	CL	URRUTIA IVETT
230108972	SUBP	EM	VACA PATRICK MICHAEL
230120568	SUBP	EM	VALDEZ ALEXIS
230132053	SUBP	EM	VALENZUELA, LETICIA
230112585	SC1A	CL	VALLE-RUIZ BRENDA F
230112574	TC2	CL	VALLE-RUIZ BRENDA F
230118576	SUBP	EM	VANDER TUIG HEATHER
230116230	SUBT	EM	VANDERMYDEN JUSTIN L
230116850	SUBT	EM	VASQUEZ VICTORIA M
230116850	SUBT	EM	VAZQUEZ VICTORIA
230108422	TC2	CL	VEGA ANDREW C
230124966	SUBP	EM	VEGA JESSICA R
230109698	TC2	CL	VELASQUEZ FRANCISCO S
220284891	TC1	CL	VENEGAS ANDREA
230102046	SUBP	EM	VIELMA ALEJANDRA
230102174	SUBP	EM	VILLALOBOS ALONDRA
230102517	SUBP	EM	VILLALOBOS ANDREW
230124320	TC2	CL	VILLANUEVA DULCE M
200133835	TC1	CL	VILLARREAL SIOBHAN
230116226	SUBT	EM	VILLEGAS MARIA
230102717	SUBP	EM	VILLEGAS MARTHA
230101499	SC1A	CL	WALTERMAN RYAN W
230104813	TC1	CL	WALTERS JENNIFER L
230117839	TC2	CL	WARKENTIN EDWARD S
230106840	P12E	CD	WATKINS RONNETTE
230106383	SC1A	CL	WEBB KIM C
230106375	TC2	CL	WEBB KIM C
230073756	TC2	CL	WELLS LARISSA
230122220	TC2	CL	WEST PAMELA F
230114103	SUBP	EM	WHITNEY CASSIE
230038835	TC1	CL	WIEISSER BRANDON
230118543	TC1	CL	WILEY JAMES B
230099926	SUBP	EM	WILLIAMS CHANTEL
230097016	TC2	CL	WONG CORINE S

230100104	SUBP	EM	WRIGHT JULIANE M
230125681	SUBT	EM	XIONG KEO
230119566	TC1	CL	ZIKE BRANDI L

APPROVAL OF TEMPORARY COUNTY CERTIFICATES

June 14, 2023

AGUIRRE ARREGUIN MARIA	CD ASSOCIATE TEACHER PERMIT	CHILD CARE
DELGADILLO SALAS MANUELA	STSP: SS: ENGLISH	CUTLER OROSI
GOMEZ JAVIER	WAIVER: ADMIN SVCS	CUTLER OROSI
SWANSON SHEVONNE	CL ADMIN SVCS - RENEWAL	CUTLER OROSI
BAUTISTA ISAURA	CD ASSOCIATE TEACHER -RENEWAL	EARLIMART
ALVAREZ EVELIA	CL ADMIN SVCS & CL PPS - RENEWAL	PORTERVILLE
HERRERA STEVEN	CL CTE: ADDED SECTOR: ECDF	PORTERVILLE
RAMIREZ MELISSA	STSP: MULTIPLE SUBJ	PORTERVILLE
WILSON DEBRA	CL MULTIPLE SUBJ - RENEWAL	PORTERVILLE
CASTLE COURTNEY	CLEAR ADMIN SVCS	SAUCELITO
HUGHAN LINDSTRAND DEVRI	EMERG CLAD	SUNDALE
PILGRIM CARA	PIP: MULTIPLE SUBJ	SUNDALE
JUAREZ ADAM	WAIVER: ADMIN SVCS	TCOE
ROMERO DANIEL	EMERG CLAD	TCOE
SULLIVAN AMY	CL MULTIPLE SUBJ & ADMIN-RENEWAL	TCOE
ROMERO DIANA	CD TEACHER PERMIT	TULARE CITY
GALINDO SUZY	EMERG CLAD	TULARE HIGH
ALCANTAR-TORRES ULYSSES	PROSPECTIVE SUB PERMIT	VARIOUS
ALVAREZ AXSIRY	PROSPECTIVE SUB PERMIT	VARIOUS
AZEVEDO NICHOLE	PROSPECTIVE SUB PERMIT	VARIOUS
BENAVIDES ALFRED	EMERG 30-DAY SUB -RENEWAL	VARIOUS
LACHINO-LUNA LESLIE	PROSPECTIVE SUB PERMIT-RENEWAL	VARIOUS
SETSER WILLIAM	PROSPECTIVE SUB PERMIT	VARIOUS
BROWNING LIZBETH	SPECIFIC SUPP AUTH: PSYCHOLOGY	VISALIA
FISHER MARTINA	PRELIM: ADMIN SVCS	VISALIA
GUTIERREZ CAMPAS JORGE	ADDED CONTENT: BUSINESS	VISALIA
LENZ MIRANDA	SELAP: ECSE	VISALIA
LONG JANAE	TPSL: MULTIPLE SUBJ	VISALIA
MCKEAN CHANDLER	ADDED AUTH PE	VISALIA
RODRIGUEZ LUIS	CLEAR SS: SPANISH - RENEWAL	VISALIA

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

June 14, 2023

Emergency Permits: Online Recommendations

EMERG CLAD
EMERG CLAD
PIP: MULTIPLE SUBJ
STSP: ENGLISH
STSP: MULTIPLE SUBJ

SUNDALE
TULARE HIGH
SUNDALE
CUTLER-OROSI
PORTERVILLE

HIGHAN LINDSTRAND DEVRI
GALINDO SUZY
PILGRIM CARA
DELGADILLO SALAS MANUELA
RAMIREZ MELISSA

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

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Acceptance of donation from Rick's Vending and Distributing

DESCRIPTION/SUMMARY:

Rick's Vending and Distributing has donated funds for Tulare County Office of Education, Academic Collaborative for Exceptional Learners, Tulare Community Based Instruction. The funds will be utilized to purchase instructional supplies.

FINANCING:

\$553.00

RECOMMENDATION:

Acceptance of donation.

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

SUBMITTED BY:

Andrea Perez, Assistant Superintendent, District Support Services

SUBJECT:

Acceptance of donation from the Trophy Shoppe.

DESCRIPTION/SUMMARY:

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

FINANCING:

\$542.34 in-kind value

RECOMMENDATION:

Acceptance of donation.

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

SUBMITTED BY:

Azulie Wilson

SUBJECT:

Fully Executed Amendment - Department of Health Care Services 21-10068 - A04

DESCRIPTION/SUMMARY:

This amendment shifts unspent funds from Year 2 to Year 3, adds \$2,500,000 to Budget Year 3 and \$2,500,000 to Budget Year 4 increasing the contract amount by \$5,000,000. Additionally, increases the Scope of Work activities and the total budget to compensate the Contractor for continuing to perform services.

FINANCING:

Agreement Total - 10,942,000.00

RECOMMENDATION:

Accept Award

STATE OF CALIFORNIA

AGREEMENT SUMMARY

STD 215 (Rev. 04/2020)

AGREEMENT NUMBER	AMENDMENT NUMBER
21-10068	A04

☐ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED

1. CONTRACTOR'S NAME Tulare County Office of Education		2. FEDERAL I.D. NUMBER 94-6000545
3. AGENCY TRANSMITTING AGREEMENT Department of Health Care Services	4. DIVISION, BUREAU, OR OTHER UNIT Community Services Division	5. AGENCY BILLING CODE 085155
6a. CONTRACT ANALYST NAME Kristen Dingman	6b. EMAIL kristen.dingman@dhcs.ca.gov	6c. PHONE NUMBER (916) 552-8006

7. HAS YOUR AGENCY CONTRACTED FOR THESE SERVICES BEFORE?

☐ No ☐ Yes (If Yes, enter prior Contractor Name and Agreement Number)

PRIOR CONTRACTOR NAME PRIOR AGREEMENT NUMBER

8. BRIEF DESCRIPTION OF SERVICES

Friday Night Live Technical Assistance and Training Services.

9. AGREEMENT OUTLINE (Include reason for Agreement: Identify specific problem, administrative requirement, program need or other circumstances making the Agreement necessary; include special or unusual terms and conditions.)

This amendment shifts unspent funds from Year 2 to Year 3, adds \$2,500,000 to Budget Year 3 and \$2,500,000 to Budget Year 4 increasing the contract amount by \$5,000,000. Additionally, increases the Scope of Work activities and the total budget to compensate the Contractor for continuing to perform services.







10. PAYMENT TERMS (More than one may apply)

☐ Monthly Flat Rate ☐ Quarterly ☐ One-Time Payment ☐ Progress Payment

☒ Itemized Invoice ☐ Withhold _____ % ☐ Advanced Payment Not To Exceed _____ or _____ %

☐ Reimbursement / Revenue

☒ Other (Explain) Payment terms did not change.

11. PROJECTED EXPENDITURES					
FUND TITLE	ITEM	FISCAL YEAR	CHAPTER	STATUTE	PROJECTED EXPENDITURES
SAPT Block Grant via SAMHS 	4260-116-0890	21/22	21	2021	\$668,000.00
SAPT Block Grant via SAMHS 	4260-116-0890	21/22	21	2021	\$550,000.00
SAPT Block Grant via SAMHS 	4260-116-0890	21/22	21	2021	\$100,000.00
SAPT Block Grant via SAMHS 	4260-116-0890	22/23	43	2022	\$3,288,000.00
SAPT Block Grant via SAMHS 	4260-116-0890	23/24	TBD	2023	\$3,168,000.00
SAPT Block Grant via SAMHS 	4260-116-0890	24/25	TBD	2024	\$3,168,000.00
OBJECT CODE 23-4260LF2B-56017-3960050-116-0890-5340580-5432000048-\$3,168,000				AGREEMENT TOTAL	\$10,942,000.00


STATE OF CALIFORNIA
AGREEMENT SUMMARY
STD 215 (Rev. 04/2020)

AGREEMENT NUMBER	AMENDMENT NUMBER
21-10068	A04

OPTIONAL USE

AMOUNT ENCUMBERED BY THIS DOCUMENT
\$3,168,000.00
PRIOR AMOUNT ENCUMBERED FOR THIS AGREEMENT
\$4,606,000.00
TOTAL AMOUNT ENCUMBERED TO DATE
\$7,774,000.00

I certify upon my own personal knowledge that the budgeted funds for the current budget year are available for the period and purpose of the expenditure stated above.

ACCOUNTING OFFICER'S SIGNATURE	ACCOUNTING OFFICER'S NAME (Print or Type)	DATE SIGNED
	Fe Orot	April 17, 2023

12. AGREEMENT

AGREEMENT	TERM FROM	TERM THROUGH	TOTAL COST OF THIS TRANSACTION	BID, SOLE SOURCE, EXEMPT
Original	07/01/2021	06/30/2023	\$824,000.00	Exempt. See item #13
Amendment 1	07/01/2021	06/30/2025	\$1,998,000.00	Exempt. See item #13
Amendment 2	07/01/2021	06/30/2025	\$2,670,000.00	Exempt. See item #13
Amendment 3	07/01/2021	06/30/2025	\$450,000.00	Exempt. See item #13
Amendment 4	07/01/2021	06/30/2025	\$5,000,000.00	Exempt. See item #13
TOTAL			\$10,942,000.00	

13. BIDDING METHOD USED

- ☐ Request for Proposal (RFP) (Attach justification if secondary method is used)
- ☐ Invitation for Bid (IFB)
- ☒ Exempt from Bidding (Give authority for exempt status)
- ☐ Use of Master Service Agreement
- ☐ Sole Source Contract (Attach STD. 821)
- ☒ Other (Explain) SCM Vol. 1, 5.80 A.5 - Gov't Entity (Local/Fed/Other State)

Note: Proof of advertisement in the State Contracts Register or an approved form STD. 821, Contract Advertising Exemption Request, must be attached

14. SUMMARY OF BIDS (List of bidders, bid amount and small business status) (If an amendment, sole source, or exempt, leave blank)
N/A-Amendment

15. IF AWARD OF AGREEMENT IS TO OTHER THAN THE LOWER BIDDER, EXPLAIN REASON(S) (If an amendment, sole source, or exempt, leave blank)
N/A-Amendment

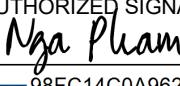
16. WHAT IS THE BASIS FOR DETERMINING THAT THE PRICE OR RATE IS REASONABLE?
Rates align with local governmental pay scales

17a. JUSTIFICATION FOR CONTRACTING OUT (Check one)

- ☐ Contracting out is based on cost savings per Government Code 19130(a). The State Personnel Board has been so notified.
- ☒ Contracting out is justified based on Government Code 19130(b). When this box is checked, a completed JUSTIFICATION - CALIFORNIA CODE OF REGULATIONS, TITLE 2, SECTION 547.60 must be attached to this document.
- ☐ Not Applicable (Interagency / Public Works / Other _____)

17b. EMPLOYEE BARGAINING UNIT NOTIFICATION

☒ By checking this box, I hereby certify compliance with Government Code section 19132(b)(1).

AUTHORIZED SIGNATURE	SIGNER'S NAME (Print or Type)	DATE SIGNED
	Nga Pham	April 17, 2023

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STATE OF CALIFORNIA

AGREEMENT SUMMARY

STD 215 (Rev. 04/2020)

AGREEMENT NUMBER

21-10068

AMENDMENT NUMBER

A04

18. FOR AGREEMENTS IN EXCESS OF \$5,000: Has the letting of the agreement been reported to the Department of Fair Employment and Housing? ☐ No ☒ Yes ☐ N/A

19. HAVE CONFLICT OF INTEREST ISSUES BEEN IDENTIFIED AND RESOLVED AS REQUIRED BY THE STATE CONTRACT MANUAL SECTION 7.10? ☐ No ☒ Yes ☐ N/A

20. FOR CONSULTING AGREEMENTS: Did you review any contractor evaluations on file with the DGS Legal Office? ☐ None on file ☐ No ☐ Yes ☒ N/A

21. IS A SIGNED COPY OF THE FOLLOWING ON FILE AT YOUR AGENCY FOR THIS CONTRACTOR?

A. Contractor Certification Clauses

B. STD 204 Vendor Data Record

☐ No ☒ Yes ☐ N/A☐ No ☐ Yes ☒ N/A

22. REQUIRED RESOLUTIONS ARE ATTACHED

☐ No ☐ Yes ☒ N/A

23. IS THIS A SMALL BUSINESS AND/OR A DISABLED VETERAN BUSINESS CERTIFIED BY DGS?

☒ No ☐ Yes

SB/DVBE Certification Number:
N/A

24. ARE DISABLED VETERANS BUSINESS ENTERPRISE GOALS REQUIRED? (If an amendment, explain changes if any)

☒ No (*Explain below*) ☐ Yes _____ % of Agreement

N/A-PCC Exempt

25. IS THIS AGREEMENT (WITH AMENDMENTS) FOR A PERIOD OF TIME LONGER THAN THREE YEARS?

☐ No ☒ Yes (*If Yes, provide justification below*)

N/A-PCC Exempt

I certify that all copies of the referenced Agreement will conform to the original agreement sent to the Department of General Services.

SIGNATURE

*Kristen Dingman*NAME/TITLE (*Print or Type*)

Kristen Dingman, Contract Analyst

DATE SIGNED

April 17, 2023

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STATE OF CALIFORNIA

AGREEMENT SUMMARY

STD 215 (Rev. 04/2020)

AGREEMENT NUMBER

21-10068

AMENDMENT NUMBER

A04**JUSTIFICATION - CALIFORNIA CODE OF REGULATIONS, TITLE 2, SECTION 547.60**

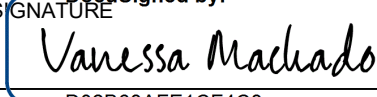
In the space provided below, the undersigned authorized state representative documents, with specificity and detailed factual information, the reasons why the contract satisfies one or more of the conditions set forth in Government Code section 19130(b). Please specify the applicable subsection. Attach extra pages if necessary.

GC 19130 (B)(3): Services are of such a highly specialized or technical nature that the necessary expert knowledge, experience and ability are not available through the civil service system.

Contractor will provide substance use prevention and youth development theories, practice, training, technical assistance, and program support services to facilitate the success of the Friday Night Live (FNL) programs.

The undersigned represents that, based upon his or her personal knowledge, information or belief the above justification correctly reflects the reasons why the contract satisfies Government Code section 19130(b).

Signed by:

SIGNATURE 	NAME/TITLE (Print or Type) Vanessa Machado, AGPA	DATE SIGNED April 17, 2023	
PHONE NUMBER (916) 713-8642	STREET ADDRESS 1501 Capitol Avenue, MS 2622		
EMAIL vanessa.machado@dhcs.ca.gov	CITY Sacramento	STATE CA	ZIP 95814

Certificate Of Completion

Envelope Id: D95615F333EA4A24B7AFCF1B16C8B6C9

Status: Completed

Subject: Complete with DocuSign: 21-10068 A04 Tulare Co Office of Education (FNL) Internal.pdf

Source Envelope:

Document Pages: 6

Signatures: 5

Envelope Originator:

Certificate Pages: 5

Initials: 0

Kristen Dingman

AutoNav: Enabled

1501 Capitol Ave

Envelopeld Stamping: Enabled

Sacramento, CA 95814-5005

Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Kristen.Dingman@dhcs.ca.gov

IP Address: 158.96.4.13

Record Tracking

Status: Original

Holder: Kristen Dingman

Location: DocuSign

4/10/2023 10:29:36 AM

Kristen.Dingman@dhcs.ca.gov

Security Appliance Status: Connected

Pool: FedRamp

Storage Appliance Status: Connected

Pool: Department of Health Care Services (CA DHCS)

Location: DocuSign

Signer Events

Marlies Perez

Marlies.Perez@dhcs.ca.gov

Division Chief

Department of Health Care Services

Security Level: Email, Account Authentication (None)

Signature

DocuSigned by:



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Timestamp

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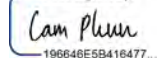
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Cam Phun

Fe.erot@dhcs.ca.gov

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Nga Pham

Nga.Pham@dhcs.ca.gov

SSM I

DHCS

Security Level: Email, Account Authentication (None)

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Electronic Record and Signature Disclosure:

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Kristen Dingman

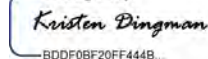
kristen.dingman@dhcs.ca.gov

AGPA

Department of Health Care Services

Security Level: Email, Account Authentication (None)

DocuSigned by:



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Signature Adoption: Pre-selected Style

Using IP Address: 158.96.4.13

Electronic Record and Signature Disclosure:

Not Offered via DocuSign

Signer Events	Signature	Timestamp
Vanessa Machado Vanessa.Machado@dhcs.ca.gov AGPA Security Level: Email, Account Authentication (None)	 Signature Adoption: Pre-selected Style Using IP Address: 158.96.4.13	Sent: 4/17/2023 7:30:27 AM Viewed: 4/17/2023 7:34:31 AM Signed: 4/17/2023 7:35:22 AM

Electronic Record and Signature Disclosure:
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In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Witness Events	Signature	Timestamp
Notary Events	Signature	Timestamp
Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	4/10/2023 10:32:49 AM
Certified Delivered	Security Checked	4/17/2023 7:34:31 AM
Signing Complete	Security Checked	4/17/2023 7:35:22 AM
Completed	Security Checked	4/17/2023 7:35:22 AM
Payment Events	Status	Timestamps
Electronic Record and Signature Disclosure		

STANDARD AGREEMENT - AMENDMENT

STD 213A (Rev. 4/2020)

☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 49 PAGES

AGREEMENT NUMBER

21-10068

AMENDMENT NUMBER

A04

Purchasing Authority Number

1. This Agreement is entered into between the Contracting Agency and the Contractor named below:

CONTRACTING AGENCY NAME

Department of Health Care Services

CONTRACTOR NAME

Tulare County Office of Education

2. The term of this Agreement is:

START DATE

July 1, 2021

THROUGH END DATE

June 30, 2025

3. The maximum amount of this Agreement after this Amendment is:

\$10,942,000.00 (Ten Million, Nine Hundred Forty-Two Thousand Dollars)

4. The parties mutually agree to this amendment as follows. All actions noted below are by this reference made a part of the Agreement and incorporated herein:

I. The effective date of this amendment is the date approved by DHCS.

II. Purpose of amendment: This amendment shifts unspent funds from Year 2 to Year 3, adds \$2,500,000 to Budget Year 3 and \$2,500,000 to Budget Year 4 increasing the contract amount by \$5,000,000. Additionally, increases the Scope of Work activities and the total budget to compensate the Contractor for continuing to perform services.

III. Certain changes made in this amendment are shown as: Text additions are displayed in bold and underline. Text deletions are displayed as strike through text.

(Continue on next page)

*All other terms and conditions shall remain the same.**IN WITNESS WHEREOF, THIS AGREEMENT HAS BEEN EXECUTED BY THE PARTIES HERETO.***CONTRACTOR**

CONTRACTOR NAME (if other than an individual, state whether a corporation, partnership, etc.)

Tulare County Office of Education

CONTRACTOR BUSINESS ADDRESS

6200 South Mooney Blvd

CITY

Visalia

STATE

CA

ZIP

93277

PRINTED NAME OF PERSON SIGNING

Tim Hire

TITLE

Superintendent

CONTRACTOR AUTHORIZED SIGNATURE

Tim A. Hire

DATE SIGNED

April 11, 2023

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STANDARD AGREEMENT - AMENDMENT

STD 213A (Rev. 4/2020)

☒ CHECK HERE IF ADDITIONAL PAGES ARE ATTACHED 49 PAGES

AGREEMENT NUMBER	AMENDMENT NUMBER	Purchasing Authority Number
21-10068	A04	

STATE OF CALIFORNIA

CONTRACTING AGENCY NAME
Department of Health Care Services

CONTRACTING AGENCY ADDRESS	CITY	STATE	ZIP
1501 Capitol Avenue, MS 4200	Sacramento	CA	95814

PRINTED NAME OF PERSON SIGNING	TITLE
Robert Strom	Contracts Section Chief

CONTRACTING AGENCY AUTHORIZED SIGNATURE	DATE SIGNED
	April 11, 2023

CALIFORNIA DEPARTMENT OF GENERAL SERVICES APPROVAL	EXEMPTION (If Applicable)
	SCM Vol. 1, 5.80 A.5 - Gov't Entity (Local/Fed/Other State)

STD 213A Continuation

- IV. Paragraph 3 (maximum amount payable) on the face of the original STD 213 is increased by \$5,000,000 and is amended to read: ~~\$5,942,000 (Five Million, Nine Hundred Forty Two Thousand Dollars).~~ **\$10,942,000 (Ten Million, Nine Hundred Forty-Two Thousand Dollars).**
- V. Paragraph 4 (incorporated exhibits) on the face of the original STD 213 is amended to add the following revised exhibit:
- | | |
|---|------------|
| Exhibit A A4– Scope of Work | (19 Pages) |
| Exhibit B A4 – Budget Detail and Payment Provisions | (4 Pages) |
| Exhibit B, Attachment II A4 – Budget Year 2 | (9 Pages) |
| Exhibit B, Attachment III A4 – Budget Year 3 | (8 Pages) |
| Exhibit B, Attachment IV A4 –Budget Year 4 | (8 Pages) |
- Exhibit A - Scope of Work and Exhibit B – Budget Detail and Payment Provisions, Exhibit B, Attachment II, Exhibit B, Attachment III and Exhibit B, Attachment IV shall hereinafter be replaced with the above-mentioned revised Exhibits included in this amendment A04.
- VI. All other terms and conditions shall remain the same.

Exhibit A Scope of Work

1. Service Overview

Contractor agrees to provide to the California Department of Health Care Services (DHCS) the services described herein. The Contractor will manage the California Friday Night Live Partnership (CFNLP) and provide statewide substance use prevention and youth development theories and practice, training and technical assistance (TTA), and program support services to county Friday Night Live (FNL), Club Live (CL), FNL Kids (FNLK), and FNL Mentoring programs(FNLM) (FNL programs). The purpose of these services is to facilitate the success of the FNL programs in achieving outcomes relevant to the FNL requirements including the Standards of Practice, Members in Good Standing (MIGS), Roadmap, and to ensure accurate data reporting in the DHCS data collection and reporting service, specific to FNL programs.

2. Service Location

The services shall be performed at the Tulare County Office of Education at 6200 South Mooney Boulevard Visalia, CA 93277, and various statewide FNL program locations.

3. Service Hours

The services shall be provided during normal Contractor working hours of Monday through Friday excluding State holidays.

4. Project Representatives

A. The project representatives during the term of this Agreement will be:

Department of Health Care Services	Tulare County Office of Education
Contract Manager: Vanessa Machado Telephone: (916) 713-8642 Email: Vanessa.Machado@dhcs.ca.gov	Contract Manager: Lynne Goodwin Telephone: (559)733-6496 Email: lgoodwin@tcoe.org

Exhibit A Scope of Work

B. Direct all inquiries to:

Department of Health Care Services	Tulare County Office of Education
<p>Youth Services Section <u>Program Operations Section</u> Attention: Vanessa Machado MS 2622 1501 Capitol Avenue P.O. Box 997413 Sacramento, CA, 95899-7413</p> <p>Telephone: (916) 713-8642 Email: Vanessa.Machado@dhcs.ca.gov</p>	<p>California Friday Night Live Partnership Attention: Katelyn Williford 6200 South Mooney Boulevard P.O. Box Number 5091 Visalia, CA 93278-5091</p> <p>Telephone: (559)733-6496 Email: katelyn.williford@tcoe.org</p>

C. Either party may make changes to the information above by giving written notice to the other party. Said changes shall not require an amendment to this Agreement.

5. Services to be Performed

See attached Work Plan.

6. Quarterly Progress Reports

Contractor must submit quarterly written progress reports to the DHCS Project Representative by the first of every third month (November, February, May, September) with the first report due November 1, 2021. The quarterly report and itemized invoice shall correspond with the Scope of Work and budget and include the clear identification of completed tasks. The report must include a summary of the TTA provided for the time period and a year-to-date summary, evaluation results, minutes from the monthly regional conference calls, problems encountered in achieving or failing to achieve proposed objectives and the methods employed to resolve stated problems. The report must accompany the itemized invoice for payment. Itemized invoices must also include supporting documentation such as travel related receipts, detailed general ledgers, payroll and benefit summaries and subcontractor invoices. Itemized invoices will not be processed without receipt of an acceptable corresponding quarterly report. DHCS's Project Representative may request that additional details and supporting documentation be included in the quarterly report. The quarterly written progress report and itemized invoice reporting periods and due dates are shown below:

Exhibit A
Scope of Work

Quarterly Reporting Period	Progress and Invoice Due Date
July through September	November 1
October through December	February 1
January through March	May 1
April through June	August 1

7. Annual/Final Report

Contractor shall submit a written annual report to the DHCS Project Representative no later than 30 days after the end of each 12 month contract period. The report shall include a summary of the TTA calls, in-person TTA, webinar trainings, toolkits developed, Youth Development Survey summary and statewide report, Member in Good Standing summary, regional conference call summary, and the Leadership Training Institute summary. DHCS's Project Representative may request additional details.

Events Planning and Execution

The Contractor will comply with the following guidance when hosting events. These requirements do not apply to staff meetings to conduct routine business matters:

- A. Contractor will select training event locations that meet federal accessibility requirements for persons with disabilities and will obtain approval from DHCS on selected locations.
- B. Event notices must include the following statement: "If you need a disability-related reasonable accommodation/alternative form for this event, please contact (Name) at (Phone number, E-mail address, and TDD number) by (a date up to two weeks prior to the event)." Contractor is responsible for providing any needed disability-related reasonable accommodations/alternative formats.

8. Key Personnel

If any key personnel that fill the position of Administrator, Program Analysts, ~~FNL Support Services Specialist~~, or Program **Project** Specialist are unable to perform due to illness, resignation, or other factors beyond the Contractor's control, the Contractor shall immediately offer substitute personnel. Paid leaves of absence cannot be supported by this contract.

Exhibit A
Scope of Work

9. Contract Oversight

- A. Contractor will provide an Administrator to oversee the operation of the CFNLP and the delivery of TTA and program support. The detailed responsibilities of the Administrator are noted in the Personnel Services section of the Budget Justification.
- B. Contractor and key project staff shall meet or confer with DHCS's Project Representative at least once each month to review progress, formulate plans for the coming month, and discuss any difficulties or problems so that remedies can be developed as soon as possible.
- C. DHCS's Project Representative, or any authorized representative, has the right at any reasonable time to inspect, or otherwise evaluate the work performed or being performed hereunder, including subcontract supported activities, and the premises on which it is being performed. If any inspection, or evaluation is made by DHCS of the premises of the Contractor or subcontractor, the Contractor shall provide and shall require its subcontractors to provide all reasonable facilities and assistance for the safety and convenience of DHCS representatives in the performance of their duties. All inspections and evaluations shall be performed in such a manner as will not unduly delay the work.
- D. DHCS's Project Representative or any authorized representative may attend any events (e.g. webinars, conference calls, training events, etc.) funded through this contract.
- E. All travel must be approved by DHCS. Contractor will submit travel requests 30 days prior to traveling (time permitting).
- F. All products, reports, or materials developed through this contract (such as training curricula or evaluation materials) or through a subcontract, shall be in the public domain and be the property of the State of California and the Federal Government.

10. Americans with Disabilities Act

Contractor agrees to ensure that deliverables developed and produced, pursuant to this Agreement shall comply with the accessibility requirements of Sections 7405 and 11135 of the California Government Code, Section 508 of the Rehabilitation Act of 1973 as amended (29 U.S.C. § 794d), regulations implementing the Rehabilitation Act of 1973 as set forth in Part 1194 of Title 36 of the Code of Federal Regulations, and the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.). In 1998, Congress amended the Rehabilitation Act

Exhibit A
Scope of Work

of 1973 to require Federal agencies to make their electronic and information technology (EIT) accessible to people with disabilities. California Government Code Sections 7405 and 11135 codifies Section 508 of the Rehabilitation Act of 1973 requiring accessibility of EIT.

11. Executive Order N-6-22 – Russia Sanctions

On March 4, 2022, Governor Gavin Newsom issued Executive Order N-6-22 (the EO) regarding Economic Sanctions against Russia and Russian entities and individuals. “Economic Sanctions” refers to sanctions imposed by the U.S. government in response to Russia’s actions in Ukraine, as well as any sanctions imposed under state law. The EO directs state agencies to terminate contracts with, and to refrain from entering any new contracts with, individuals or entities that are determined to be a target of Economic Sanctions. Accordingly, should the State determine Contractor is a target of Economic Sanctions or is conducting prohibited transactions with sanctioned individuals or entities, that shall be grounds for termination of this agreement. The State shall provide Contractor advance written notice of such termination, allowing Contractor at least 30 calendar days to provide a written response. Termination shall be at the sole discretion of the State.

**Exhibit A
Scope of Work****PROJECT WORK PLAN****A. General Support and Structure**

Objectives	Tasks	Timeframe
Contractor will provide staffing and organizational structure to provide administration, TTA, and program support services statewide to FNL Programs.	<ol style="list-style-type: none"> 1. Provide substance use prevention and youth development theories and practice, TTA, and support to DHCS for emerging issues and special projects, as requested. 2. Make recommendations to DHCS on the implementation of services provided under this contract and advise DHCS on the implementation of services and support for FNL programs. 3. Work closely and cooperatively with the DHCS Project Representative and respond to all DHCS requests for information and documentation related to the provisions of this contract. 4. Ensure that all approvals, selections, identification processes, TTA and support services are properly and cooperatively vetted through DHCS. This includes, but is not limited to, TTA topics, TTA materials, selection of consultants/FNL Peer Coaches, selection of training locations, travel requests, forms, etc. 5. Engage in trainings/conferences (as funding permits) and other learning opportunities, such as online resources, that commonly provide education and insight to emerging substance use prevention and youth development theories and practice to ensure Contractor stays informed and current. 6. Conduct monthly check-in calls, or more if needed, with DHCS's Project Representative. 	<ol style="list-style-type: none"> 1. As needed, as agreed upon and as funding permits 2. Monthly during scheduled call with DHCS or more frequently if needed 3. Within two business days of request 4. Continuously. 5. Continuously 6. Monthly or more frequently if needed

Exhibit A
Scope of Work

	<p>7. Coordinate, facilitate and maintain FNL program peer communication and collaboration processes between the six FNL regions including, but not limited to, monthly regional and California Friday Night Live Collaborative (CFNLC) Leadership conference calls, general communications and other processes.</p> <ul style="list-style-type: none"> a) Create and electronically disseminate agendas to participants at least one day prior to the call. b) Record and electronically disseminate minutes to participants within five business days after the call. <p>8. Provide consultants and staff with current information on cultural relevancy and definitions within the National Standards for Culturally and Linguistically Appropriate Services, as necessary.</p> <p>9. Foster relationships across systems and with other organizations that can enhance the TTA for FNL Programs and/or further the engagement of high risk and hard to reach youth.</p> <p>10. Provide start-up stipends to non-FNL counties to support participation in FNL implementation and additional stipends to counties that choose to engage special population partnerships.</p> <p>11. CFNLP will develop and implement processes that include:</p> <ul style="list-style-type: none"> a) Identification and documentation of county intent to participate/receive funding. b) Develop and process county and tribal contracts and payment mechanisms. c) Provide training and certification in HCE to non FNL county program providers, as requested. 	<p>7. Monthly or more frequently if needed</p> <p>8. Monthly or more frequently if needed</p> <p>9. As needed</p> <p>10. As needed</p> <p>11. Annually</p>
--	--	--

Exhibit A
Scope of Work

	12. Utilize Coronavirus Response and Relief Supplement Appropriations Act (CRSSA) and America Rescue Plan Act (ARPA) as pass through funding to implement FNL programs in Modoc County. As the FNL provider, Resources for Indian Student Education, Inc. will engage youth from the to the Pit River Tribe of Burney, the XL Reservation, Fort Bidwell Paiute Reservation, and Cedarville Rancheria.	12. Anually
B. <u>Technology</u>		
Objectives	Tasks	Timeframe
Contractor will offer and maintain technological services and systems to support the efforts of the FNL programs.	<ol style="list-style-type: none"> 1. Maintain the website domain name <u>www.fridaynightlive.org</u>. Operate and maintain the website on a quarterly basis. It shall provide FNL program information for FNL County Coordinators, FNL participants, DHCS and the general public. The website should function as a network for the FNL field and provide access to educational, programmatic and outcome information regarding FNL Programs. 2. Rebuild the FNL webpage to allow for expansion, enhanced accessibility, increased user interface, and interaction. 3. Ensure the content and information is appropriate, accurate and accessible by sight impaired individuals. 	<ol style="list-style-type: none"> 1. At a minimum, review the content quarterly, make necessary updates, obtain DHCS approval if needed and post updated material 2. July 2022-June 2023 3. Continuously 4. When applicable and upon DHCS approval

Exhibit A
Scope of Work

	<p>4. Add program materials, funded by this contract, to the CFNLP website as they are developed and approved by DHCS to enable FNL programs to download an electronic version.</p> <p>5. Use the CFNLP website as an opportunity to network and support FNL programs by providing a portal for required programmatic requirements (including but not limited to the MIGS reference documents and all outcome related reports), social media, sharing upcoming event information (i.e., Save the Date, event details), funding opportunities, conference registration, training, etc.</p> <p>6. Maintain and utilize a conference call service to enhance communication and support the CFNLC and the six FNL program regions.</p> <p>7. Maintain and utilize webinar services and internet based platforms to facilitate training and meetings. When applicable, and as funding permits, post pre-recorded webinars to the FNL website for ad hoc viewing.</p>	<p>5. Continuously and within 3 months of the scheduled events</p> <p>6. When applicable</p> <p>7. When applicable</p>
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C. Training and Technical Assistance

Objectives	Tasks	Timeframe
Contractor will develop, support and maintain a TTA system for FNL programs.	<p>1. TTA will be made available through in-person training, webinars, electronic communication, telephone support and website technology.</p> <p>a. A minimum of six webinars (not related to the Youth Development Survey) of varying subject matter will be delivered to the FNL field each contract year.</p> <p>b. TTA via telephone will be provided continuously, documented, and reported to DHCS in the quarterly reports.</p>	1. Continuously

Exhibit A
Scope of Work

	<p>c. In-person TTA will be provided when it is the most beneficial method for the recipient(s) and as funding permits.</p> <p>2. Plan, coordinate and implement one (1) annual multi-day statewide FNL Training Institute that includes but is not limited to:</p> <ul style="list-style-type: none"> a. Collaboration with the CFNLC in providing oversight and coordination for the agenda, content and material development for all workshops/trainings, break-out sessions, etc. b. Coordinate conference calls with the CFNLC to plan the event. Take minutes and electronically disseminate them to the participants. c. Coordinate contract negotiations with hotels and/or event sites that meet the approval of DHCS. Negotiations will include conference and meeting room needs, meeting participant and staff lodging, meals, parking, and other facility costs, as funding permits. d. A registration fee may be collected to off-set the expense of meals, lodging and facility costs. Participants will be responsible for travel to and from the event. <p>3. Plan, coordinate and implement one (1) annual multi-day statewide FNL Youth Summit that includes but is not limited to:</p> <ul style="list-style-type: none"> a. Collaboration with the CFNLC to provide oversight and coordination of the agenda, content and material development for all workshops/trainings, break-out sessions, etc. b. Coordinate conference calls with the CFNLC to plan the event. Take minutes and electronically disseminate them to the participants. c. Coordinate contract negotiations with hotels and/or event sites that meet the approval of DHCS. Negotiations will include conference and meeting room needs, meeting participant and staff lodging, meals, parking, and other facility costs, as funding permits. 	<p>2. Annually</p> <p>3. Annually</p> <p>4. Continuously</p>
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Exhibit A
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	<p>4. Determine when on-site, online, and/or group training is preferable to direct TTA services and accordingly plan and conduct as many training events as needed contingent on available resources.</p> <p>5. Provide TTA that addresses program development needs with the goal of meeting program standards. TTA will include a certification process that will include the HCE practitioner and Responsible Beverage Service (RBS). The CFNLP will develop, execute and manage sub-contracts with appropriate partners/consultants to establish the curricula for these certification programs.</p> <p>6. Record and track TTA activities and training events, outcomes, and evaluation_results (location, frequency, topic, cost and trainer).</p> <p>7. Implement a series of training courses and/or webinars on topics most appropriate for FNL programs. Utilize CFNLC input, county assessments, statewide data and the expertise of partners to ascertain FNL program needs and emerging issues.</p> <p>a. Develop a training plan for each training event. Each training plan is to be approved by DHCS 30 days prior to the event (time permitting).</p> <p>b. Oversee the design and development of materials for all trainings (agendas, handouts, name badges, registration information, etc.).</p> <p>c. Monitor and track all expenses related to each training event.</p>	<p>5. Continuously</p> <p>6. Continuously</p> <p>7. Continuously</p>
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Exhibit A
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	<p>d. Develop toolkits to support the work of FNL Program providers that reflect new and emerging issues, implementation strategies and processes.</p>	
	<p>8. Identify diverse and culturally proficient consultants and FNL Peer Coaches to provide TTA and program support services to FNL programs.</p>	8. Continuously
	<p>e. Develop, execute and manage sub-contracts with appropriate partners, consultants and FNL Peer Coaches to deliver TTA services when and where appropriate.</p>	
	<p>f. Assign appropriate consultant(s) or staff to meet TTA requests, based upon, but not limited to, priority, type, location, length of each TTA to be provided, direction from DHCS and the FNL Programs, and the Contractor's assessment of the program's needs.</p>	
	<p>9. Obtain approval from DHCS prior to the delivery of training services and disseminating materials.</p>	9. Continuously
	<p>10. Roadmap Expansion</p>	10. Continuously
	<p>g. Expand and refine the Roadmap Chapter Guide as needed to reflect the evaluation and lessons learned from the previous implementation.</p>	
	<p>h. If applicable, engage in the Service to Science process related to the Roadmap Chapter Guide.</p>	
	<p>i. Provide training related to each Roadmap module throughout each contract year and at the annual FNL Training Institute to support the continuous improvement process in the adoption of the Roadmap.</p>	
	<p>j. Continue to seek additional opportunities to support the expansion, implementation, refinement, and evaluation of the Roadmap, including but not limited to: conference presentations, grant funding, and evaluative reviews.</p>	

Exhibit A Scope of Work

	<p>11. Provide technical assistance, mini-grants, tools, and materials to support the implementation of town hall meetings by county FNL programs.</p> <p>12. Perform concentrated TTA to counties receiving CRSSA/ARPA funding for FNL implementation. TTA will occur through telephone calls, e-mails, webinars, and county, regional, and statewide in-person and virtual training. Related travel and incidental costs for staff and local programs will be provided through this grant.</p> <p style="padding-left: 40px;">a. Provide a detailed county list, number of days TTA provided, and a description of TTA provided to each county and to the DHCS representative.</p> <p>13. Conduct a minimum of two webinars for FNL County Administrators on the MIGS purpose, process, and requirements. DHCS will be notified of the webinars through quarterly reporting.</p> <p>14. Support the implementation and expansion of Friday Night Live Mentoring programs through technical assistance, training, and materials development.</p> <p>15. Conduct individual meetings with FNL County Coordinators responsible for the MIGS application.</p> <p style="padding-left: 40px;">a. Meetings will include review of the MIGS purpose, process, and requirements</p> <p style="padding-left: 40px;">b. FNL County Coordinators will be informed of their progress toward meeting MIGS requirements.</p> <p>16. <u>Refine and update program guides for FNLM, CL, and FNLK. This may include, but is not limited to, the inclusion of age-appropriate activities, best practices, and incorporation of lessons learned. CFNLP will review recent literature and consult with experts to determine the updates to be made. Results and analysis from the</u></p>	<p>11. Continuously</p> <p>12. Continuously</p> <p>13. Annually</p> <p>14. Ongoing</p> <p>15. Quarterly</p> <p>16. <u>Annually</u></p>
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Exhibit A
Scope of Work

	<u>annual Youth Development Survey and FNLM Retrospective Survey will be integrated, as appropriate.</u>	
D. <u>Data Collection and Evaluation</u>		
Objectives	Tasks	Timeframe
A. Contractor will provide oversight, support and technical assistance with the DHCS data collection and reporting service, specific to FNL programs.	<ol style="list-style-type: none"> 1. Assist DHCS in ensuring accurate data entry related to the ongoing submission of FNL Chapter related activities. Use the DHCS data collection and reporting service reports and other collected data to monitor progress. 2. Ensure all FNL funded counties complete the Countywide Profile by September 30 of each new State fiscal year, and submit to the Contractor. Monitor monthly from July through September and follow-up with counties that do not have a completed profile. 3. Ensure all FNL funded counties complete Chapter Profiles for each FNL chapter at the beginning of each new State fiscal year or at the time a new chapter is formed, and submit to the Contractor. Monitor monthly and follow-up with counties that have active Chapters without completed profiles. 4. Produce chapter certifications for FNL program sites. 5. Gather and analyze FNL specific data to assist in determining which FNL programs could benefit from TTA. 	<ol style="list-style-type: none"> 1. Continuously 2. By September 30 of each contract year 3. Monthly 4. As needed 5. Continuously

Exhibit A
Scope of Work

	<p>6. Coordinate with DHCS to provide TTA and webinars relevant to improving and supporting FNL Program staff competency with the DHCS data collection and reporting service, as it relates to FNL.</p> <p>7. Assist DHCS in keeping current the FNL specific DHCS data collection and reporting service User Manual and related materials.</p>	<p>6. As needed</p> <p>7. As needed</p>
B. Manage and support a bi-annual MIGS process.	<p>1. Update MIGS reference documents using a stakeholder informed process. Collect stakeholder recommendations for changes to the MIGS process, submit recommendations to DHCS, and update the MIGS reference documents accordingly. MIGS stakeholder group will examine the impact administrative requirements have on the field and report recommendations to improve the process. The stakeholder group shall consist of members of the CFNLC (both meeting and not meeting MIGS standards), CFNLP, FNL coordinators, county coordinators, county prevention coordinators, and DHCS. Submit revised MIGS reference materials to DHCS for approval. Once approved, provide training to FNL participants for standardization of updated MIGS.</p> <ul style="list-style-type: none"> a. Include review of the current MIGS processes to identify potential streamlining opportunities during stakeholder listening sessions. b. Utilize CFNLC and CFNLP feedback to simplify and standardize the MIGS process. c. Submit MIGS/administrative revisions to DHCS for review and approval. <p>2. Provide administrative support to assist the CFNLC with the implementation of the peer-driven MIGS accountability review.</p>	<p>1. By June 30, 2022</p> <p>2. Bi-Annually</p>

Exhibit A
Scope of Work

	<ul style="list-style-type: none"> a. Review conducted June 2022 and June 2024 b. Re-application reviews for non-MIGS conducted 2023 and 2025 c. Results released September 15th of each contractual year 	
	3. Use the CFNLC approved MIGS implementation plan detailing criteria, benefits, roles and responsibilities for MIGS submissions.	3. As needed
	4. CFNLP will collaborate with the CFNLC to provide guidance and recommendations involving the MIGS certification process for the FNL programs including updates and revisions, when appropriate, that meet the program standards and work to achieve program outcomes.	4. Within 30 days of being notified of the new hire
	5. Publically post the MIGS requirements on the CFNLP website and notify new county FNL Coordinators of the MIGS requirements and the process to achieve or maintain a good standing.	5. Continuously
	6. Utilize the FNL Training Institute and other training events to train and assist FNL funded counties in completing necessary requirements to achieve MIGS certification.	6. Continuously
	7. Assist FNL programs to complete and submit Technical Assistance Plans to strengthen and meet program standards and MIGS status.	7. Continuously
	8. Provide recommendations/opportunities for TTA relevant to supporting counties to achieve a MIGS standing.	8. Continuously
	9. Provide systems to gather, assess and store accountability documents related to MIGS for the CFNLC and DHCS.	9. Continuously

Exhibit A
Scope of Work

<p>C. Evaluation – FNL Youth Development (YD) Survey and Analysis</p>	<ol style="list-style-type: none"> 1. Coordinate and disseminate the annual FNL Youth Development (YD) Survey to all FNL programs for implementation and in fulfillment of MIGS requirements including the FNL Mentor Retrospective Survey where applicable. <ol style="list-style-type: none"> a. The existing FNL YD Survey tool will be utilized and modified, if needed, based on FNL Program input. b. The FNL YD Survey data will be gathered via electronic means (Survey Monkey, Excel spreadsheet, etc.) and in hard copy from those counties that do not have electronic capability. c. The data will be analyzed and synthesized into statewide and county specific reports. d. The survey results will be reviewed with DHCS and utilized to identify areas that could benefit from future program improvements. 2. Provide DHCS FNL YD Survey result reports and develop an infographic for approval that reflects the aggregated findings and analysis of all surveyed counties. Once approved by DHCS, post on the CFNLP website and disseminate report and infographic to FNL Counties statewide. 3. Provide FNL YD Survey result reports specific to each participating FNL County that reflect the findings and analysis relative to their FNL survey submissions. 	<ol style="list-style-type: none"> 1. Process begins every February 15 and will repeat annually 2. By July 30 of each contract year 3. Prior to the annual Leadership Training Institute
<p>D. Evaluation – TTA Services</p>	<ol style="list-style-type: none"> 1. Evaluate the quality of the TTA services and assess the outcomes achieved through the services provided. TTA is distinguished from training in that it is provided in an effort to address an individual county's specific challenges, provide guidance, analysis and recommendations for improvement. It is provided within the context of a continuous improvement process that supports the ongoing advancement of FNL programs. 	<ol style="list-style-type: none"> 1. By September 30 of each contract year

Exhibit A Scope of Work

	<ul style="list-style-type: none"> a. TTA consultations that are of 15 minutes or more will be tracked in a DHCS approved format and reported in the quarterly progress reports identifying the county, staff person/consultant that delivered the TTA, the individual that received the TTA, the length of time, the topic/TTA delivered, session notes and whether additional TTA is needed or already scheduled. b. A DHCS approved annual survey will be administered in August/September of each contract year to all of the FNL County Coordinators to evaluate the quality of TTA delivered during the previous project year and determine the current needs of the field. The results will be compiled and provided to DHCS with the subsequent quarterly progress report. c. The survey results will be reviewed with DHCS and utilized to: <ul style="list-style-type: none"> i. Identify areas where TTA service delivery may need to be improved. ii. Plan for future TTA topics based on field feedback. <p>2. Evaluate the quality of training services and assess the outcomes achieved (webinars, regional trainings, the annual Leadership Training Institute, etc.).</p> <ul style="list-style-type: none"> a. Use a DHCS approved evaluation form to assess the quality and effectiveness of the training. Distribute the form to all training recipients at the end of each training and exercise due diligence to ensure they are completed. b. Prepare an analysis of the completed evaluations, compile the results and submit to DHCS's Project Representative with the quarterly progress reports. c. Review the results with DHCS for areas of quality improvement and to determine priorities for future trainings. d. Adjust training as appropriate and provide CFNLP staff and/or consultants with feedback as needed. 	<p>2. Disseminate and collect after each training. Provide DHCS the results as requested</p> <p>3. Annually</p>
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Exhibit A
Scope of Work

	3. Create four infographics illustrating the experiences youth participants have statewide, in the context of the evidence-based FNL Standards of Practice. The illustration will be contingent on the data derived from the content gathered and presented in one-page documents.	
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Exhibit B
Budget Detail and Payment Provisions

1. Invoicing and Payment

- A. For services satisfactorily rendered, and upon receipt and approval of the invoices, DHCS agrees to compensate the Contractor for actual expenditures incurred in accordance with the budget(s) attached hereto.
- B. Invoices shall include the Agreement Number and shall be submitted in triplicate not more frequently than monthly in arrears to:

Vanessa Machado
Department of Health Care Services
Community Services Division
1501 Capitol Avenue, MS 2622
Sacramento, CA 95814

DHCS, at its discretion, may designate an alternate invoice submission address. A change in the invoice address shall be accomplished via a written notice to the Contractor by DHCS and shall not require an amendment to this Agreement.

C. Invoice Components

The invoice shall contain a coversheet and if applicable, support documentation. The coversheet will serve as a brief and concise summary detailing the contract number, invoice number, billing and/or performance period, and the total expenditure.

D. Invoices shall:

- 1) Be prepared on Contractor letterhead. If invoices are not on produced letterhead invoices must be signed by an authorized official, employee or agent certifying that the expenditures claimed represent actual expenses for the service performed under this Agreement.
- 2) Bear the Contractor's name as shown on the Agreement.
- 3) Identify the billing and/or performance period covered by the invoice.
- 4) Itemize costs for the billing period in the same or greater level of detail as indicated in this Agreement. Subject to the terms of this Agreement, reimbursement may only be sought for those costs and/or cost categories expressly identified as allowable in this Agreement and approved by DHCS.

2. Budget Contingency Clause

- A. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, DHCS shall have no liability to pay any funds whatsoever to Contractor or to furnish any other considerations under this Agreement and Contractor shall not be obligated to perform any provisions of this Agreement.

Exhibit B
Budget Detail and Payment Provisions

- B. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, DHCS shall have the option to either cancel this Agreement with no liability occurring to DHCS, or offer an agreement amendment to Contractor to reflect the reduced amount.

3. Prompt Payment Clause

Payment will be made in accordance with, and within the time specified in, Government Code Chapter 4.5, commencing with Section 927.

4. Amounts Payable

- A. The amounts payable under this Agreement shall not exceed:

- 1) \$1,318,000 for the budget period of July 1, 2021 through June 30, 2022.
- 2) \$3,288,000 for the budget period of July 1, 2022 through June 30, 2023.
- 3) ~~\$668,000~~ **3,168,000** for the budget period of July 1, 2023 through June 30, 2024.
- 4) ~~\$668,000~~ **3,168,000** for the budget period of July 1, 2024 through June 30, 2025.

- B. Reimbursement shall be made for allowable expenses up to the amount annually encumbered commensurate with the state fiscal year in which services are performed and/or goods are received.

5. Timely Submission of Final Invoice

- A. A final undisputed invoice shall be submitted for payment no more than 30 calendar days following the expiration or termination date of this Agreement, unless a later or alternate deadline is agreed to in writing by the Program Contract Manager. The invoice should be clearly marked "Final Invoice", thus indicating that all payment obligations of DHCS under this Agreement have ceased and that no further payments are due or outstanding.
- B. DHCS may, at its discretion, choose not to honor any delinquent final invoice if the Contractor fails to obtain prior written DHCS approval of an alternate final invoice submission deadline. Written DHCS approval shall be sought from the Program Contract Manager prior to the expiration or termination date of this Agreement.
- C. The Contractor is hereby advised of its obligation to submit, with the final invoice, a "Contractor's Release (Exhibit G)" acknowledging submission of the final invoice to DHCS and certifying the approximate percentage amount, if any, of recycled products used in performance of this Agreement.

Exhibit B
Budget Detail and Payment Provisions

6. Restrictions on the Use of Federal Block Grant Funds

Pursuant to 42 U.S.C. Section 704, Contractor shall not use funds provided by the Agreement to:

- A. Provide inpatient services;
- B. Make cash payment to intended recipients of health services;
- C. Purchase or improve land, purchase, construct or permanently improve any building or other facility or purchase major medical equipment;
- D. Satisfy any requirement for the expenditure of non-federal funds as a condition for the receipt of federal funds;
- E. Provide financial assistance to any entity other than a public or nonprofit private entity for research or training services; or
- F. Make payment for any item or service (other than an emergency item or service) furnished by; 1) an individual or entity during the period such individual or entity is excluded from participation in any other federally funded program, or 2) at the medical direction or on the prescription of a physician during the period when the physician is excluded from participation in any other federally funded program.

7. Expense Allowability / Fiscal Documentation

- A. Invoices, received from a Contractor and accepted and/or submitted for payment by DHCS, shall not be deemed evidence of allowable agreement costs.
- B. Contractor shall maintain for review and audit and supply to DHCS upon request, adequate documentation of all expenses claimed pursuant to this Agreement to permit a determination of expense allowability.
- C. If the allowability or appropriateness of an expense cannot be determined by DHCS because invoice detail, fiscal records, or backup documentation is nonexistent or inadequate according to generally accepted accounting principles or practices, all questionable costs may be disallowed and payment may be withheld by DHCS. Upon receipt of adequate documentation supporting a disallowed or questionable expense, reimbursement may resume for the amount substantiated and deemed allowable.
- D. If travel is a reimbursable expense, receipts must be maintained to support the claimed expenditures. For more information on allowable travel and per diem expenses and required documentation, see Exhibit F entitled, "Travel Reimbursement Information."
- E. Costs and/or expenses deemed unallowable are subject to recovery by DHCS. See provision #8 in this exhibit entitled, "Recovery of Overpayments" for more information.

Exhibit B
Budget Detail and Payment Provisions

8. Recovery of Overpayments

- A. Contractor agrees that claims based upon a contractual agreement or an audit finding and/or an audit finding that is appealed and upheld, will be recovered by DHCS by one of the following options:
 - 1) Contractor's remittance to DHCS of the full amount of the audit exception within 30 days following DHCS' request for repayment;
 - 2) A repayment schedule which is agreeable to the both DHCS and the Contractor.
- B. DHCS reserves the right to select which option will be employed and the Contractor will be notified by DHCS in writing of the claim procedure to be utilized.
- C. Interest on the unpaid balance of the audit finding or debt will accrue at a rate equal to the monthly average of the rate received on investments in the Pooled Money Investment Fund commencing on the date that an audit or examination finding is mailed to the Contractor, beginning 30 days after Contractor's receipt of DHCS' demand for repayment.
- D. If the Contractor has filed a valid appeal regarding the report of audit findings, recovery of the overpayments will be deferred until a final administrative decision on the appeal has been reached. If the Contractor loses the final administrative appeal, Contractor shall repay, to DHCS, the over-claimed or disallowed expenses, plus accrued interest. Interest accrues from the Contractor's first receipt of DHCS' notice requesting reimbursement of questioned audit costs or disallowed expenses.

Exhibit B, Attachment II, A4
Budget
Year 2
(July 1, 2022 through June 30, 2023)

Personnel

Position Title	# of Staff	Annual Salary	FTE %	Annual Cost
Administrator	1	181,940	60%	\$ 109,163
Program Analyst	1	72,415	45%	\$ 32,588
Program Analyst	1	72,415	100%	\$ 72,415
Project Specialist	1	65,003	100%	\$ 65,003
FNL Support Services Specialist			100%	
<u>Project Specialist</u>	1	54,746	<u>(6 months)</u>	<u>\$ 27,373</u>

Total Salary \$ ~~333,915~~ **306,542**

Fringe Benefits (67.504%) \$ ~~225,406~~ **206,928**

Total Personnel

550,321
\$ 513,470

Operating Expenses

Supplies	1,000
Printing	2,000 <u>3,000</u>
Postage	3,064
Communication	3,000
Conferences & Meetings	520,616
Rent	9,721

Total Operating Expenses

539,401
\$ 540,401

Travel

Total Travel Expenses

10,000
\$

Subcontracts

Technical Assistance, training and
evaluation Contractor Pool

Total Subcontracts

2,615,951
\$ 2,399,832

Equipment

Total Equipment Costs

5,000
\$

Exhibit B, Attachment II, A4
Budget
Year 2
(July 1, 2022 through June 30, 2023)

Other Costs

Total Other Costs \$ 0

Indirect Costs (~~6.27~~ 7.5% of All Expenses,
with the exception of pass-through funds)

	108,327
Indirect Costs	\$ 111,688
	3,838,000
Annual Budget Total	\$ 3,580,391

PERSONNEL SERVICES: ~~\$333,915~~ 306,542

This is the total cost of personnel services, excluding benefits. Salaries for all personnel are dictated by the Tulare County Office of Education (TCOE) salary schedule. The salary amounts and percentage of full time equivalent (FTE) are forecasted approximations. The services provided through this contract rely heavily on the skills, education, and expertise of the human resources described below.

Administrator: \$109,163

The Administrator's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Administrator will be funded 60% FTE of a total annual salary of \$181,940.

Duties include but are not limited to:

- Overall project planning and management.
- Overall administration and supervision of project staff.
- Development of processes and opportunities that ensure that staff are skilled, knowledgeable and accountable.
- Ensuring that project staff, consultants and subcontractors have adequate knowledge, prevention expertise and capacity to provide services that support the goals of the project and are culturally sensitive and linguistically appropriate.
- Working with county Friday Night Live (FNL) programs to identify training and technical assistance (TTA) that will increase the capacity of the programs and expand the depth, breadth and quality of FNL program implementation.
- Providing direct TTA to FNL programs.
- Providing leadership for the implementation of the Leadership Training Institute (LTI) and ensuring that the Leadership Team (LT), Program Analyst, and Program Specialist have structure and support for all aspects of this deliverable.
- Planning, coordination, content design, oversight, implementation and evaluation for the LTI.
- Ensuring that budget controls and expenditures associated with contract activities are allowable and appropriate.

Exhibit B, Attachment II, A4

Budget

Year 2

(July 1, 2022 through June 30, 2023)

- Ensuring that prior approval is obtained for all travel and TTA.
- Providing administrative and structural support to the California Friday Night Live (CFNLC) and the Member in Good Standing (MIGS) review team by ensuring that staffing, logistics, and other aspects are provided for as appropriate to the budget.
- Ensuring that all contract deliverables from service delivery sub-contracts, including reports, are submitted on time and are of high quality.
- Researching, developing and implementing web technology resources as a cost effective way to provide training and information.
- Supporting and maintaining the integrity of the FNL programs.
- Ensuring the use of current prevention technology, such as evidence-based youth development strategies and environmental prevention, and identifying substance use disorder prevention issues affecting youth across California.
- Facilitating continuous knowledge and skill development by gathering information and training opportunities on emerging trends and evidence-based youth development strategies and disseminating to FNL programs.
- Enhancing the success of Substance Abuse Prevention and Treatment Block Grant (SABG) funded FNL programs.
- Developing relationships across systems that aim to improve and expand the TTA provided by the CFNLP resulting in improved FNL programs at the local level.
- Identifying and developing funding opportunities and the capacity for FNL programs to pursue local, state and federal funds.
- Ensuring the implementation and maintenance of a structure that will ensure that FNL counties maintain a positive MIGS status or are working towards meeting the MIGS requirements.
- Ensuring thorough oversight and technical assistance that FNL programs enter appropriate FNL related data into the Department of Health Care services (DHCS) data collection and reporting service, the Youth Development Survey and the Retrospective Survey and the data is used for program improvement and evaluation purposes.
- Developing and disseminating techniques and strategies for FNL programs to involve high-risk and underserved youth.
- Ensuring all TTA materials are approved in advance of implementation.
- Track emerging trends and relevant literature related to high-risk alcohol use, prescription drugs, opioid addiction, marijuana, etc. Reports national trends to DHCS.
- Create and implement advanced policy efforts that relate to alcohol and drug use, including policies that support youth engagement.
- In collaboration with DHCS and key stakeholders, participate in planning committees that support the requirements of Substance Abuse Prevention and Treatment Block Grant funding. This includes the Interagency Prevention Advisory Council, State Epidemiological Workgroup and Evidence-based Practices Workgroup.
- Oversee the comprehensive planning for statewide FNL programs that will enhance, sustain and measure an evidence-based high-risk substance use prevention and education program for statewide FNL programs.
- Monitor relevant national and state data, implement needs assessments, and develop new programming based on identified service gaps.

Exhibit B, Attachment II, A4

Budget

Year 2

(July 1, 2022 through June 30, 2023)

- Prepare reports and presentation materials as needed to include current data, and local and national trends; submit report for publication.
- Work to identify new funding sources for statewide prevention efforts.

Program Analyst: \$32,588

The Program Analyst for this project will be funded at 45% FTE of a total annual salary of \$72,415 with additional hours in-kind. Salary decreased due to staffing changes which will result in a lower salary cost. The Program Analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the Tulare County Office of Education.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT and the project staff.
- Providing support to the California Youth Council (CYC) that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Program Analyst: \$72,415

The Program Analyst for this project will be funded at 100% FTE of a total annual salary of \$72,415, with additional hours in-kind. The Program Analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the Tulare County Office of Education.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and ~~providing support to programs utilizing~~ **supporting programs using** the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT and the project staff.

Exhibit B, Attachment II, A4
Budget
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- Providing support to the ~~California Youth Council (CYC)~~ that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Project Specialist: \$65,003

The Project Specialist, will be funded 100% of a total annual salary of \$65,003. The Program Specialist salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. Salary decreased due to an staffing changes which will result in a lower salary cost. The Project Specialist will provide organizational support to the project staff, assist in the development, implementation, and maintenance of the county FNL program documentation and provide clerical support to the organization's structure.

Duties include, but are not limited to:

- Organizing hotel logistics for training events including meals, lodging arrangements, room set up, registration management and other logistical details.
- Producing and transmitting routine correspondence to the FNL programs.
- Tracking inventory and ordering supplies for the office, training events and meetings.
- Creating purchase orders and requests for warrants for purchases.
- Creating and maintaining notes for meetings, regional calls, LT calls, LTI planning committee calls and other calls related to the support of the FNL programs.
- Producing and maintaining records and documents that support all aspects of the CFNLP's organizational needs, such as maintaining the FNL County Coordinator directory, MIGS documentation, DHCS data collection and reporting service documentation and certificates.
- Making travel arrangements for CFNLP staff, pre and post travel documents and other documentation processes inherent to the efficient function of the organization.
- Creating contracts and materials to support the addition of the youth council project.

FNL Support Services Specialist Project Specialist: \$54,746 27,373

The ~~FNL Support Services Specialist~~ **Project Specialist** will be funded 100% of a total annual salary of \$54,746 **for six months of the project year.** The ~~FNL Support Services Specialist~~ **Project Specialist** salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. The ~~FNL Support Services Specialist~~ **Project Specialist** will support the county FNL contract and data collection management.

Duties include, but are not limited to:

- Contract production and management
- Contract reporting
- Monitor FNL data input

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- Provide technical assistance to assure quality data collection and reporting
- Compose correspondence for the purpose of ensuring that confidential letters, memoranda, agreements, and reports are produced in a timely manner.
- Creates database/spreadsheets for the purpose of ensuring that **to ensure** data is maintained and collected for the documentation requirements.
- Implements reporting procedures and internal controls for the purpose of maintaining accurate records.
- Proofread all documents for the purpose of ensuring accuracy of information, as well as grammar, word usage, syntax, spelling and punctuation.
- Communicate with partners for the purpose of maintaining **to maintain** clear records and keeping **keep** current on project changes and needs.

Fringe Benefits: \$225,406 206,928

The total benefit package for employees of the TCOE includes health and life insurance, disability insurance, workers compensation, Public Employees Retirement System contributions and Medi-Cal. Approximate benefit rate totals 20%-71% of salary, depending on the salary range of each employee. Total fringe benefits increased due to increased FTE. Listed below is a breakdown of benefit percentages:

BENEFIT	CLASSIFIED MGMT	CLASSIFIED
PERS	.23	.23
MEDI	0.0145	0.0145
DISABILITY	0.0065	0.0065
SUI	.0005	.0005
W/COMP	.0317	.0317
OPEB FTE annual	\$3,417.00	\$3,417.00
OPEB SALARY	.0800	.0800
Health & Welfare (medical) annual	\$22,771.60	\$23,107.60

OPERATING EXPENSES: \$539,401 540,401

a) Supplies: \$1,000

Supply costs include general office supplies such as paper, pens, pencils, print cartridges, copy machine toner, computer peripherals, etc. Approximately \$83.33 /mth x 12 months.

b) Printing and Duplication: \$2,000 3,000

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Printing and duplication costs will include, but not be limited to, program materials, packets, toolkits, manuals, training materials, etc. Approximately \$466.66 **250.00**/mth x 12 months.

c) Postage: \$3,064

Postage costs include routine mailing of written communications that cannot otherwise be e-mailed. ~~Hard copy invoices, reports and documentation to DHCS. Hard copy documentation of MIGS letters to County Administrators and FNL Coordinators.~~ Various items requested by the field, such as Roadmap binders, toolkits, etc. Postage cost increased in year two due to an increase in contract related correspondence and identity item shipments. Approximately \$255.32 /mth x 12 months.

d) Communication: \$3,000

Communications costs include telephone, cellular phone, webinar and FAX costs. Costs include platforms and subscriptions to facilitate monthly regional conference calls, FNL Mentoring conference calls, MIGS workgroup conference calls, LTI planning conference calls, etc. A portion of the cellular phone costs for the Administrator and Program Director. Technical assistance will be offered via telephone as well as on-going contact with county FNL Coordinators and staff. Webinar service subscription will support the facilitation of webinars that will be used as a TTA tool. Other communication tools include online platforms, including but not limited to: Adobe Connect, Zoom, and Canva. Approximately \$250/mth x 12 months.

e) Conferences and Meetings: \$520,616

Conference and meetings costs will cover expenses related to statewide (including LTI), Friday Night Live Youth Summit, regional, and local/county meetings and trainings, CFNLC trainings/meetings, MIGS listening sessions, and other collaborative meetings/trainings as deemed necessary and within budget. This total amount represents up to 30 trainings, conferences, and/or meetings ranging in cost from \$500 - \$500,000 per instance. Conferences and meetings total costs are increased due to anticipated additional technical assistance and training needs. Prior to any training event, DHCS must review and approve presenters, agendas, and other materials used at the training events. In addition, DHCS prior approval will be obtained on the location of the events. Utilize FY 22/23 **Coronavirus Response and Relief Supplement Appropriations Act (CRSSA)** funds to support the offset registration costs for up to 1,000 youth attending the Friday Night Youth Summit scheduled for November 5 - 6, 2022.

f) Rent: \$9,721

This line item will pay for rent. This amount represents **40**% of the office space fees incurred by the CFNLP annually. Office space fees are divided across programs within TCOE. Approximately \$810.11 /month x 12 months.

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Equipment and Equipment Rental: \$5,000

Computer costs (\$2,500 per unit) will include the purchase of 2 computers for 2 staff. These computers will be issued to new staff and/or will replace staff computers that have reached the end of their useful life.

Travel: \$10,000

Travel costs include hotel, mileage and per diem for up to 10 CFNLP staff and up to 20 CYC members to attend statewide meetings, provide on-site TTA, MIGS or CFNLC meetings and travel for other events and/or conferences relating to the contract. Travel may include the staff funded through this contract, in-kind staff traveling expressly for the support of this contract and California Youth Council members traveling to provide training or other efforts directly related to the promotion of FNL programs. Travel cost will increase due to additional site visit training and support needs. Rates of reimbursement adhere to the CalHR approved state rate. DHCS approval will be obtained 30 days prior to travel (time permitting).

Subcontracts: ~~\$2,615,951~~ 2,399,832

The Contractor will establish subcontractors suited for specific TTA, evaluation, county support and technological needs upon approval of this contract. Subcontractors will vary depending on availability and suitability to fulfill the identified needs.

- a) Subcontractor Kathleen Tebb, University of California San Francisco (UCSF) - Evaluation TTA. Contracted services will be for Youth Development Survey implementation to include the survey tool, webinars to train coordinators/advisors how to administer the survey to the chapter youth, collection of the survey data, analysis of the data, statewide and county specific survey result reports and a presentation of the survey results to the FNL field at the annual LTI conference. ~~\$25,000~~ **25,600** total.
- b) Specialized subcontracts will include Flourish Agenda for Healing Centered Engagement (HCE) training/certification; and **Invincible Youth, Brenda Armstrong** ~~trainers TBD~~ for development of a Responsible Beverage Service (RBS) Training of Trainers (TOT) model. Costs up to ~~\$350,000~~ **229,506** for HCE and ~~\$100,000~~ **70,000** for RBS.
- c) Subcontractors ~~TBD~~ - TA and training services will be provided through subcontractors **to include, but not limited to: Leading to Change, Youth Leadership Institute, True Health 4ever, Next Gen Community Consulting, Invincible Youth, Maggie Steele, Native Discovery, Inc., Scott Backovich, Fearless Inside, Topograph, Caroline Inspires, Sixfootah The Poet, and Lacie O'Malley** to be identified at a later date. Contracted services can include on-site trainings, regional trainings, webinars, conferences, material development, and website consultation. Trainers, peer coaches and field consultants will be selected based on their

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expertise and geographical location to meet the needs of the FNL programs in the most economical method. Costs up to ~~\$75,954~~ **80,202**.

- d) Subcontractors - Stipends will be provided, when applicable, for Leadership Team LT members, California Youth Council members, program participants that provide additional outputs, and/or youth participants that engage in time consuming committee/membership roles, and/or provide participation towards meeting the deliverables of this contract. Stipends in the form of checks issued by TCOE may also be provided to non-FNL counties to support their participation in FNL implementation. \$15,000.
- e) Subcontractors – Provide contracts to county entities, for the purpose of providing foundational funding for FNL and CL programs. Funding amounts vary and are established by a population-based formula set forth by DHCS. Amounts vary from county to county. Costs up to ~~\$2,000,000~~ **1,929,524**.
 - i. The CFNLP will create and utilize an allocations acceptance process to confirm county intent to participate and receive funding through a contracting process.
 - ii. Additional incentive funds will be provided for counties with specific efforts to engage special populations (tribal entities, LGBTQ communities, and system-involved youth).
- f) Utilize ~~\$25,000 of Coronavirus Response and Relief Supplement Appropriations Act (CRSSA)~~ and \$25,000 of America Rescue Plan Act (ARPA) as pass through funding to implement FNL programs in Modoc County. This allocation (\$50,000) is not subject to indirect cost charges. As the FNL provider, Resources for Indian Student Education Inc. (RISE) will engage youth from the Pit River Tribe of Burney, the XL Reservation, Fort Bidwell Paiute Reservation, and Cedarville Rancheria. \$50,000 total.

Indirect Cost: ~~\$408,327~~ 111,688

Effective July 1, 2022, the California Department of Education approved an indirect cost rate for the TCOE for the 2022-23 fiscal year of ~~6.27~~ **7.5**%. Indirect costs include utilities, janitorial expenses, technical support from data technicians, Internet services, legal support from County Counsel, fiscal and business support, invoice preparation and budget support, personnel services, and guidance and direction from the Tulare County Superintendent of Schools. Indirect cost rate is applied to all costs ~~with the exception of pass-through funds~~ **except pass-through funds**.

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Personnel

Position Title	# of Staff	Annual Salary	FTE %	Annual Cost	
Administrator	1	191,386 <u>207,444</u>	50 % 33	\$ 95,693	<u>103,722</u>
Program Analyst	1	90,791 <u>81,233</u>	55%	\$ 29,964	<u>44,678</u>
Program Analyst	1	78,318 <u>81,233</u>	100%	\$ 78,318	<u>81,233</u>
Project Specialist	1	73,024 <u>60,568</u>	100%	\$ 73,024	<u>60,568</u>
<u>Project Specialist</u>	<u>1</u>	<u>60,568</u>	<u>65%</u>	<u>\$ 39,369</u>	
Total Salary				\$ 276,996	<u>329,570</u>
Fringe Benefits (58.98464.29772%)				\$ 463,384	<u>211,906</u>

440,380
Total Personnel \$ 541,476

Operating Expenses

Supplies	4,000 <u>3,000</u>
Printing	2,000 <u>5,000</u>
Postage	2,000 <u>1,479</u>
Communication	2,500 <u>4,500</u>
Conferences & Meetings	70,000 <u>466,307</u>
Rent	6,200 <u>7,905</u>

86,700
Total Operating Expenses \$ 488,191

Travel

8,000
Total Travel Expenses \$

Subcontracts

111,734
Total Subcontracts \$ 2,313,767

Equipment

0
Total Equipment Expenses \$

Other Costs

0
Total Other Costs \$

Indirect Costs (7.5 7.2% of All Expenses,
with the exception of pass-through funds)

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	46,186
Indirect Costs	\$ 99,175

	693,000
Annual Budget Total	\$ 3,450,609

PERSONNEL SERVICES: \$276,996 329,570

This is the total cost of personnel services, excluding benefits. Salaries for all personnel are dictated by the Tulare County Office of Education (TCOE) salary schedule. The salary amounts and percentage of full time equivalent (FTE) are forecasted approximations. The services provided through this contract rely heavily on the skills, education, and expertise of the human resources described below.

Administrator: \$95,693 103,722

The Administrator's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Administrator will be funded 50% FTE of a total annual salary of \$191,386 **207,444**.

Duties include but are not limited to:

- Overall project planning and management.
- Overall administration and supervision of project staff.
- Development of processes and opportunities that ensure that staff are skilled, knowledgeable and accountable.
- Ensuring that project staff, consultants and subcontractors have adequate knowledge, prevention expertise and capacity to provide services that support the goals of the project and are culturally sensitive and linguistically appropriate.
- Working with county Friday Night Live (FNL) programs to identify training and technical assistance (TTA) that will increase the capacity of the programs and expand the depth, breadth and quality of FNL program implementation.
- Providing direct TTA to FNL programs.
- Providing leadership for the implementation of the Leadership Training Institute (LTI) and ensuring that the Leadership Team (LT), Program Analysts, and Program Specialist have structure and support for all aspects of this deliverable.
- Planning, coordination, content design, oversight, implementation and evaluation for the LTI.
- Ensuring that budget controls and expenditures associated with contract activities are allowable and appropriate.
- Ensuring that prior approval is obtained for all travel and TTA.
- Providing administrative and structural support to the California Friday Night Live Collaborative (CFNLC) and the Member in Good Standing (MIGS) review team by ensuring that staffing, logistics, and other aspects are provided for as appropriate to the budget.
- Ensuring that all contract deliverables from service delivery sub-contracts, including reports, are submitted on time and are of high quality.

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- Researching, developing and implementing web technology resources as a cost effective way to provide training and information.
- Supporting and maintaining the integrity of the FNL programs.
- Ensuring the use of current prevention technology, such as evidence-based youth development strategies and environmental prevention, and identifying substance use disorder prevention issues affecting youth across California.
- Facilitating continuous knowledge and skill development by gathering information and training opportunities on emerging trends and evidence-based youth development strategies and disseminating to FNL programs.
- Enhancing the success of Substance Abuse Prevention and Treatment block grant (SABG funded FNL programs).
- Developing relationships across systems that aim to improve and expand the TTA provided by the CFNLP resulting in improved FNL programs at the local level.
- Identifying and developing funding opportunities and the capacity for FNL programs to pursue local, state and federal funds.
- Ensuring the implementation and maintenance of a structure that will ensure that FNL counties maintain a positive MIGS status or are working towards meeting the MIGS requirements.
- Ensuring thorough oversight and technical assistance that FNL programs enter appropriate FNL related data into the Department of Health Care Services (DHCS) data collection and reporting service, the Youth Development Survey and the Retrospective Survey and the data is used for program improvement and evaluation purposes.
- Developing and disseminating techniques and strategies for FNL programs to involve high-risk and underserved youth.
- Ensuring all TTA materials are approved in advance of implementation.
- Track emerging trends and relevant literature related to high-risk alcohol use, prescription drugs, opioid addiction, marijuana, etc. Reports national trends to DHCS.
- Create and implement advanced policy efforts that relate to alcohol and drug use, including policies that support youth engagement.
- In collaboration with DHCS and key stakeholders, participate in planning committees that support the requirements of SABG funding. This includes the Interagency Prevention Advisory Council, State Epidemiological Workgroup and Evidence-based Practices Workgroup.
- Oversee the comprehensive planning for statewide FNL programs that will enhance, sustain and measure an evidence-based high-risk substance use prevention and education program for statewide FNL programs.
- Monitor relevant national and state data, implement needs assessments, and develop new programming based on identified service gaps.
- Prepare reports and presentation materials as needed to include current data, and local and national trends; submit report for publication.
- Work to identify new funding sources for statewide prevention efforts.

Program Analyst: ~~\$29,961~~ 44,678

The Program Analyst for this project will be funded ~~33~~ **55%** FTE of a total annual salary of ~~\$90,794~~ **81,233**, with additional hours in-kind. The Program Analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE.

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Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT, and the project staff.
- Providing support to the California Youth Council (CYC) that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Program Analyst: \$78,318 81,233

The Program Analyst for this project will be funded at 100% FTE of a total annual salary of \$78,318 **81,233**, with additional hours in-kind. The program analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the Tulare County Office of Education.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT and the project staff.
- Providing support to the CYC that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Project Specialist: \$73,024 60,568

The Project Specialist will be funded 100 % of a total annual salary of \$73,024 **60,568**. The Project Specialist salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. The Project Specialist will provide organizational support to the project staff, assist in the development, implementation, and maintenance of the county FNL program documentation and provide clerical support to the organization's structure.

Duties include, but are not limited to:

- Organizing hotel logistics for training events including meals, lodging arrangements, room set up, registration management and other logistical details.

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- Producing and transmitting routine correspondence to the FNL programs.
- Tracking inventory and ordering supplies for the office, training events and meetings.
- Creating purchase orders and requests for warrants for purchases.
- Creating and maintaining notes for meetings, regional calls, LT calls, LTI planning committee calls and other calls related to the support of the FNL programs.
- Producing and maintaining records and documents that support all aspects of the CFNLP's organizational needs, such as maintaining the FNL County Coordinator directory, MIGS documentation, DHCS data collection and reporting documentation and certificates.
- Making travel arrangements for CFNLP staff, pre and post travel documents and other documentation processes inherent to the efficient function of the organization.
- Creating contracts and materials to support the addition of the youth council project

Project Specialist: \$39,369

The Project Specialist will be funded 65 % of a total annual salary of \$39,369. The Project Specialist salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. The Project Specialist will provide organizational support to the project staff, assist in the development, implementation, and maintenance of the county FNL program documentation and provide clerical support to the organization's structure.

Duties include, but are not limited to:

- **Organizing hotel logistics for training events including meals, lodging arrangements, room set up, registration management and other logistical details.**
- **Producing and transmitting routine correspondence to the FNL programs.**
- **Tracking inventory and ordering supplies for the office, training events and meetings.**
- **Creating purchase orders and requests for warrants for purchases.**
- **Creating and maintaining notes for meetings, regional calls, LT calls, LTI planning committee calls and other calls related to the support of the FNL programs.**
- **Producing and maintaining records and documents that support all aspects of the CFNLP's organizational needs, such as maintaining the FNL County Coordinator directory, MIGS documentation, DHCS data collection and reporting documentation and certificates.**
- **Making travel arrangements for CFNLP staff, pre and post travel documents and other documentation processes inherent to the efficient function of the organization.**
- **Creating contracts and materials to support the addition of the youth council project**

Fringe Benefits: \$163,384 211,906

The total benefit package for employees of the TCOE includes health and life insurance, disability insurance, workers compensation, Public Employees Retirement System contributions and Medi-Cal. Approximate benefit rate totals 23%-71% of salary, depending on the salary range of each employee. Listed below is a breakdown of benefit percentages:

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BENEFIT	CLASSIFIED MGMT	CLASSIFIED
PERS	.23	.23
MEDI	0.0145	0.0145
DISABILITY	0.0065	0.0065
SUI	.0005	.0005
W/COMP	.0317	.0317
OPEB FTE annual	\$3,417.00	\$3,417.00
OPEB SALARY	.0800	.0800
Health & Welfare (medical) annual	\$22,975.40	\$23,311.40

OPERATING EXPENSES: \$86,700 488,191

a) Supplies: ~~\$4,000~~ 3,000

Supply costs include general office supplies such as paper, pens, pencils, print cartridges, copy machine toner, computer peripherals, etc. Approximately ~~\$333.33~~ 250.00/mth x 12 months.

b) Printing and Duplication: ~~\$2,000~~ 5,000

Printing and duplication costs will include, but not be limited to, program materials, packets, toolkits, manuals, training materials, etc. Approximately ~~\$166.66~~ 416.66/mth x 12 months.

c) Postage: ~~\$2,000~~ 1,479

Postage costs include routine mailing of written communications that cannot otherwise be e-mailed. ~~Hard copy invoices, reports and documentation to DHCS. Hard copy documentation of MIGS letters to County Administrators and FNL Coordinators.~~ Various items requested by the field, such as Roadmap binders, toolkits, etc. Approximately ~~\$166.66~~ 123.25/mth x 12 months.

d) Communication: ~~\$2,500~~ 4,500

Communications costs include telephone, cellular phone, webinar and FAX costs. Costs include platforms and subscriptions to facilitate monthly regional conference calls, FNL Mentoring conference calls, MIGS workgroup conference calls, LTI planning conference calls, etc. A portion of the cellular phone costs for the Administrator and Program Director. Technical assistance will be offered via telephone as well as on-going contact with county FNL Coordinators and staff. Webinar service subscription will support the facilitation of webinars that will be used as a TTA tool. Other communication tools include online platforms, including but not limited to: Adobe Connect, Zoom, and Canva. Approximately ~~\$208.33~~ 375.00/mth x 12 months.

e) Conferences and Meetings: ~~\$70,000~~ 466,307

Conference and meetings costs will cover expenses related to statewide (including LTI), Friday Night Live Youth Summit, regional, and local/county meetings and trainings, CFNLC trainings/meetings, MIGS listening sessions, and other collaborative meetings/trainings as deemed necessary and within budget. Prior to any training event, DHCS must review and approve presenters, agendas, and other materials used at the training events. In addition, DHCS prior approval will be obtained on the location of the events. This

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line item will support the offset of registration costs for up to 1,000 youth attending the Friday Night Live Youth Summit scheduled for October 7-8, 2023.

f) Rent: ~~\$6,200~~ 7,905

This line item will pay for rent. This amount represents ~~33~~ **46.25%** of the office space fees incurred by the CFNLP, annually. Office space fees are divided across programs within TCOE. Approximately ~~\$546.66~~ **658.75**/mth x 12 months.

Equipment and Equipment Rental: \$0

No equipment costs.

Travel: \$8,000

Travel costs include hotel, mileage and per diem for up to 10 CFNLP staff and up to 20 CYC members to attend statewide meetings, provide on-site TTA, MIGS or CFNLC meetings and travel for other events and/or conferences relating to the contract. Travel may include the staff funded through this contract, in-kind staff traveling expressly for the support of this contract and CYC members traveling to provide training or other efforts directly related to the promotion of FNL programs. Rates of reimbursement adhere to the CalHR approved state rate. DHCS approval will be obtained 30 days prior to travel (time permitting).

Subcontracts: ~~\$441,734~~ 2,313,767

The Contractor will establish subcontractors suited for specific TTA, evaluation, county support and technological needs upon approval of this contract. Subcontractors will vary depending on availability and suitability to fulfill the identified needs.

- a) Subcontractor TBD - Evaluation TTA services will be provided through a subcontractor to be identified at a later date. Contracted services will be for Youth Development Survey implementation to include the survey tool, webinars to train coordinators/advisors how to administer the survey to the chapter youth, collection of the survey data, analysis of the data, statewide and county specific survey result reports and a presentation of the survey results to the FNL field at the annual LTI conference. \$25,000 total.
- b) Subcontractors TBD - TTA services may be provided through subcontractors to be identified at a later date. Contracted services will be for on-site trainings, regional trainings, webinars, **FNL Youth Summit** and LTI. **Contracted services could also include consultants to develop program guides for Club Live and FNL Kids. Contracted services could also include Flourish Agenda for additional Healing Centered Engagement training opportunities for the FNL field. Contracted services will include subcontracts for website development/maintenance and technology/website training to ensure ADA compliance.** Trainers, peer coaches and field consultants will be selected based on their area of expertise as well as their geographical location in order to meet the needs of the FNL programs in the most economical method. \$40,734 **242,767** total with subcontractors not to exceed \$25,000 per subcontractor.

~~Subcontractors TBD - Technology subcontracts may include, but are not limited to website development/maintenance, webpage design, and technology training. \$5,000 28,295 total.~~

- c) Subcontractors TBD - Stipends may be provided, when applicable, for Leadership Team members, CYC members, and/or youth participants that engage in time consuming committee/membership roles, and/or

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provide a significant contribution towards meeting the deliverables of this contract. Stipends in the form of checks issued by TCOE may also be provided to non-FNL counties to support their participation in FNL implementation. \$10,000 total.

- d) Utilize \$25,000 of America Rescue Plan Act (ARPA) and ~~\$6,000 of SABG~~ as pass through funding to implement FNL programs in Modoc County. As the FNL provider Resources for Indian Student Education Inc. (RISE) will engage youth from the Pit River Tribe of Burney, the XL Reservation, Fort Bidwell Paiute Reservation, and Cedarville Rancheria. ~~ARPA (\$25,000), and SABG (\$6,000). This allocation 31,000 is not subject to indirect cost charges. Total \$31,000~~ **25,000.**
- e) **Subcontractors – Provide contracts to county entities, for the purpose of providing foundational funding for FNL and CL programs. Funding amounts vary and are established by a population based formula set forth by DHCS. Costs up to \$1,949,000.**
 - a. **The CFNLP will utilize an allocations acceptance process to confirm county intent to participate and receive funding through the contracting process.**
 - b. **Additional incentive funds will be provided for counties with specific efforts to engage special populations (tribal entities, LGBTQ communities, and system-involved youth).**
- f) **Specialized subcontracts will include trainers TBD for development and implementation of a Responsible Beverage Service (RBS) Training of Trainers (TOT) model. Costs up to \$62,000.**

Indirect Cost: \$ ~~46,186.05~~ 99,175

The indirect cost rate for TCOE has not yet been established but is projected to be 7.5% for the 2023-2024 fiscal year. **The California Department of Education approved an indirect cost rate for the TCOE for the 2023-24 fiscal year of 7.2%.** Indirect costs include utilities, janitorial expenses, technical support from data technicians, Internet services, legal support from County Counsel, fiscal and business support, invoice preparation and budget support, personnel services, and guidance and direction from the Tulare County Superintendent of Schools. It is anticipated that all subcontracts will be under \$25,000. As such, the indirect cost rate will be applied to the subcontract total with the exception of the Modoc County allocation **and County allocations**, which are pass through funds.

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Year 4
(July 1, 2024 through June 30, 2025)

Personnel

Position Title	# of Staff	Annual Salary	FTE %	Annual Cost
Administrator	1	201,306 <u>228,965</u>	50% 33	\$ 400,653 <u>114,483</u>
Program Analyst	1	95,330 <u>89,527</u>	<u>45</u> %	\$ 31,459 <u>40,287</u>
Program Analyst	1	84,701 <u>89,527</u>	100%	\$ 84,701 <u>89,527</u>
Project Specialist	1	76,675 <u>68,048</u>	100%	\$ 76,675 <u>68,048</u>
Total Salary				\$ 293,488 <u>312,345</u>
Fringe Benefits (57.64 <u>60.88</u> %)				\$ 169,166 <u>190,156</u>

Total Personnel \$ **462,654**
502,501

Operating Expenses

Supplies	4,000 <u>2,000</u>
Printing	2,000
Postage	2,000
Communication	2,500 <u>4,000</u>
Conferences & Meetings	70,000 <u>447,410</u>
Rent	6,200 <u>7,905</u>

Total Operating Expenses \$ **86,700**
465,315

Total Travel Expenses \$ **8,000**
6,000

Subcontracts

Total Subcontracts \$ **89,460**
2,139,057

Equipment

Total Equipment Expenses \$ 0

Other Costs

Total Other Costs \$ 0

Indirect Costs (7.5 **7.2**% of All Expenses, **with the exception of pass-through funds**)

Indirect Costs \$ **46,186**
80,127

Exhibit B Attachment IV, A4
Budget
Year 4
(July 1, 2024 through June 30, 2025)

693,000
\$ 3,193,000

Annual Budget Total

PERSONNEL SERVICES: ~~\$293,488~~ **312,345**

This is the total cost of personnel services, excluding benefits. Salaries for all personnel are dictated by the Tulare County Office of Education (TCOE) salary schedule. The salary amounts and percentage of full time equivalent (FTE) are forecasted approximations. The services provided through this contract rely heavily on the skills, education, and expertise of the human resources described below.

Administrator: \$ ~~400,653~~ **114,483**

The Administrator's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE. The Administrator will be funded 50% FTE of a total annual salary of \$ ~~201,306~~ **228,965**.

Duties include but are not limited to:

- Overall project planning and management.
- Overall administration and supervision of project staff.
- Development of processes and opportunities that ensure that staff are skilled, knowledgeable and accountable.
- Ensuring that project staff, consultants and subcontractors have adequate knowledge, prevention expertise and capacity to provide services that support the goals of the project and are culturally sensitive and linguistically appropriate.
- Working with county Friday Night Live (FNL) programs to identify training and technical assistance (TTA) that will increase the capacity of the programs and expand the depth, breadth and quality of FNL program implementation.
- Providing direct TTA to FNL programs.
- Providing leadership for the implementation of the Leadership Training Institute (LTI) and ensuring that the Leadership Team (LT), Program Analysts, and Program Specialist have structure and support for all aspects of this deliverable.
- Planning, coordination, content design, oversight, implementation and evaluation for the LTI.
- Ensuring that budget controls and expenditures associated with contract activities are allowable and appropriate.
- Ensuring that prior approval is obtained for all travel and TTA.
- Providing administrative and structural support to the California Friday Night Live Collaborative (CFNLC) and the Member in Good Standing (MIGS) review team by ensuring that staffing, logistics, and other aspects are provided for as appropriate to the budget.

Exhibit B Attachment IV, A4BudgetYear 4(July 1, 2024 through June 30, 2025)

- Ensuring that all contract deliverables from service delivery sub-contracts, including reports, are submitted on time and are of high quality.
- Researching, developing and implementing web technology resources as a cost effective way to provide training and information.
- Supporting and maintaining the integrity of the FNL programs.
- Ensuring the use of current prevention technology, such as evidence-based youth development strategies and environmental prevention, and identifying substance use disorder prevention issues affecting youth across California.
- Facilitating continuous knowledge and skill development by gathering information and training opportunities on emerging trends and evidence-based youth development strategies and disseminating to FNL programs.
- Enhancing the success of Substance Abuse Prevention and Treatment Block Grant (SABG) funded FNL programs.
- Developing relationships across systems that aim to improve and expand the TTA provided by the CFNLP resulting in improved FNL programs at the local level.
- Identifying and developing funding opportunities and the capacity for FNL programs to pursue local, state and federal funds.
- Ensuring the implementation and maintenance of a structure that will ensure that FNL counties maintain a positive MIGS status or are working towards meeting the MIGS requirements.
- Ensuring thorough oversight and technical assistance that FNL programs enter appropriate FNL related data into the Department of Health Care Services (DHCS) data collection and reporting service, the Youth Development Survey and the Retrospective Survey and the data is used for program improvement and evaluation purposes.
- Developing and disseminating techniques and strategies for FNL programs to involve high-risk and underserved youth.
- Ensuring all TTA materials are approved in advance of implementation.
- Track emerging trends and relevant literature related to high-risk alcohol use, prescription drugs, opioid addiction, marijuana, etc. Reports national trends to DHCS.
- Create and implement advanced policy efforts that relate to alcohol and drug use, including policies that support youth engagement.
- In collaboration with DHCS and key stakeholders, participate in planning committees that support the requirements of SABG funding. This includes the Interagency Prevention Advisory Council, State Epidemiological Workgroup and Evidence-based Practices Workgroup.
- Oversee the comprehensive planning for statewide FNL programs that will enhance, sustain and measure an evidence-based high-risk substance use prevention and education program for statewide FNL programs.
- Monitor relevant national and state data, implement needs assessments, and develop new programming based on identified service gaps.
- Prepare reports and presentation materials as needed to include current data, and local and national trends; submit report for publication.
- Work to identify new funding sources for statewide prevention efforts.

Exhibit B Attachment IV, A4BudgetYear 4(July 1, 2024 through June 30, 2025)Program Analyst: \$ ~~31,459~~ **40,287**

The Program Analyst for this project will be funded ~~33~~ **45** % FTE of a total annual salary of \$ ~~95,330~~ **89,527**, with additional hours in-kind. The Program Analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the TCOE.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT, and the project staff.
- Providing support to the California Youth Council (CYC) that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Program Analyst: \$ ~~84,704~~ **89,527**

The Program Analyst for this project will be funded at 100% FTE of a total annual salary of \$ ~~84,704~~ **89,527**, with additional hours in-kind. The program analyst's salary and fringe benefits were calculated according to the management and confidential salary schedule created by the personnel division of the Tulare County Office of Education.

Duties include, but are not limited to:

- Developing and managing all technology needs of the program. This includes online registration processes and polls, webinars and webinar facilitation.
- Managing all website related tasks, including posting and removing documents, TTA calendar management, and providing support to programs utilizing the site.
- Developing PowerPoints, fact sheets and other presentation materials utilized by all staff dedicated to this project.
- Providing direct training to the field through webinars and in-person trainings.
- Developing training materials and documents to support the CFNLC, LT and the project staff.
- Providing support to the CYC that includes facilitation and direction, research and development of tools and materials relevant to the CYC work.

Exhibit B Attachment IV, A4BudgetYear 4(July 1, 2024 through June 30, 2025)Project Specialist: \$ ~~76,675~~ **68,048**

The Project Specialist will be funded 100 % of a total annual salary of \$ ~~76,675~~ **68,048**. The Project Specialist salary and fringe benefits were calculated according to the negotiated contract with the TCOE, the Board of Trustees and California School Employees Association, and the bargaining unit for classified employees. The Project Specialist will provide organizational support to the project staff, assist in the development, implementation, and maintenance of the county FNL program documentation and provide clerical support to the organization's structure.

Duties include, but are not limited to:

- Organizing hotel logistics for training events including meals, lodging arrangements, room set up, registration management and other logistical details.
- Producing and transmitting routine correspondence to the FNL programs.
- Tracking inventory and ordering supplies for the office, training events and meetings.
- Creating purchase orders and requests for warrants for purchases.
- Creating and maintaining notes for meetings, regional calls, LT calls, LTI planning committee calls and other calls related to the support of the FNL programs.
- Producing and maintaining records and documents that support all aspects of the CFNLP's organizational needs, such as maintaining the FNL County Coordinator directory, MIGS documentation, DHCS data collection and reporting documentation and certificates.
- Making travel arrangements for CFNLP staff, pre and post travel documents and other documentation processes inherent to the efficient function of the organization.
- Creating contracts and materials to support the addition of the youth council project

Fringe Benefits: \$ ~~169,166~~ **190,156**

The total benefit package for employees of the TCOE includes health and life insurance, disability insurance, workers compensation, Public Employees Retirement System contributions and Medi-Cal. Approximate benefit rate totals 23%-71% of salary, depending on the salary range of each employee. Listed below is a breakdown of benefit percentages:

BENEFIT	CLASSIFIED MGMT	CLASSIFIED
PERS	.23	.23
MEDI	0.0145	0.0145
DISABILITY	0.0065	0.0065
SUI	.0005	.0005
W/COMP	.0317	.0317
OPEB FTE annual	\$3,417.00	\$3,417.00

Exhibit B Attachment IV, A4BudgetYear 4(July 1, 2024 through June 30, 2025)

OPEB SALARY	.0800	.0800
Health & Welfare (medical) annual	\$23,179.20	\$23,515.20

OPERATING EXPENSES: \$ 86,700 **465,315****a) Supplies: \$ 4,000 2,000**

Supply costs include general office supplies such as paper, pens, pencils, print cartridges, copy machine toner, computer peripherals, etc. Approximately \$ ~~333.33~~ **166.66**/mth x 12 months.

b) Printing and Duplication: \$ 2,000

Printing and duplication costs will include, but not be limited to, program materials, packets, toolkits, manuals, training materials, etc. Approximately \$ 166.66/mth x 12 months.

c) Postage: \$ 2,000

Postage costs include routine mailing of written communications that cannot otherwise be e-mailed. ~~Hard copy invoices, reports and documentation to DHCS. Hard copy documentation of MIGS letters to County Administrators and FNL Coordinators.~~ Various items requested by the field, such as Roadmap binders, toolkits, etc. Approximately \$ 166.66/mth x 12 months.

d) Communication: \$ 2,500 4,000

Communications costs include telephone, cellular phone, webinar and FAX costs. Costs include platforms and subscriptions to facilitate monthly regional conference calls, FNL Mentoring conference calls, MIGS workgroup conference calls, LTI planning conference calls, etc. A portion of the cellular phone costs for the Administrator and Program Director. Technical assistance will be offered via telephone as well as on-going contact with county FNL Coordinators and staff. Webinar service subscription will support the facilitation of webinars that will be used as a TTA tool. Other communication tools include online platforms, including but not limited to: Adobe Connect, Zoom, **Event Management Platforms**, and Canva. Approximately \$ ~~208.33~~ **333.33**/mth x 12 months.

e) Conferences and Meetings: \$ 70,000 447,410

Conference and meetings costs will cover expenses related to statewide (including LTI and **FNL Youth Summit**), regional, and local/county meetings and trainings, CFNLC trainings/meetings, MIGS listening sessions, and other collaborative meetings/trainings as deemed necessary and within budget. Prior to any training event, DHCS must review and approve presenters, agendas, and other materials used at the training events. In addition, DHCS prior approval will be obtained on the location of the events.

f) Rent: \$ 6,200 7,905

Exhibit B Attachment IV, A4BudgetYear 4(July 1, 2024 through June 30, 2025)

This line item will pay for rent. This amount represents 33 **46.25%** of the office space fees incurred by the CFNLP, annually. Office space fees are divided across programs within TCOE. Approximately \$516.66 **658.75**/mth x 12 months.

Equipment and Equipment Rental: \$0

No equipment costs.

Travel: \$ 8,000 **6,000**

Travel costs include hotel, mileage and per diem for up to 10 CFNLP staff and up to 20 CYC members to attend statewide meetings, provide on-site TTA, MIGS or CFNLC meetings and travel for other events and/or conferences relating to the contract. Travel may include the staff funded through this contract, in-kind staff traveling expressly for the support of this contract and California CYC members traveling to provide training or other efforts directly related to the promotion of FNL programs. Rates of reimbursement adhere to the CalHR approved state rate. DHCS approval will be obtained 30 days prior to travel (time permitting).

Subcontracts: \$ 89,460 **2,139,057**

The Contractor will establish subcontractors suited for specific TTA, evaluation, county support and technological needs upon approval of this contract. Subcontractors will vary depending on availability and suitability to fulfill the identified needs.

- a) Subcontractor – TBD Evaluation TTA services will be provided through a subcontractor to be identified at a later date. Contracted services will be for Youth Development Survey implementation to include the survey tool, webinars to train coordinators/advisors how to administer the survey to the chapter youth, collection of the survey data, analysis of the data, statewide and county specific survey result reports and a presentation of the survey results to the FNL field at the annual LTI conference. ~~\$25,000~~ **23,000** total.
- b) Subcontractors TBD - TTA and services may be provided through subcontractors to be identified at a later date. Contracted services will be for on-site trainings, regional trainings, webinars and LTI. **Contracted services will include subcontracts for website development/maintenance and technology/website training to ensure ADA compliance. Contracted services could also include Flourish Agenda for additional Healing Centered Engagement training opportunities for the FNL field.** Trainers, peer coaches and field consultants will be selected based on their area of expertise as well as their geographical location in order to meet the needs of the FNL programs in the most economical method. ~~\$18,460~~ **106,057** total
- c) ~~Subcontractors TBD – Technology subcontracts may include, but are not limited to website development/maintenance, webpage design, and technology training. \$5,000 total.~~
- d) Subcontractors TBD - Stipends may be provided, when applicable, for Leadership Team members, CYC members, and/or youth participants that engage in time consuming committee/membership roles, and/or provide a significant contribution towards meeting the

Exhibit B Attachment IV, A4
Budget
Year 4
(July 1, 2024 through June 30, 2025)

deliverables of this contract. Stipends in the form of checks issued by TCOE may also be provided to non-FNL counties to support their participation in FNL implementation. \$10,000 total.

- e) **Subcontractors – Provide contracts to county entities, for the purpose of providing foundational funding for FNL and CL programs. Funding amounts vary and are established by a population based formula set forth by DHCS. Costs up to \$1,975,000.**
- a. **The CFNLP will utilize an allocations acceptance process to confirm county intent to participate and receive funding through the contracting process.**
 - b. **Additional incentive funds will be provided for counties with specific efforts to engage special populations (tribal entities, LGBTQ communities, and system-involved youth).**
- f) Utilize \$25,000 of America Rescue Plan Act (ARPA) ~~and \$6,000 of SABG~~ as pass through funding to implement FNL programs in Modoc County. As the FNL provider Resources for Indian Student Education Inc. (RISE) will engage youth from the Pit River Tribe of Burney, the XL Reservation, Fort Bidwell Paiute Reservation, and Cedarville Rancheria. ARPA (\$25,000), ~~and SABG (\$6,000).~~ This allocation ~~31,000~~ is not subject to indirect cost charges. \$~~31,000~~ **25,000** total.

Indirect Cost: \$ ~~46,186.05~~ **80,127**

The indirect cost rate for TCOE has not yet been established but is projected to be 7.5 **7.2**% for the 2024-2025 fiscal year. Indirect costs include utilities, janitorial expenses, technical support from data technicians, Internet services, legal support from County Counsel, fiscal and business support, invoice preparation and budget support, personnel services, and guidance and direction from the Tulare County Superintendent of Schools. It is anticipated that all subcontracts will be under \$25,000. As such, the indirect cost rate will be applied to the subcontract total with the exception of the Modoc County allocation **and County Allocations**, which are pass through funds.

Certificate Of Completion

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Status: Completed

Subject: Complete with DocuSign: 21-10068 A04 Tulare Co Office of Education (FNL) External.pdf

Source Envelope:

Document Pages: 53

Signatures: 2

Envelope Originator:

Certificate Pages: 5

Initials: 0

Kristen Dingman

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1501 Capitol Ave

Enveloped Stamping: Enabled

Sacramento, CA 95814-5005

Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Kristen.Dingman@dhcs.ca.gov

IP Address: 158.96.4.13

Record Tracking

Status: Original

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Kristen.Dingman@dhcs.ca.gov

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Signer Events**Signature****Timestamp**

Tim A. Hire

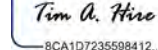
tim.hire@tcoe.org

Superintendent

Tulare County Office of Education

Security Level: Email, Account Authentication (None)

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Robert Strom

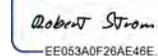
Robert.Strom@dhcs.ca.gov

Chief, Contracts Section

Department of Health Care Services

Security Level: Email, Account Authentication (None)

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Christina Soares

Christina.Soares@dhcs.ca.gov

Chief, Contracts Division

Administration, Contracts Division

Security Level: Email, Account Authentication (None)

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Richard Nelson Richard.Nelson@dhcs.ca.gov Asst. Division Chief Department of Health Care Services Security Level: Email, Account Authentication (None)	<div>COPIED</div>	Sent: 4/11/2023 11:58:17 AM
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Notary Events	Signature	Timestamp
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Envelope Summary Events	Status	Timestamps
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Completed	Security Checked	4/11/2023 11:58:17 AM

Payment Events	Status	Timestamps
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Electronic Record and Signature Disclosure
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**TULARE COUNTY OFFICE OF EDUCATION
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Dedi Somavia, Assistant Superintendent, Human Resources

SUBJECT:

First Reading of Board Policy 6142.7 - Physical Education and Activity.

DESCRIPTION/SUMMARY:

California Department of Education requires that the Board of Trustees establishes ROTC as an alternative pathway for meeting the Physical Education graduation requirement. In doing this, teachers who are authorized to teach ROTC may give PE credit to pupils who have completed the ROTC class. The new Board Policy, 6142.7 - Physical Education and Activity outlines specific courses in which credit shall be given for Physical Education. This is a new policy that is required to meet state and legal guidelines.

FINANCING:

n/a

RECOMMENDATION:

Review policy.

TULARE COUNTY OFFICE OF EDUCATION

Board Policy

**Instruction
BP 6142.7**

Physical Education and Activity

Physical Education and Activity

The Board of Trustees recognizes the positive benefits of physical activity on student health and academic achievement. The Superintendent or Designee shall provide all students, who are enrolled at one of the dependent charter schools under Tulare County Office of Education, the opportunity to be physically active on a regular basis through high-quality physical education instruction.

The physical education instruction shall be for a total period of time of not less than 200 minutes each 10 schooldays to pupils in grades 7 to 12.

The Board of Trustees shall establish the courses in grades 7-12 for which physical education credit may be granted.

Physical Education

Reserve Officers Training Corps (ROTC)

Legal Reference:

EDUCATION CODE

33352 - Physical Education

51220 - Courses of Study, Grades 7-12

Policy adopted:

Tulare County Board of Education
Visalia, California

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

SUBMITTED BY:

Frank Silveira, Administrator, CHOICES Programs

SUBJECT:

Tobacco-Use Prevention Education for Grades Six through Twelve, Tier 2

DESCRIPTION/SUMMARY:

The Legislature requires that the funds allocated under this Tier 2 RFA must be used to develop anti-tobacco education programs and tobacco use intervention and cessation activities in order to reduce the number of students in California who begin to use tobacco, continue to use tobacco, or both (HSC 104420(k)(1))

FINANCING:

\$810,591 (July 1, 2023-June 30, 2026)

\$2,431,773 awarded for three years

RECOMMENDATION:

Approval of funds

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

SUBMITTED BY:

Debra Lockwood, Library Media Supervisor

SUBJECT:

Library collection development additions from the ERS Library Budget and CLSD Readership Grant.

DESCRIPTION/SUMMARY:

Library Print/Materials Collection Purchases:

https://drive.google.com/file/d/1Be_X4KAOF16k3ur1aEWkq_AuqSmNsMqZ/view?usp=sharing

Sora Audiobooks/eBook Purchases:

https://drive.google.com/file/d/1AGRnnKJhq51eG9_AJp-ORHNUui3JCVN/view?usp=sharing

CLSD Readership Grant Purchases:

https://drive.google.com/file/d/1DmFi6d2Sb__befQJ44Pa3kuGbOrVcOf3/view?usp=sharing

FINANCING:

The value of the newly purchased materials is estimated at \$14,000 from the CLSD Readership Grant, and \$20,000 from the ERS Library Budget. These reflect purchases between May 2022 - May 2023.

RECOMMENDATION:

Approval is recommended on the 2022-2023 ERS Library and Multimedia material purchases.

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

SUBMITTED BY:

Sarah Hamilton

SUBJECT:

Consideration and approval of the 2023-24 Local Control and Accountability Plan (LCAP) for TCOE Schools - Court/Community/Special Education

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.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare County Office of Education

CDS Code: 54105460000000

School Year: 2023-24

LEA contact information:

Tammy Bradford

Assistant Superintendent

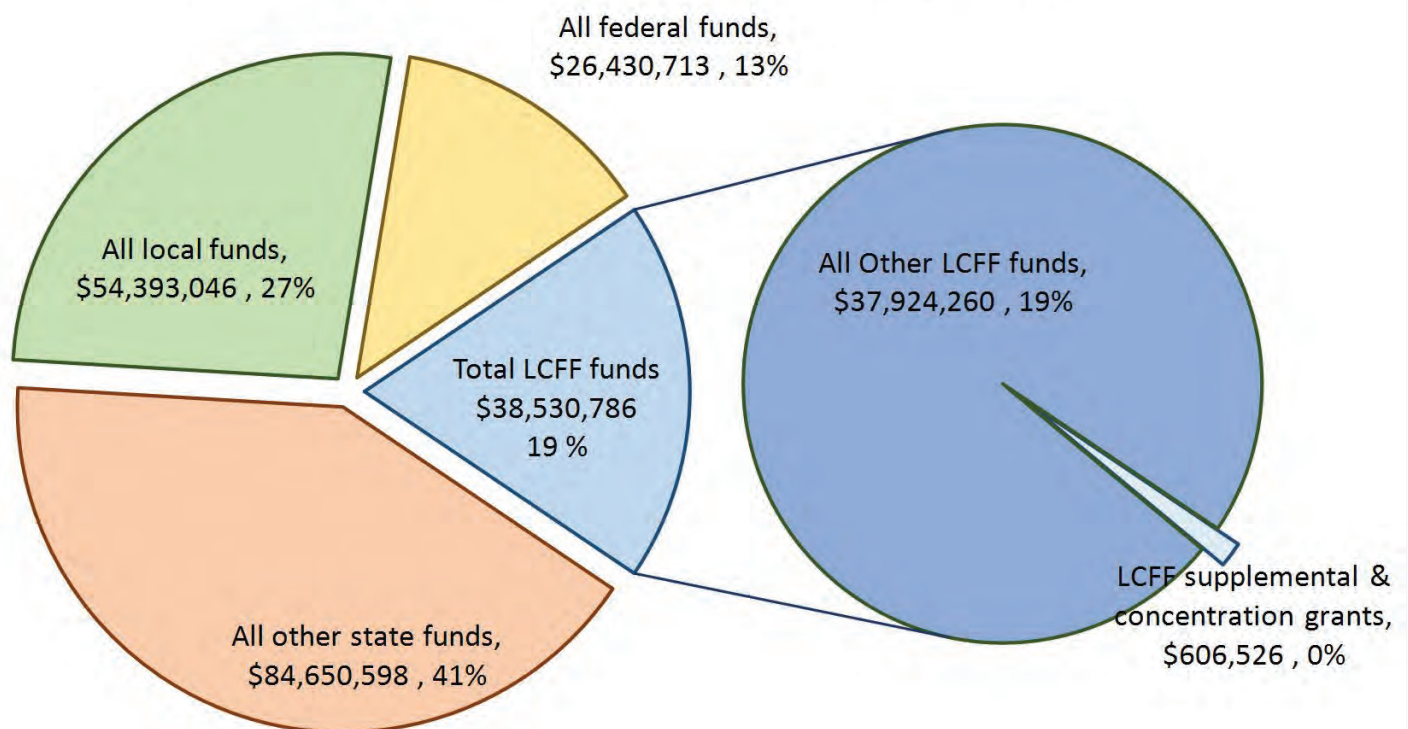
tammy.bradford@tcoe.org

(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 2023-24 School Year

Projected Revenue by Fund Source

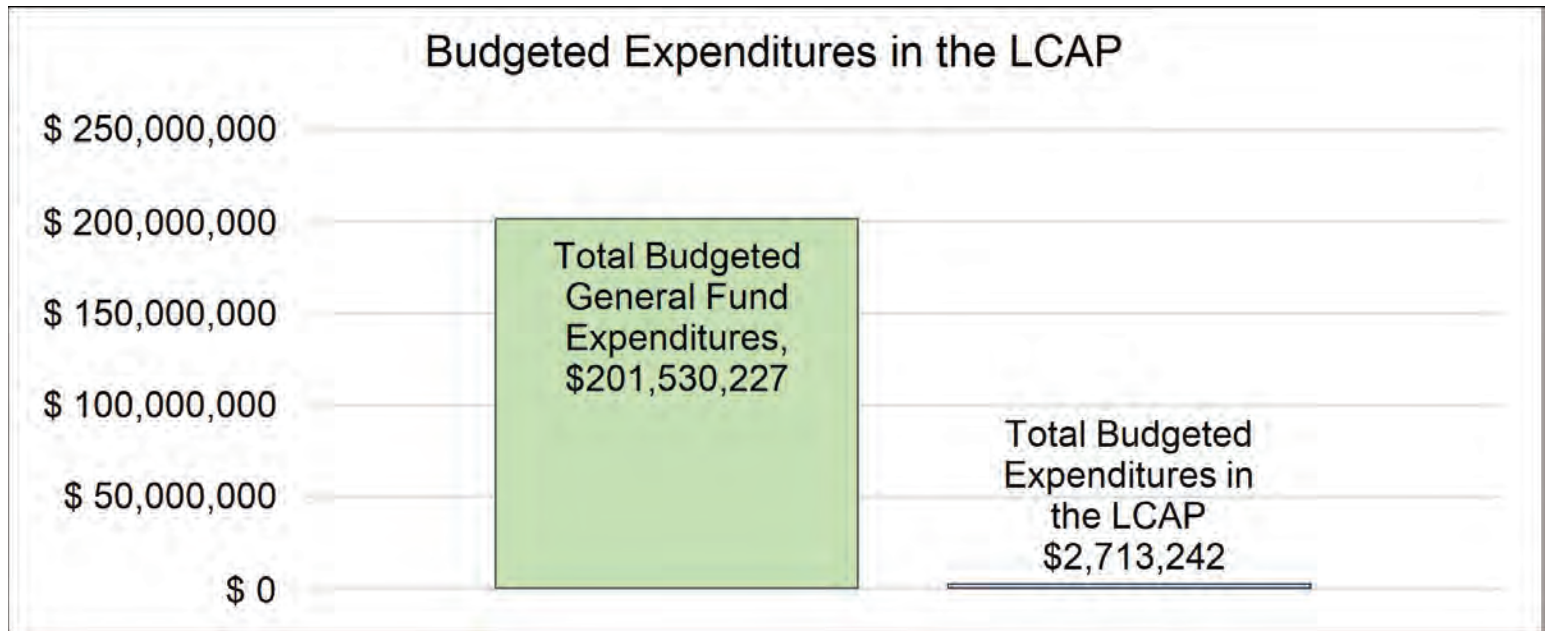


This chart shows the total general purpose revenue Tulare County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare County Office of Education is \$204,005,143, of which \$38,530,786 is Local Control Funding Formula (LCFF), \$84,650,598 is other state funds, \$54,393,046 is local funds, and \$26,430,713 is federal funds. Of the \$38,530,786 in LCFF Funds, \$606,526 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 2023-24. 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 \$201,530,227 for the 2023-24 school year. Of that amount, \$2,713,242 is tied to actions/services in the LCAP and \$198,816,985 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

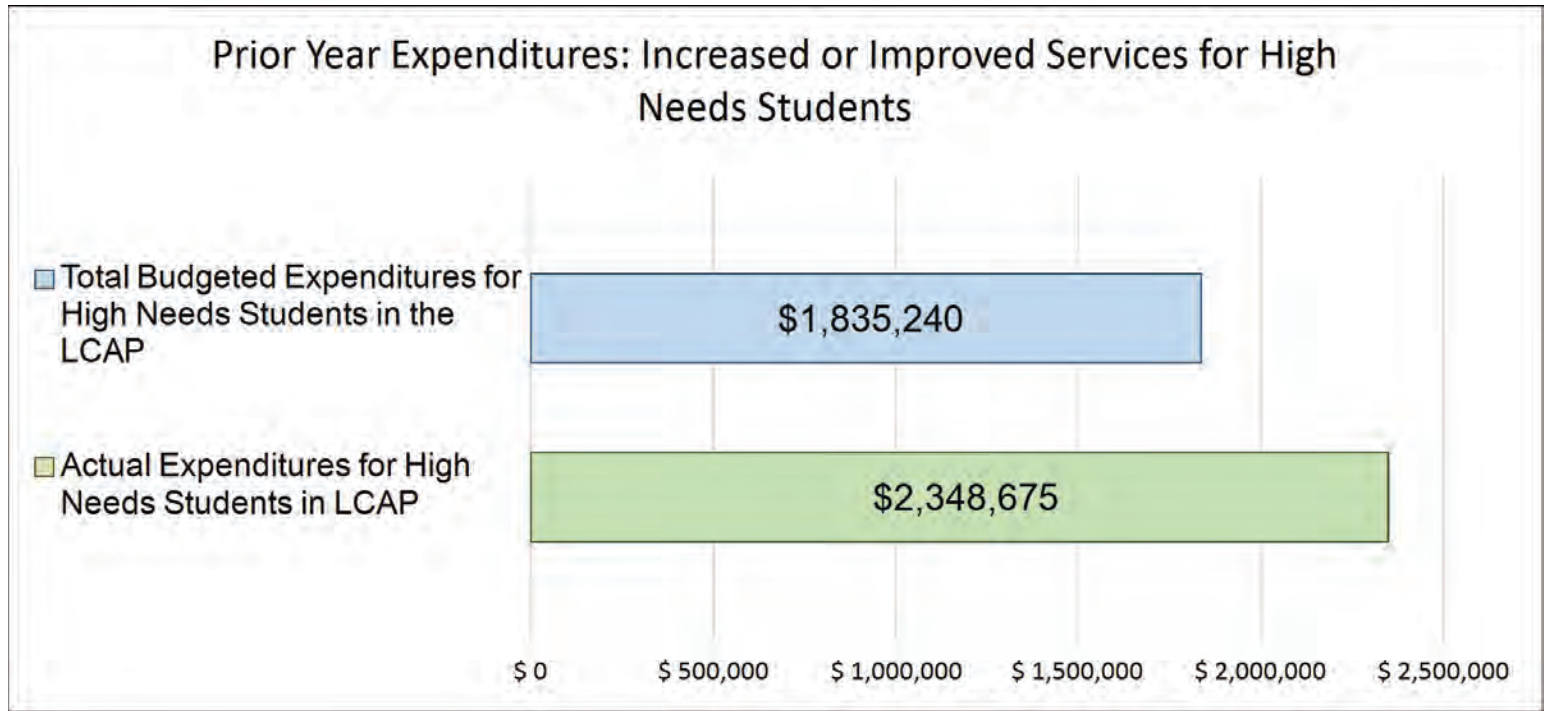
General fund expenditures not included in the LCAP will be utilized to maintain organizational operation which include areas such as maintenance and operations, transportation, centralized data processing, county office employee costs, supplies, travel, utilities, repairs and equipment and other costs incurred in support of county school districts.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Tulare County Office of Education is projecting it will receive \$606,526 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 \$2,378,057 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 2022-23



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 2022-23, Tulare County Office of Education's LCAP budgeted \$1,835,240 for planned actions to increase or improve services for high needs students. Tulare County Office of Education actually spent \$2,348,674.72 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$513,434.72 had the following impact on Tulare County Office of Education's ability to increase or improve services for high needs students:

There was no negative impact in the ability to increase or improve services for Unduplicated Pupils as a result of the difference between budgeted and actual expenditures in the 2022-23 LCAP. TCOE expenditures exceeded those planned.

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
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Plan Summary [2023-24]

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), it's Special Education School, Court and Community Schools serve a wide variety of students including students with disabilities and those with moderate to severe disabilities, English language learners, low income students and at-risk (foster) youth. As of census day (October 5th, 2022) Tulare County Court School had 59 students enrolled. Tulare County Community School had 16 students enrolled. Tulare County Special Education School had 1077 students enrolled. The total combined enrollment for the Tulare County Office of Education excluding charters is 1152 students.

Tulare County Court, Community and Special Education Schools include very distinct populations of students:

COURT SCHOOL:The Juvenile Detention Facility Court school serves incarcerated youth ranging in ages 12-19. The Juvenile Detention Facility Court school provides comprehensive educational services for students who are under the custodial care of the Tulare County Probation Department. The school is in session year round. Enrollment at the Juvenile Detention Facility Court school varies for each student as determined by the adjudication process of the juvenile court. The average number of days court school students were enrolled was 33. Only 68% were enrolled less than 14 days, 77% were enrolled less than 30 days, while 80% were enrolled less than 60 days, the balance of the students were enrolled 90 plus days.

COMMUNITY SCHOOLS: The community schools serve students ranging in grades 7th – 12th.The community schools are Tulare County's educational program for expelled and probation/court referred youth. The program is a multi-tiered approach involving County Office of Education, Tulare County Probation, mental health, and other collaborative partners. Students attending are either court-ordered, probation-referred (formal or informal probation), 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 throughout the programs. The average number of days community students were enrolled was 73.

SPECIAL EDUCATION SCHOOL: The Tulare County Special Education School is a special education program titled AcCEL, serving students with moderate to serve disabilities for our 43 member districts. 1077 Students with disabilities ages 3-21 as of census date 2022.

Through Academic Collaborative for Exceptional Learners (AcCEL) Tulare County Office of Education (TCOE) offers educational services to students with moderate to severe intellectual disabilities. Students attend school in special day classes located on school campuses throughout the county or in special centers located in Visalia, Tulare, Porterville, and Yettam. There are over 75 "satellite" classes located on school campuses. Instruction in these special day classes is specially designed and takes place in the classroom, in other locations on the school campus, and in various locations in the community. Curriculum follows 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 the TCOE-operated special centers generally have multiple or profound disabilities and/or are able to function best in a more sheltered environment.

Reflections: Successes

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

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected in status bars (look like cell phone bars) that range from "Very Low" to "Very High".

The 2022 California School Dashboard for the Tulare County Office of Education data reflects too few students to provide a status performance level in most domains, however CAASPP data reporting distance from standard was collected and thus is used to help measure progress comparing 2022 CAASPP data to the last administered CAASPP data in 2019. Local measures are also used to provide information applicable to actions and success outcomes.

Despite a few challenging years from the COVID-19 pandemic, students are back in person and TCOE is starting to see the improvement by connecting with students again in the classroom. TCOE district data indicates performance growth on the CAASPP demonstrated by a reduction in the distance from standard (closing the gap) in both ELA and Math. 2022 Dashboard ELA scores indicate 116.8 points below standard, an improvement from 2019 Dashboard ELA with 183 points below standard. Math scores improved from a score of 244.9 points (2019) from standard to 179.1 points (2022) from standard. ELD performance has improved across the district with 35.7% of ELD students making progress in 2022 compared to 27.9% in 2019. Graduation rate at the district level has also improved from 6.3% to 10.8%. Our TCOE Court school had 13% students graduated while the TCOE Community school had 7.7% students graduated.

In addition to student achievement gains, successes were obtained through other local data measures including Educational partners input indicating students in Tulare County Court school engaged in project based learning opportunities to apply their learning including the building of a green house, shed and an irrigation system. Court students enjoy the opportunity to put their learning into practice with completed projects. Additional successes include more students continuing concurrent enrollment at the College of the Sequoias. Students from both Court and Community Schools participate in field trips to College of the Sequoias, Fresno State University and Bakersfield State University. An increase in students obtaining their Food Handler's certification and now students have access to driver's training. Students

are also recognized every month for the Character Counts program. Community school successes also include 2 of 10 last year's graduating seniors are now attending college. An additional 2 out of 10 current seniors will graduate this spring. 4 students successfully transitioned to adult schools to complete their education. Through the work of our transition specialist and highly qualified staff Community School students have improved access to guest speakers on college and career options to help plan for post secondary.

TCOE's continued efforts demonstrate positive outcomes for students measured with both qualitative and quantitative metrics. The district will continue to utilize existing effective educational supports and develop new actions as shared in the Reflections section.

Reflections: Identified Need

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

Senate Bill 98 and Assembly Bill 130 suspended the reporting of performance indicators in the 2020 and 2021 Dashboards. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected in status bars (look like cell phone bars) that range from "very low" to "very high".

Due to the small number of students in Court and Community schools Dashboard data is not available for specific subgroups therefore, reflections on identified needs are based on most recent available state and local data, and educational partner input applicable to addressing identified needs through LCAP actions.

The COVID-10 pandemic has a significant impact on absenteeism across Tulare County Office of Education. Chronic Absenteeism continues to be an area of need as demonstrated on the CDE Dashboard as well as Educational Partner input. Prior to the pandemic, In 2019, 44% of Tulare County Office of Education (TCOE) students were Chronically Absent. Following the COVID pandemic, 2022 data indicates an increase in Chronic Absenteeism increased to 52.2% district wide. Along with the dashboard data, Educational Partners indicated the need to continue addressing Chronic Absenteeism through continued support with LCAP actions targeted to improve student connections. The LCAP actions including hiring the necessary professionals and increasing students supports through appropriate curriculum and materials will continue to improve the student to staff relationship and improve attendance. Feedback from Educational Partners identified that that teachers and staff along with the facility improvements and engaging curriculum and materials having improved the environment have a positive impact improving attendance this year.

CDE Dashboard along with local indicators continues to demonstrate an identified need for Court and Community schools is to increase student proficiency on state assessments in English Language Arts and Math. According to the latest CAASPP results (2022), both court and community school students had 0% who met or exceeded the math standard. There were 35.7% of community school students who nearly met the English Language Arts standard. Only 6.67% court school students met the CAASPP English Language Arts standard. District wide 11.76% of students met ELA standards. The LCAP action focused on improving instruction through professional learning and improved instructional materials will continue to target this area of need in the coming year.

The 2022 Dashboard data demonstrates that the suspension rate across the TCOE district is "Low" overall at 2.3%. Specific subgroups were similar with English Learners in "medium" 2.7%, Socioeconomically Disadvantaged (SED) students were "Low" with 2%, Foster students were "Very Low" with 0% suspension rate and Students with Disabilities were also in the "Low" category with 1.6% suspension rate. However Community School demonstrated an increase in suspensions reflected in the "Very High" with 18.8%. Hispanic students at Community School reflected a "Very High" with 13.3% suspension. This year TCOE provided additional training in SEL and Trauma Informed Practices to provide staff with improved means of addressing behavior. There has been a positive impact in the area of suspension already showing a major reduction in the number of suspensions this year. TCOE will continue these efforts including appropriate training, use of social workers and Social Emotional Learning curriculum to further improve suspension rates.

LCAP Highlights

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

During our 2023-2024 LCAP development TCOE obtained input from our Educational Partners to identify what is working well and should continue. To continue success with the successes TCOE plans a continued focus to maintain highly-qualified staff providing effective and consistent instruction and services to students. Staff will also continue to participate in professional learning opportunities to further develop instructional skills and knowledge to assist in providing excellent educational services. This includes specific professional development related to English Language Development strategies for use with English learners. The Career Technology Education (CTE) program will continue to assist students in college and career awareness including for our Foster and At Promise youth. Parent surveys indicate the need to continue to provide parent involvement and engagement opportunities. To increase graduation rates we will continue to implement the diploma program (Instructional Access) and A-G (Edgenuity) programs.

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.

TCOE Special Education and TCOE Community school 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.

The Tulare County Office of Education Special Education School provides services to our most severely disabled student population. Due to the fact that all students within the AcCEL program are on a Certificate of Completion track working on functional/vocational/independent living skills as part of their daily educational program, they do not participate in a diploma track course of students, nor are prepared for

college/career readiness. TCOE will continue to consult with CDE on the availability of the Alternate Pathway to a Diploma for those with significant cognitive disabilities. The AcCEL program will continue to implement strategies to improve overall attendance throughout its program.

A special education team, including the Assistant Superintendent of Special Services, SELPA Compliance Officer and the AcCEL Administrator evaluated data on Chronic Absenteeism, Graduation rate, Suspension rates, Dropout rates and College/Career Readiness from a variety of sources including state and local indicators. Based on the evidence reviewed including current and historical attendance data there exists a continued need to implement support services to increase attendance and improve Chronic Absenteeism within our TCOE Special Education and TCOE Community Schools. This will lead to increased opportunities for learning for students which in turn will assist pupils in making progress toward graduation requirements.

A review of our local data indicated a need for an improved system for monitoring attendance. TCOE will utilize improved student information systems to monitor and document attendance to support actions and strategies to improve attendance. Staff will be trained on the use of the student information system and means to effectively monitor attendance and utilize appropriate interventions to address Chronic Absenteeism, Suspensions and Dropouts, thus increasing in-school learning time.

Community School data indicated a need to address low performance outcomes the excessive suspensions. Due to the very high transiency rate at TCOE community, it is very challenging to address the learning needs of students who are often enrolled for very short periods of time. It is thus very important that staff be very qualified and highly trained to effectively deliver high quality instruction every day. Equipping the TCOE community with all the necessary resources necessary to do this will be a continuing focus for the district. To improve the rate of student suspensions, training in trauma-informed practices will be provided to staff in order to equip personnel with alternatives to suspensions. A school wide student behavior process will be implemented in order to attain a coherent and effective process for handling of negative student behaviors. A school team will explore the creation and implementation of opportunities for parents and students to participate in-school related programs that engage them in acquiring school success strategies. Counselors and Social Workers will be available to work with students who are struggling with behaviors.

Monitoring and Evaluating Effectiveness

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

The TCOE Special Education team will continue to monitor the implementation and effectiveness of the plan to support our student in our AcCEL program. TCOE is implementing new attendance monitoring procedures utilizing our new Student Information System (Aeries). This new system will help our AcCEL staff to monitor attendance on a regular basis for collection and analysis of data. This new monitoring system will be sufficient to evaluate the implementation and its effectiveness. In addition to the attendance monitoring TCOE will analyze factors contributing to or addressing attendance and suspensions including school climate, professional development, financial/budget data, and individual student progress on goals. Monitoring for the effectiveness of interventions and supports is a continual process, as these are

high-needs students requiring delivery of always effective and efficient services. These measures will support time on task and lead to increased positive learning results for students, leading to improved graduation rates.

Community School: All students, especially those who are Hispanic and socioeconomically disadvantaged will be continually monitored through local measures to evaluate the level and rate of academic learning. Those students not achieving at desired levels but who are capable of learning at higher or increased rates will be provided whatever is deemed additionally necessary (within availability of school resources) to bring about improvement. This monitoring will be on a continual cycle. TCOE will also evaluate suspension rates and effectiveness of the alternatives to suspension plan. Such alternatives include increasing parent-school staff connections and relationships and trainings on implicit and explicit racial bias to address disproportionate suspensions rates and hone in on non-punitive strategies. The new Student Information System will also improve new data analytics to improve TCOE's monitoring systems. Monitoring of interventions will be conducted monthly with revisions implemented as needed for continuous improvement. Evaluation of effectiveness will occur during individual student and parent meetings, via surveys (as applicable), and through staff input, as to effectiveness of strategies and administrative support in the process. Revisions will be made as needed based on suspension results data and on input from parent, students, staff, and administration. New student information system monitoring tools will be introduced to provide improved attendance and suspension monitoring capabilities.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the 2022-2023 school year, Tulare County Office of Education (TCOE) engaged our Educational Partners including parents, staff and students through various formats and on multiple dates to assist in development of the 2023-2024 LCAP. 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. Each of these parent meetings included parents of Students with disabilities as well as parents of English Language Learners. Throughout the year TCOE gathered input on the LCAP through surveys completed by parents, students and staff. During the meetings TCOE administrators reviewed the LCAP actions and expenditures, student data and discussion of ideas to improve services for students. Surveys were used to obtain input from Educational partners on LCAP actions including successes and areas of need. There is constant communication between students, parents, and staff due to the high transient rate and high needs of our at-risk students. This also means that the rate of parent member/attendee in school committees and groups is also constantly changing. 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. The enrollment size of the schools also allows school leaders the opportunity to engage staff in individual and group communication. This student/parent/staff engagement is inclusive of the process of Educational Partners for development of the Local Control and Accountability Plan.

SSC (inclusive of additional parents of Unduplicated Pupils to constitute a Parent Advisory Committee (PAC) for purposes of LCAP development)

August 25, 2022

October 28, 2022

January 27, 2023

Feb 23, 2023

March 24, 2023

May 12, 2023

District wide LCAP Meeting (Including administration, staff, Probation, community members, and parents including parents of students with disabilities)

Sept 21, 2022

Oct 26, 2023

Feb 8, 2023

March 22, 2023

April 22, 2023

Court/Community Staff Meeting (Certificated teachers, other school personnel, site administration/principals, and bargaining units)

Feb 23 2023

- LCAP input goals and actions

Parent/teacher conferences LCAP reviewed

Oct 19-21, 2022

March 29-31, 2023

Parent communication:

- Ongoing communication with parents at Tulare County Special Education school

Community and parent engagement meeting with Community Advisory Committee (CAC). Community agencies include Central Valley Regional Center and the Parenting Network.

- September 8, 2022
- October 6, 2022
- November 10, 2022
- December 8, 2022
- January 12, 2023
- February 9, 2023
- March 9, 2023
- April 13, 2023

Administered surveys for purposes of input on school program and LCAP development

Parent Survey in February and March of 2023

Community School student feedback meeting on March 14 2023

Teacher and Other School Personnel (inclusive of bargaining units) Survey March 14, 2022 and February 2, 2023

Student participated in Surveys to provide information on various LCAP actions and impact. Students were also engaged in structured conversations on the LCAP actions and goals on February
March 2023

Special Education Local Area Plan (SELPA) Attendance at TCOE Director of Special Education (DOSE) meetings where LCAP integration with special education is discussed

August 29, 2023

September 5, 2022

October 3, 2022

November 7, 2022

December 5, 2022

February 6, 2023

March 6, 2023
April 11th, 2023

Presentations and discussions were held to explain the Local Control Funding Formula (LCFF) and Local Control Accountability Plan (LCAP). Participants were asked for feedback regarding LCAP data, goals, and action items. They were provided each goal with identified action items to achieve each goal and asked to consider if the action items support the goal. After reviewing the data, a discussion took place to see what additional action items should be added for the following year and if any action items should be discontinued. English and Spanish language surveys were also completed by parents, students, and school staff. Surveys were distributed via text, paper/pencil and email. The data was collected and presented at SSC, ELAC, Staff meetings. From this guided discussion and survey input, the resulting responses were compiled and reviewed by educational partners to write the LCAP.

A summary of the feedback provided by specific educational partners.

Shared below are the major feedback points shared by required educational partner groups as part of the 2023-2024 LCAP development process.

ELAC Parents

Parents participated in a zoom meeting and reviewed data on LCAP goals and actions. All parents agreed that the goals continue to be important and relevant to our students. Parents contributed to the discussion regarding the ongoing need for highly qualified staff as represented in Goal 1.

CAC feedback

During the CAC meetings, parents of students with disabilities expressed appreciation for the supports available to students and appreciated the parent trainings.

Teachers and Other School Personnel (inclusive of bargaining units, Classified Instructional Aides, site administration/principal)

Survey and in-person meeting input indicated the continuance of professional development in the areas of instructional strategies targeted towards standards and instructional planning for Math and English Language Development. Teachers recognized the supports available to students and how these services improve student engagement.

Students

Community students shared input on what LCAP actions are working well at school in their own words including caring teachers and staff members, hands on learning activities, small class and school size (less distractions), and learning life skills including communication skills, cooking and building. Students identified that positive adult relationships, supportive adults, and producing learning environments all increase desire to attend school. In response to what has been helpful in learning math, students reported step by step directions, support staff, and guided practice with more adult attention have been helpful. Students expressed a need for access to social-emotional supports and

continued access to technology were two areas identified by students. Students reported they enjoyed the hands on projects, a positive environment with appropriate facilities including athletic areas, counseling supports, field trips and technology.

Parents/Parent Advisory Committee (PAC)

Results of parents surveys indicated that 100% of respondents agreed that their student receives the necessary help in to be successful in school (80% Strongly agreed, 20% agreed). Parents also reported that their student's know how to access the academic supports available to them. In response to feeling safe at school, 70% reported strongly agree, and 30% agreed. Parents reported an interest in increased parent engagement opportunities, involvement and feedback, and more parent information meetings and trainings. Parents reported an appreciation for the hands on activities and projects for students.

SELPA

Discussions were held during SELPA Directors of Special Education Committee meetings to ensure representation of SWD in the district's LCAP development and focus on making progress on their individual goals.

Analysis of the educational partner group feedback indicated that both parents, staff and students believe that hands on learning opportunities, access to supports such as social-emotional learning and mental well-being are important across all student population groups and a continued area of concern. Parents of English Learners and teachers/other school personnel indicate that the academic progress in for all students in Math and of ELs must continue to be addressed, as evidenced by parent survey respondents and the teachers indication of continued professional development in the area of Math and English Language Development.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The information gained and analyzed through educational partner engagement in the LCAP development process confirmed support for the goals and actions in the LCAP to continue the identified areas including the ongoing need for highly qualified staff (Action 1) and continue to increase achievement for all student (Goal 1). This input assisted in direction-setting and areas of focus in the 2023-24 LCAP. To address educational partner input related to improved access and availability of instructional supplemental materials and supplies including CTE and hands on learning activities (Goal 1, Action 3), the district will continue updating appropriate instructional materials and supplies for CTE, math and ELA programs along with age appropriate facility improvements for athletics and sport activities.

Teachers will participate in professional development related to the acquiring of best practice instructional strategies to better meet the needs of English Learners (Goal 1, Action 2). The district will also purchase additional ELD supplemental instructional materials to support and increase the quality of services for English Learners in acquiring English language proficiency skills (Goal 1, Action 2).

TCOE Court and Community will also continue efforts (Goal 1, Action 1) to maintain experienced, effective staff delivering quality services to our at-risk population of students.

After reviewing information shared by Educational partners, current actions will continue with the exception of the 2022-2023 LCAP action 2.2 which was changed to meet the identified needs from educational partners for supplemental materials and supplies or Social Emotional Learning (SEL).

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.

An explanation of why the LEA has developed this goal.

The LEA developed this Goal based on the following for the 2023-24 Student achievement performance, including in the areas of ELA and Math demonstrate a continued need to improve an instructional 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 and 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 this work continued this work the following actions have been developed.

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		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		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
			Community - less than 11 students, data not displayed for privacy		
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		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		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		13% of students will successfully meet requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification	0% of English Learners have been Reclassified (2020)	0% were reclassified	0% reclassified		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)		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		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		10% ELA – TCOE Community 7% Math – TCOE Community 7% ELA – TCOE Court 7% Math – TCOE Court

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.		75% of survey respondents will indicate school environment is safe & nurturing

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide a highly qualified staff	To increase academic achievement, administration will maintain a highly qualified, fully credentialed, and appropriately assigned staff, including support staff: counselor, student transition specialist, social worker, truancy officer and instructional aide and an 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 and technology that will reinforce learning via video, online platforms and visuals.	\$2,425,259.00	Yes
1.2	Increase student achievement for all students	Purchase supplemental materials to reinforcement learning in reading, ELD writing and math with hands on manipulatives and realia as measured by state assessments for all students address the needs relating to English Learners, foster youth, special needs and at-promise students. Purchase supplies and materials to support CTE.	\$57,462.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	All school facilities are maintained.	Students and staff are provided a safe and secure learning environments by maintaining facilities in good repair to promote social emotional wellness as well as providing access to appropriate instructional technologies, software and material as identified by instructional staff that is aligned to the standards.	\$55,717.00	No
1.4	Professional development to support improved instructional outcomes including English Learner acquisition	Provide Professional development that focuses on reasearch based instructional strategies to support classroom instruction and student achievement including English Learner development and math.	\$17,600.00	Yes
1.5	Identify and provide a free and appropriate public education (FAPE) for each student with a disability	Provide certificated, qualified, and experienced teachers and support staff to conduct systematic child-find activities, assess students for needed supports, and provide instruction that promotes academic and social progress for students with a disability (cost included in Goal1, Action 1 total)	\$0.00	No

Goal Analysis [2022-23]

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.

No substantial differences in implementation occurred. A social worker was added to support the social emotional needs of students following the continued impact of the COVID pandemic. Small adjustments were made in curriculum and instructional materials to support learning to meet the goals and adjust to the needs of the students throughout the 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.

The estimated actual expenditures for Action 1.1 were higher than planned due to bargaining unit negotiations and agreements following the completion of the 2022-2023 LCAP. Action 1.2 was slightly higher due to increase in costs of materials to provide more CTE options for students. Additional funding was used to support these actions. There was a minor increase in the cost of the professional development contract due to staff cost changes due to COLA and bargaining unit agreements with the contractor.

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

Action 1.1 provided the necessary personnel including both appropriately credentialed and classified staff to support our students learning. These staff members have contributed to students both academic progress and improved social emotional wellbeing. The full benefit of these actions is difficult to measure due to the high mobility of our student population and having too few students for the dashboard to provide a metric. The progress of our students is demonstrated in the feedback from our educational partners including students, their parents and the staff through surveys and various meetings. Despite the challenges resulting from the COVID pandemic our students are improving their attendance and increasing their graduation rate. Based on feedback collected during the 2023-2024 LCAP development Educational partners identified LCAP Actions 1.1 and 1.2 have contributed to that improvement.

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 1.1 was adjusted to reflect the increased cost of personnel. Action 1.2 was adjusted to reflect current needs for CTE and instructional materials needed. Action 1.3 was adjusted to address the facility improvements and instructional technology and materials. Action 1.4 was increased to continue to provide professional development in the area of ELD 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.

An explanation of why the LEA has developed this goal.

The LEA developed this goal based on the following for 2023-24

- Student academic records at TCOE Court and Community schools indicate that the vast majority of SED, English Learners, and Foster Youth are very credit deficient upon enrolling.
- Student records also indicate that these same students are not on course to graduate.
- Further support the request by the parents/guardians of SED and EL students and by the Foster Youth Liaison 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.
- SED, EL, and Foster Youth attending TCOE require services and supports to best and quickly begin to address and remedy some of the challenges that have impeded their ability to find success. This requires a staff team to collaboratively address these areas of need.

The Actions and Metrics will directly impact achievement of the Goal by Actions providing the means to address student needs through components within each Action and the Metrics providing the measurements by which Action impact is monitored for effectiveness.

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		85% parent participation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		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%		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.		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)		5% - TCOE Community School 1% - TCOE Court School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0% Dropout Rate (2020)	0% drop out rate	0% drop out rate		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		80% Dropout Rate
Expulsion Rate	0% Expulsion Rate (2020)	0% Expulsion Rate	0% Expulsion Rate		0% Expulsion Rate

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement	Continue parent/guardian teacher conferences once per semester or as needed. Data shared at the conference will include attendance rate, suspension rates, and credit accrual status. Surveys will be administered, data collected for LCAP input. No cost associated.	\$0.00	No
2.2	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	Contracted Social Work services and purchase additional curriculum and materials to support learning with SEL (social emotional learning)	\$23,500.00	No
2.3	Student-directed learning	To increase credit accrual and graduation rates two on-line evidence-based programs are purchased: Instructional Access Program for	\$133,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
		college and career readiness and Edgenuity. With these software programs, students are able to access and complete a broad course of study based on their career and credit accrual needs.		
2.4	Expelled Youth return to home district	Expelled youth will be supported by a team including a Foster Youth Liaison, Student Transition Specialist, teacher and any other support staff as needed. Expelled youth are supported to successfully complete the conditions of their expulsion in order to return to their home districts, this support is designed to prevent the dropout rates and increase graduation rates. Student Transition Specialist leads the review for each student's expulsion terms to plan a successful re-entry. (Costs included in Goal 1, Action 1, as same personnel is providing the services for this Action.)	\$0.00	Yes

Goal Analysis [2022-23]

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.

The only substantial difference in implementation of Goal 2 was that the LVN position was no longer needed and this action removed from the LCAP with an amendment during the prior year. These funds were used to support other LCAP actions in Goal 2.

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 2.2 LVN position at the Community schools was not implemented as planned as a new LVN position was no longer needed through LCAP funds. Nursing services could be provided without the use of LCFF funds. The material difference went to supporting the implementation of LCAP action 2.3. The estimated cost of Action 2.3 were significantly higher than planned due to the increase in Student Directed Learning programs for all students in each academic area. Action 2.2 funds were utilized to support the additional increase in purchasing more Edgenuity programs to provide increased access to more CTE content for students.

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

Actions 2.1 and 2.3 are on track in supporting TCOE to make gains in attendance and suspension. TCOE is demonstrating improvement in goal #2 as evidenced by the data received from Educational Partners, performance data both from CDE Dashboard (where available) and

local measures. This data indicates that the LCAP actions for student directed learning, parent involvement and supports for our at-promise youth are leading to improved outcomes including improved graduation rate and reduced suspensions based on current local data. Action 2.3 student directed learning programs have proven effective for our students, as well as teacher and student feedback.

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.

The 2023-2024 LCAP will discontinue the LVN for community schools (action 2.2) which was removed in the LCAP amendment previously. Action 2.2 will be replaced by contracting a Social Worker and purchasing additional supplemental materials to support instruction in Social Emotional Learning (SEL).

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.

An explanation of why the LEA has developed this goal.

The LEA developed this goal for 2023-24 based on the following.

- Foster Youth experience the highest school transiency rate of all the significant student groups. 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 is more 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.

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		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		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.		90%
Foster Youth Appropriately	50% of Foster Youth were appropriately	75% of Foster Youth were appropriately	33% of foster youth placed within two days		80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Transferred to a New School Within Two Days	transferred within two days. (2020)	transferred within two days.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Promote school stability for foster youth	Foster Youth Services Executive Advisory (FYSEA) services will minimize changes in school placement, provide education related information to child welfare agency, work with the juvenile court to ensure delivery of necessary educational services, and share health and education records expeditiously with school. (No cost incurred for this Action)	\$0.00	No
3.2	Ensure foster youth are promptly and appropriately enrolled	All foster youth, including EL foster youth will have an ILP developed by the Student Transition Specialist for each foster youth to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. (No cost incurred for this Action)	\$0.00	No

Goal Analysis [2022-23]

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.

No substantial differences in the implementation occurred. The actions were well planned, however turn over in Foster Liaison staffing may have impacted the implementation of some of the supports for foster students.

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.

These actions had no expected costs and there were no incurred costs during implementation.

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

Actions 3.1 and 3.2 provide a range of resources for our foster youth to engage in their education. The foster youth supports were effective in ensuring that 100% of our foster students successfully completed their FAFSA to obtain financial assistance for college. The transition of our Foster Liaison along with the high mobility of our students may have impacted the timeliness of our foster students enrolling within 2 days. Improved student information data systems identified in action 2.2 will provide support for goal 3 as well moving forward with the implementation of the 2023-24 LCAP.

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.

No new changes to the goal are recommended 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
606,526	0.00

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
2.32%	0.00%	\$0.00	2.32%

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

Required Descriptions

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

For all actions in the LCAP identified as contributing to increasing/improving services for Unduplicated Pupils (UP) TCOE included educational partners and needs-identifying processes that yielded much information as to the identification of UP needs, as well as the needs of all other students. The educational partners engaged in this process are identified in the Engaging Educational Partners section of the LCAP. Their input and feedback are included within that section. Information gathered included: survey results, needs assessments, and other sources to further identify (UP) needs. TCOE and educational partners also specifically analyzed the impact of all actions, metrics and goals in the 2022-2023 LCAP. Results of this analysis indicated that components within the actions were having a positive impact addressing the needs, conditions, or circumstances of UP students. The decision was made by TCOE and the educational partners to carry these actions, metrics and goals forward into the 2023-24 LCAP. As necessary, it will be modified or revised to more directly address UP areas of needed support. With the high student transiency at Court and Community schools there is a need to continue those supports that are being most impactful.

The COVID-10 pandemic has had a significant impact on absenteeism across Tulare County Office of Education. Chronic Absenteeism continues to be an area of need as demonstrated on the CDE Dashboard as well as Educational Partner input. Prior to the pandemic, In 2019, 44% of Tulare County Office of Education (TCOE) students were Chronically Absent. Following the COVID pandemic, 2022 data

indicates an increase in Chronic Absenteeism increased to 52.2% district wide. Along with the dashboard data, Educational Partners indicated the need to continue addressing Chronic Absenteeism through continued support with LCAP actions targeted to improve student connections. Feedback from Educational Partners identified that that teachers and staff along with the facility improvements and engaging curriculum and materials having improved the environment have a positive impact improving attendance this year.

CDE Dashboard along with local indicators continues to demonstrate an identified need for Court and Community schools is to increase student proficiency on state assessments in English Language Arts and Math. According to the latest CAASPP results (2022), both court and community school students had 0% who met or exceeded the math standard. There were 35.7% of community school students who nearly met the English Language Arts standard. Only 6.67% court school students met the CAASPP English Language Arts standard. District wide 11.76% of students met ELA standards. The LCAP action focused on improving instruction through professional learning and improved instructional materials will continue to target this area of need in the coming year.

The 2022 Dashboard data demonstrates that the suspension rate across the TCOE district is "Low" overall at 2.3%. Specific subgroups were similar with English Learners in "medium" 2.7%, Socioeconomically Disadvantaged (SED) students were "Low" with 2%, Foster students were "Very Low" with 0% suspension rate and Students with Disabilities were also in the "Low" category with 1.6% suspension rate. However Community School demonstrated an increase in suspensions reflected in the "Very High" with 18.8%. Hispanic students at Community School reflected a "Very High" with 13.3% suspension.

Due to the life challenges and circumstances faced by the students who attend TCOE's Court and Community Schools, attending school is another hurdle for UP at these schools. Per most recent Dashboard including SED subgroup data, the Chronic Absenteeism rate for TCOE's SED students is 43.8% (12.9% for SED Statewide), English Learners have a rate of 29.1% (9.9% for EL Statewide), and Foster Youth have a rate of 26.7% (20.1% Statewide)

College and Career Readiness for TCOE's Court and Community students is another challenge area. Per most recent Dashboard information, 0% of SED students are prepared (SED College and Career preparedness Statewide is 35.8%)

The Graduation Rate for TCOE Court and Community SED students is 10.8% and the performance level is "Very Low".

While principally targeted to address and support the needs of UP, the needs-identifying processes also revealed that some students who are not identified as unduplicated presented many of the same needs as the UP groups. To more effectively and efficiently deliver Action services principally directed at UP, these Actions will be implemented District/Site wide to benefit all students. The Goals and related Actions identified in the information below are Contributing to increasing/improving services for UP and being implemented District/Site wide.

Goal 1, Action 1: The most recent Dashboard data identifying TCOE's Socioeconomically Disadvantaged (SED) students performed at 183 points below Standard in English Language Arts (ELA) and 244.9 points below Standard in Math. In comparison, the overall performance results for all SED California students was 30.1 points below Standard in ELA and 67.7 points below Standard in Math. This is an continued area of need.

The intent of this Action is to provide these students with consistent high-quality instruction from knowledgeable, trained teachers and staff who utilize excellent targeted materials. Also, by providing effective personnel in the areas of student guidance and attendance and matriculation, the school can best increase the availability of students for learning. Through components in this Action the schools will see increased student academic achievement, improved attendance rates, and increased student engagement. The Action progress will be measured in part by student performance on the CAASPP and local assessments, daily and overall attendance rates, and staff input.

Goal 1, Action 2: As needs, conditions, and circumstances of SED students indicate above, academic achievement is of paramount importance, especially since the period that many students are enrolled in the TCOE education program is quite short. This Action will provide on-going professional learning in the core content areas to TCOE instructional personnel serving this high-need student population, as well as provide the instructional materials (and materials training) and progress-monitoring tools necessary for this personnel group to carry out the providing of consistent and effective instruction and assessment. This includes the purchase of high-quality supplemental ELD materials to support ELs in content understanding and English language acquisition. The effectiveness of the Action will be measured in part through site administrator observations and evaluation of professional learning implementation, student performance on State Performance Indicators and local assessments, and ELs performance on the ELPAC Summative assessment.

Goal 2, Action 3: Student academic records at TCOE Court and Community schools indicate that the vast majority of SED, English Learners, and Foster Youth are very credit deficient upon enrolling. Records also show that these same students are not on course to graduate. Chronic Absenteeism rates (see Goal 1, Action1 information) support that school-going is not a main priority for many of these students, and that was also the case prior to their enrollment at TCOE. Providing education instruction for these students at the same pace as traditional schools will not provide the level of academic course progress to enable them to be on track to graduate. Therefore, increased opportunities to gain credit accrual at an accelerated pace and in line with their course needs is crucial.

The intent of this Action is to provide these UP groups with the means to accelerate their learning and accrual of academic course credits through use of these two evidence-based Standards-aligned education programs. This Action will enable SED, EL, and Foster Youth to acquire needed and required credits, increase College and Career preparedness, and increase the number of UP who graduate and/or get on track to graduate. Progress will be measured by student academic records reports, course completion, and Dashboard results.

Goal 2, Action 4: As evident in this section and throughout the LCAP document, students attending the TCOE Community school are high needs individuals who require services and supports to best and quickly begin to address and hopefully remedy some of the challenges that have impeded their ability to find success. Expelled Youth attending TCOE must work within a carefully developed plan to enable them to accomplish mandates necessary to allow them to return to their regular school setting. To do this requires increased support for these students through services provided by TCOE. This Action will provide expelled SED, EL, and Foster Youth with a collaborative school team of individuals working to ensure that these UP are able to successfully complete the requirements of their contracted mandates are transitioned back to their regular school of attendance. The intent is to maintain students in school and increase opportunities for students to graduate. The impact of this Action will be measured by a decrease in chronic absenteeism and increased graduation rates.

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

All actions and services including support services and supplemental materials are principally directed toward our English Learners, Socioeconomically Disadvantaged students, and Foster Youth. The data clearly indicates they have unique needs which are addressed through interventions. These services which include smaller class sizes, truancy support, coordination with Foster Youth Services Executive Advisory, Student Transition Services support, professional development and supplemental materials are effective measures to ensure that our LEA can meet the goals designed to support our fragile student population. The subsequent Action is specifically developed to target the needs of English Learner Students.

Goal 1, Action 4: The percentage of English Learners (ELs) making progress toward English language proficiency was 35.7% (per most recent Dashboard data 2022). Educational partners (teachers and instructional support aides) reported that ELs struggle more with understanding subject matter content and in completing academic school assignments than their non-EL students. To provide EL students with support for their acquiring of English language proficiency and accelerate the acquisition of content area understanding, TCOE will provide professional development to teachers and other instructional staff in the areas of Integrated and Designated English Language Development. The intent of this Action is to improve the capacity of instructional staff in supporting the language and academic needs of ELs to accelerate academic success. The impact of this Action will be measured by the increase in percentage of ELs making progress toward English language proficiency as measure by ELPAC Summative results.

TCOE, through the process (described in the previous prompt response narrative) of identifying the needs of Unduplicated Pupils (UPs) developed Actions that increase or improve services for these students. Based on information gained through the needs assessment process, inclusive of strong input from educational partners, these Actions were developed with the intent to mitigate or eliminate the challenges and obstacles experienced by UPs by providing supports necessary to increase the achievement and success outcomes of these students. TCOE also assessed all of the means and resources available to address the identified needs of Unduplicated Pupils. This included resources such as personnel, facilities, instructional materials utilized, curriculum, support for parents, funding, etc... This assisted

in Action development such as parent engagement, facility improvements, course access, professional development for staff, materials acquisition, and support for English Learners.

All Actions (marked “Yes” as Contributing) and components within each Action, whether implemented district/school wide or specifically targeted to UPs were developed to positively impact students. Through these Actions, TCOE is meeting the requirement to increase or improve services by the Minimum Proportionality Percentage as demonstrated by Action Tables calculations. Calculation of expenditures also indicated no Carryover funds from the 2022-23 school year.

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.

TCOE does not receive Concentration Add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,457,274.00			\$255,968.00	\$2,713,242.00	\$2,425,259.00	\$287,983.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide a highly qualified staff	English Learners Foster Youth Low Income	\$2,176,553.00		\$0.00	\$248,706.00	\$2,425,259.00
1	1.2	Increase student achievement for all students	English Learners Foster Youth Low Income	\$50,200.00			\$7,262.00	\$57,462.00
1	1.3	All school facilities are maintained.	All	\$55,717.00				\$55,717.00
1	1.4	Professional development to support improved instructional outcomes including English Learner acquisition	English Learners	\$17,600.00				\$17,600.00
1	1.5	Identify and provide a free and appropriate public education (FAPE) for each student with a disability	Students with Disabilities	\$0.00				\$0.00
2	2.1	Parent Involvement	All	\$0.00				\$0.00
2	2.2	Contracted Social Worker and Supplemental curriculum and materials to support Social emotional wellness	All	\$23,500.00	\$0.00			\$23,500.00
2	2.3	Student-directed learning	English Learners Foster Youth	\$133,704.00				\$133,704.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.4	Expelled Youth return to home district	English Learners Foster Youth Low Income	\$0.00				\$0.00
3	3.1	Promote school stability for foster youth	Foster Youth All	\$0.00				\$0.00
3	3.2	Ensure foster youth are promptly and appropriately enrolled	Foster Youth All	\$0.00				\$0.00

2023-24 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
26,164,454	606,526	2.32%	0.00%	2.32%	\$2,378,057.00	0.00%	9.09 %	Total:	\$2,378,057.00
								LEA-wide Total:	\$2,310,257.00
								Limited Total:	\$17,600.00
								Schoolwide Total:	\$50,200.00

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 a highly qualified staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,176,553.00	
1	1.2	Increase student achievement for all students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Court and Community	\$50,200.00	
1	1.4	Professional development to support improved instructional outcomes including English Learner acquisition	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$17,600.00	
2	2.3	Student-directed learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$133,704.00	
2	2.4	Expelled Youth return to home district	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,430,709.00	\$3,046,614.63

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	\$2,185,992.00	\$2,812,817
1	1.2	Increase student achievement for all students	Yes	\$72,000.00	\$45,243.63
1	1.3	All school facilities are maintained.	No	\$55,717.00	\$37,250
1	1.4	Professional development to support EL students learning English	Yes	\$10,000.00	\$17,600
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	LVN position at community schools	No	\$23,000.00	\$0
2	2.3	Student-directed learning	Yes	\$84,000.00	\$133,704
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

2022-23 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)
\$653,783	\$1,835,240.00	\$2,348,674.72	(\$513,434.72)	0.00%	0.00%	0.00%

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)
1	1.1	Provide a highly qualified staff	Yes	\$1,711,240.00	\$2,109,613		
1	1.2	Increase student achievement for all students	Yes	\$30,000.00	\$137,658.22		
1	1.4	Professional development to support EL students learning English	Yes	\$10,000.00	\$17,600		
2	2.3	Student-directed learning	Yes	\$84,000.00	\$83,803.50		
2	2.4	Expelled Youth return to home district	Yes	\$0.00	\$0		

2022-23 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)
1,308,552	\$653,783	0.00	49.96%	\$2,348,674.72	0.00%	179.49%	\$0.00	0.00%

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.

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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
January 2022

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

SUBMITTED BY:

Eric Thiessen

SUBJECT:

Consideration and approval of the 2023-24 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.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: University Preparatory High School

CDS Code: 54105460119602

School Year: 2023-24

LEA contact information:

Eric Thiessen

Principal

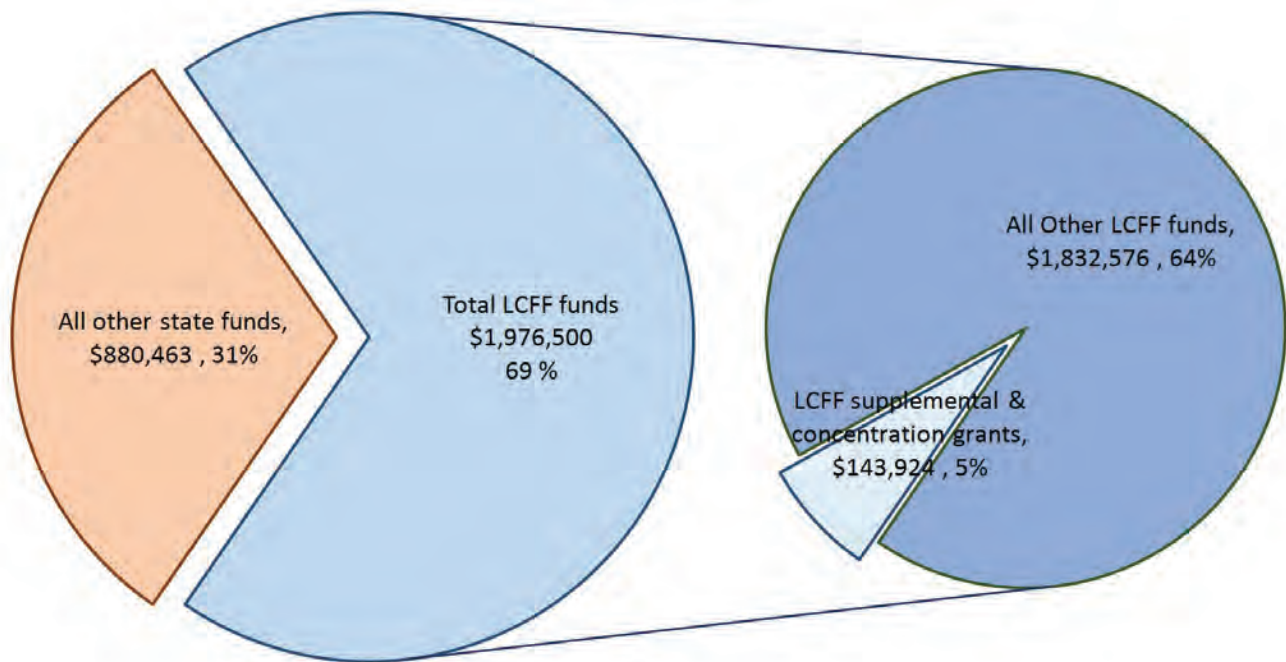
erict@tcoe.org

559-737-5450

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 2023-24 School Year

Projected Revenue by Fund Source

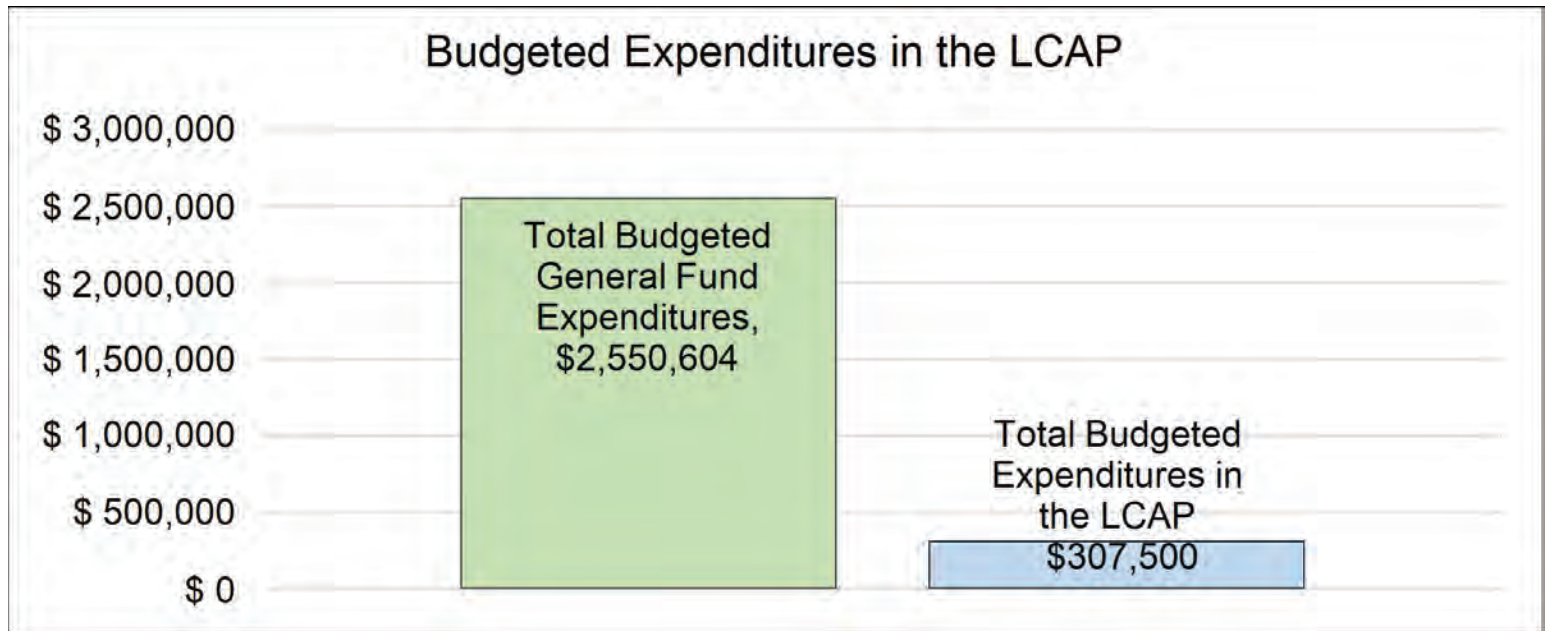


This chart shows the total general purpose revenue University Preparatory High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for University Preparatory High School is \$2,856,963, of which \$1,976,500 is Local Control Funding Formula (LCFF), \$880,463 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$1,976,500 in LCFF Funds, \$143,924 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 University Preparatory High School plans to spend for 2023-24. 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: University Preparatory High School plans to spend \$2,550,604 for the 2023-24 school year. Of that amount, \$307,500 is tied to actions/services in the LCAP and \$2,243,104 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

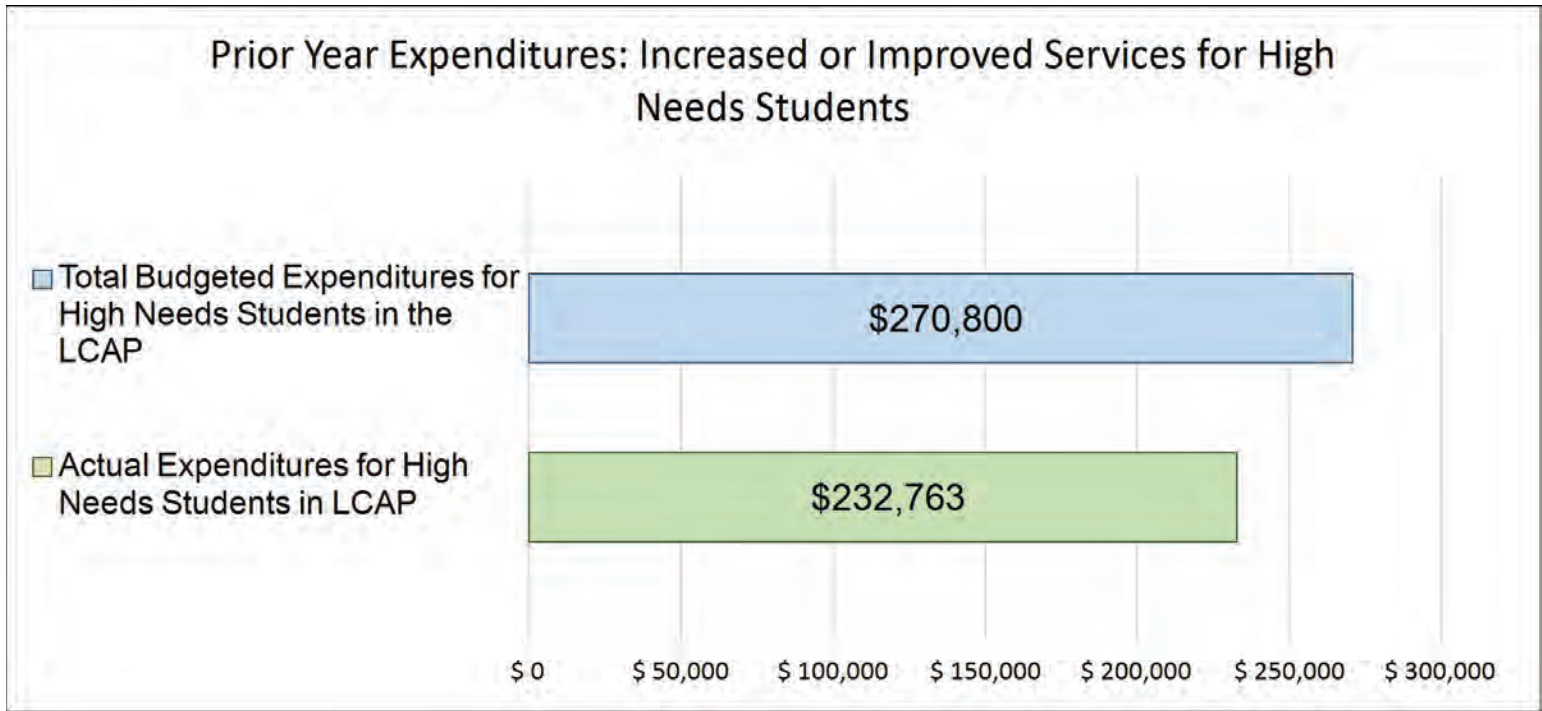
Our cafeteria fund and most personnel salaries is not included in our 2023-2024 LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, University Preparatory High School is projecting it will receive \$143,924 based on the enrollment of foster youth, English learner, and low-income students. University Preparatory High School must describe how it intends to increase or improve services for high needs students in the LCAP. University Preparatory High School plans to spend \$145,500 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 2022-23



This chart compares what University Preparatory High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what University Preparatory High School 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 2022-23, University Preparatory High School's LCAP budgeted \$270,800 for planned actions to increase or improve services for high needs students. University Preparatory High School actually spent \$232,763 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-38,037 had the following impact on University Preparatory High School's ability to increase or improve services for high needs students:

At this time we have not yet expended our funds on LCAP actions. All, if not more, of the remaining funds will be used by the end of the school year.



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
University Preparatory High School	Eric Thiessen Principal	erict@tcoe.org 559-737-5450

Plan Summary [2023-24]

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 dual enrollment, early college program open to all high school students in Tulare County or a neighboring county. UPHS is a public charter high school authorized in 2009 by the Tulare County Office of Education (TCOE) and is located on the College of the Sequoias (COS) campus.

The UPHS teaching community represents a variety of backgrounds and is committed to higher learning expectations and goals. There is a combination of twenty certificated and classified staff, including part-time and full-time staff. Students are dual-enrolled in COS classes taught by COS instructors and are under the guidance of the school counselor. In the 2022-2023 school year, the enrollment at UPHS began at 243 and is currently at 233 students, which is a decrease in the total number of students from the prior year. Overall, the data shows a consistent increase in student enrollment for the last five years. UPHS experienced an increase in enrollment during the COVID year of 2020-2021 and a slight increase in 2021-2022. However, for the 2022-2023 school year, the ninth-grade class started under the target number of 75. The

unduplicated students represented for this report include 2 students with an IEP; 1 Foster Youth student; 56 Socioeconomically disadvantaged students; 4 English Learners; and 1 student with a 504.

As shared last year, UPHS finds that students have consistently through the school year expressed their need for Social/Emotional support. Another avenue UPHS has used to help address the academic pressure students and their families describe experiencing is through providing more opportunities for students to receive tutoring from their teachers and support staff. This data supports UPHS' continued practice of offering after-school tutoring Monday through Thursday and paying teachers to work with students outside of their contract hours during the school day.

The Mission of UPHS is to provide opportunities for students to succeed in a rigorous academic curriculum through intensive academic training in preparation for a college path, with an emphasis on academic English, mathematics, science, writing across the curriculum, character development, leadership, community service, and civic engagement.

In 2019 and 2021, University Preparatory High School was named a California Distinguished School, and in 2021, UPHS was the only school to earn the award in Tulare County. Additionally, in 2018, UPHS was recognized by the state of California as a Gold Ribbon School.

Reflections: Successes

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

The greatest success at UPHS is the number of students who have met or exceeded the California State standards in English and Mathematics. Specifically, in the Spring of 2021, 86% of the eleventh-grade students met or exceeded the California state standards in English and 68% met or exceeded the standards in mathematics. Both of these percentages represent an increase in the number of students who meet or exceed state standard expectations when compared to previous years.

A second success at UPHS is the number of college credits completed by the students. In the Fall 2022 semester, UPHS students completed a total of 1088 credits at the College of the Sequoias with a combined college grade point average of 3.645.

A third success is the number of students who earn a grade point average of at least 3.0. In the Fall of 2022, 82% of the students earned a grade point average of at least 3.00. Additionally, in the Fall 2022 semester, the UPHS non-duplicated students completed a total of 290.5 credits at the College of the Sequoias with a combined grade point average of 3.45. In the Fall of 2022, 68% of our unduplicated students earned a grade point average of at least 3.0.

A fourth success for UPHS continues to be spreading the word among migrant families in and around Visalia about the dual enrollment option for students through the English Learner Liason, and UPHS also continues to help students push themselves both academically by taking courses at College of the Sequoias and socially by encouraging students to create, run, and join clubs.

Finally, the UPHS Counseling Department has made strides to improve communication with students and families surrounding the importance of academics and college readiness, and students continue to adjust to life on campus as UPHS exits the pandemic restrictions.

Reflections: Identified Need

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

While UPHS does not exhibit any low-performance areas, the school continues to identify the need to increase services to English Learners (EL) students and students who experience Social Emotional struggles. UPHS will continue to cluster EL students in their English-Language Arts classes, and provide time each week to work with a part-time English Learner Coordinator who serves the students' specific language needs, as well as these students receive support from a part-time instructional aide. The English Learner Coordinator, with the help of the English Department Chair, continues to develop and implement a curriculum designed to meet the needs of English Learners. The English Learner Coordinator assists the EL students by meeting with them daily to work one-on-one with them to meet any specific language needs the student may have. UPHS continues to pursue hiring a second instructional aide who will specialize in helping UPHS' unduplicated students in the area of mathematics. Also, UPHS continues to offer high-quality after-school/lunch tutoring both through a dedicated after-school tutoring room and by paying teachers to tutor outside of their contracted hours.

A newly identified need at UPHS is student attendance. The data shows the unduplicated students had an average attendance rate of 93.6%. This is below the required 95% attendance rate. The overall student attendance rate for UPHS for the Fall 2022 semester was 93.2%. This represents a significant decrease based on past years' data. Especially when comparing attendance data prior to COVID. UPHS will be implementing Homeroom lessons about the importance of student attendance, and UPHS will develop specific steps to assist students and their families with a low attendance percentage.

LCAP Highlights

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

The most significant impact is parent input regarding the UPHS LCAP. Through current and past surveys, the data supports the decision to offer counseling services with a two-day-a-week social worker who is on campus to meet with students and the school psychologist who is also on campus one day a week. UPHS employs a Google Forms Weekly Survey for students to complete during Homeroom. Homeroom teachers review the data given by their students and they can triage student needs by sending the names of students who reported struggling social-emotionally to the counselor. The counselor and nurse then connect with the student in need and determine the best course

of action to help the student. This process and the services available at UPHs will continue during the 2023-2024 school year, as the data supports continuing to offer students mental health options and services.

Additionally, parent and staff involvement continues to substantially support student use of technology. UPHS provides all students who need a computer with a school laptop for their use during the school year.

Survey data also supports the continued use of LCAP funding to offer tutoring in English Language Arts and mathematics. Finally, the LCAP aligns with the UPHS WASC Action Plan and the UPHS Charter from the previous year.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

As a charter school and a school of choice, UPHS understands the importance of engaging our educational partners and seeking their input regarding the school's programs and policies as they connect to the unduplicated students and the general student population. In truth, UPHS acknowledges the families who send their students to UPHS are clients. As such, UPHS engages with its educational partners in a few strategic ways.

Primary engagement occurs twice a year with parents who are a part of the Parent Support Organization (PSO), Six to seven times a year for parents involved with the School Site Advisory Board, and four times a year with parents who serve on School Site Council or attend these meetings. At these meetings, the UPHS administration shares updates regarding the federal Title 2, 3, and 4 funding and how UPHS works to help students needing Social/Emotional Assistance. Each year, in the Fall semester, our LCAP is reviewed with all educational partners. In the Spring, the UPHS staff (certificated and classified), School Site Advisory Board, and School Site Council review the upcoming LCAP and approve it.

Secondly, UPHS connects to the greatest number of educational partners through surveys. Twice each year, and sometimes three, parents are surveyed for their feedback related to their student's performance. This includes all parents, staff, and ninth and eleventh-grade students completing the CA Healthy Kid's Survey. The staff, both classified and certificated, meet monthly to discuss the academic progress of students, the academic needs of students, and the social-emotional needs of students. The staff also reviews and discusses the LCAP at the beginning of the school year, and at the semester where they are encouraged to note the metrics so these measures can be included in their lessons. These surveys and meetings were used to evaluate and make changes/improvements in the UPHS LCAP.

Lastly, the UPHS staff then reviews the LCAP prior to it being presented to the TCOE Board of Trustees.

A summary of the feedback provided by specific educational partners.

The primary concern UPHS continues to hear from its educational partners, specifically the families, connects to student social and emotional wellness. UPHS finds the students, being academically driven, have higher rates of anxiety and experience the pressure to perform academically. Also, students continue to recover from the effects of the pandemic, even though the restrictions have been lifted.

Thus, students have consistently through the school year expressed their need for Social/Emotional support. Another avenue UPHS has used to help address the academic pressure students and their families describe experiencing is through providing more opportunities for students to receive tutoring from their teachers and support staff. This data supports UPHS' continued practice of offering after-school tutoring Monday through Thursday and paying teachers to work with students outside of their contract hours during the school day.

Parents have also reaffirmed that our after-school tutoring has been helpful for their students. Most parents agreed that providing this extra help has helped their students to be better-prepared for class and hopefully lower their anxiety about their academics.

Staff also expressed concern for the student's social and emotional health as well as the attendance rate for many students. UPHS will continue to offer social-emotional support and provide after-school tutoring.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The LCAP for these three years has been influenced by the concerns expressed regarding student social and emotional wellness as it connects to student learning. Hence, UPHS is moving the LCAP away from specific academic actions to a combination of student academic and social/emotional wellness. A student's academic success continues to be more affected by the student's social/emotional wellness and ability to experience academic success. Thus, UPHS will continue to offer counseling by a licensed social worker and school psychologist.

Academics remain an important aspect of a student's success, but now UPHS will also focus on the student's emotional wellness. Based on feedback from teachers, specifically the UPHS Mathematics Department, UPHS has decided we will no longer administer the CAASPP Math Interim Comprehensive Assessment (ICA) in the fall. The UPHS Mathematics Department continues to use local in-class assessments to monitor student outcomes while looking for other means of student assessment.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

UPHS will continue to support economically disadvantaged students and English learners in their use of academic language, proficiency on the CAASPP, and success in college courses. Data suggests student achievement can improve among EL and socioeconomically disadvantaged students. Current data trends in GPA and college course completion rates show a need for our continued efforts in tutoring by teachers. UPHS also works to help identify students who would benefit from specific college courses taught by our EL Coordinator. Specifically, the College of the Sequoias class HDEV 221 - Student Success. This class provides the student with an opportunity to learn and adopt techniques, tools, and methods that will enhance their success in college. In addition, this course will highlight key strategies for improving a student's understanding of personal responsibility and self-management.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Point Average	Minimum 3.0 GPA	UPHS unduplicated students had an average GPA of 3.537.	This data for the 2022-2023 school year will be available prior to adoption.		Minimum 3.4 GPA
College Credits	Minimum of 3 Credits per Semester	UPHS unduplicated students completed an average of 5 college credits in the Fall 2021 semester.	This data for the 2022-2023 school year will be available prior to adoption.		4 Credits per Semester
CAASPP ICA Math	Meets Standards	The Mathematics ICA was not administered in 2020 nor 2021. The UPHS Mathematics Department decided	The Math ICA was not administered in 2020, 2021, or 2022. The UPHS Mathematics Department decided		75% of Students Meets Standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		they no longer would administer the CAASPP Mathematics ICA; but instead, they are looking at other forms of student assessment.	they no longer would administer the CAASPP Math ICA; but instead, they are looking at other forms of student assessment.		
Attendance Rate	Minimum 95% Attendance Rate	UPHS unduplicated students had an average attendance of 95% in the Fall 2021 semester.	This data for the 2022-2023 school year will be available prior to adoption.		Minimum 95% Attendance Rate
Computer/Laptop Replacement	Replace Minimum of 25% of Laptop Stock	We replaced 100% of the student laptops this year.	22% of student laptops replaced at this time.		Replace Minimum of 25% of Laptop Stock
CAASPP ELA Scores	60% of Students will Meet Standards	The data for this metric is not available at this time. Updated Data - 86.16% of students in Grade 11 Met or Exceeded Standard (2021-22)	This data for the 2022-2023 school year will be available prior to adoption.		90% of Students Meets Standards
CAASPP Mathematics Scores	50% of Students will Meet Standards	The data for this metric is not available at this time. Updated Data - 67.69% of students in Grade 11 Met or Exceeded Standard (2021-22)	This data for the 2022-2023 school year will be available prior to adoption.		75% of Students Meets Standards

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Language Proficiency	<p>The following actions are designed to increase and/or improve the success of the identified students -</p> <ul style="list-style-type: none"> Continue to upgrade student computers so as to be available to all identified students for use in the classroom and at home. Ensure that all identified students have access to the appropriate technology including mobile hotspots for internet access. 	\$15,000.00	Yes
1.2	Instructional Strategies	Provide professional development training on integrated and designated ELD lesson planning, instructional strategies, etc.	\$7,500.00	Yes
1.3	EL Student Support	Continue to employ one part-time teacher (EL Coordinator) to work with EL students and perform ELA/math/community outreach to work specifically with English Language Learners and their families.	\$54,000.00	Yes
1.4	Student Support for Socioeconomic Disadvantaged Students and Foster Youth.	Professional development training on integrated lesson planning, instructional strategies, etc. In addition, employ one part-time instructional aides to work with socio-economic disadvantaged students.	\$37,500.00	Yes

Goal Analysis [2022-23]

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.

For Actions 1.1-1.4 - The EL Coordinator continues to spend many hours helping EL students and other students who struggle with the English language. In addition, the Instructional Aide continues to meet with a group of low-income students on a regular basis including in the classroom and in the office. The EL Coordinator and the Instructional aAide continue to work with teachers to ensure all students, who need help, are receiving additional help on their class assignments, tests, and projects.

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.

UPHS has increased its budgeted expenditures moving forward to help with the increased costs of laptop computers and the increase in pay for employees.

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

The EL Coordinator and Instructional Aide have been instrumental in helping the unduplicated students improve and succeed in their classes, both high school and college classes. UPHS continues to move towards an all-digital school; thus having laptop computers available for all students, who need one, ensures all students are able to fully participate in their classes and complete the required work.

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.

The Desired Outcome for 2023-2024 for student GPA was increased to 3.4, and CAASPP ELA scores have been increased to 90%. Also, the EL Coordinator takes advantage of professional development training on integrated and designated ELD lesson planning, instructional strategies, etc., and then works with teachers to help them support our low-income and EL students through these lesson strategies. The metric for the CAASPP Interim Comprehensive Assessment was eliminated in 2021-2022 as the mathematics department chose to look for other assessments that they felt better-assessed student understanding. No other substantial changes were made for this year.

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	Provide support to help students develop self-efficacy and self-advocacy skills and provide trainings to develop curriculum and lessons to help students acquire these needed skills.

An explanation of why the LEA has developed this goal.

UPHS wants to help students learn how to self-advocate and seek help to achieve success. UPHS will support students' development of skills and experiences of self-efficacy and self-advocacy that will make them successful throughout their high school career, in their concurrent-enrolled college courses, and in life after high school. Student responses in the California Healthy Kids Survey showed a need for our students to continue to receive social and emotional support as well as self-advocacy skills. We have also learned through communication with COS professors that students need continued support to be successful in their college classes. UPHS will continue to support students through the development (or continued development) of self-advocacy and self-efficacy. This is done through Homeroom lessons, teacher's classroom lessons, and the licensed social worker.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Wellness Survey	80% Completion	98% of the students completed the Wellness Survey at the end of the Fall Semester.	Not available at this time		100% Completion
Homeroom Participation	80% Participation	100% of the students participate in their Homeroom class on a regular basis.	100% of the students participate in their Homeroom class on a regular basis.		100% Completion
Average GPA	3.0 Average GPA Per sS	UPHS students had an average GPA of 3.537.	Fall Semester 3.387 GPA		3.50 Average GPA per Semester

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Volunteer Hours	Students Average 5 Volunteer Hours per Semester	Due to COVID restrictions, students have not been able to have access to volunteer opportunities.	Data for this semester will be available prior to adoption.		15 Hours per Semester
College Class Completion	Average 3.0 College Credits per Semester	UPHS students completed and average of 5 college credits in the Fall 2021 semester.	UPHS unduplicated students had an average credit rate of 4.34 college credits the first semester.		6 Credits per Semester

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Homeroom Lessons	Develop Homeroom lessons that teach self-advocacy skills and mindsets which foster self-advocacy.	\$500.00	No
2.2	Self-Advocacy Survey	Administer survey regarding students' learning progress, self-advocacy, and Schoolwide Learner Objectives.	\$500.00	No
2.3	Counseling for Grade Checks by Students	Students Check Grades and Discuss actions with the teacher during Homeroom using our student management system, PowerSchool.	\$29,500.00	Yes
2.4	Volunteerism	Tracking the number of optional student volunteer hours.	\$4,000.00	No
2.5	Self Scheduling of High School and College Classes	Completed through PowerSchool and the School Counselor. This includes crashing classes etc.	\$21,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

All actions for 2022-2023 have been implemented.

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.

The funding for Action 2.4 was not used in 2022-2023 due to limited activities due to COVID restrictions.

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

For Goals 2.1-2.5, the UPHS unduplicated students continue to be active participants in their homeroom classes. Every Thursday students complete a grade check and emotional wellness check survey. This survey is reviewed by each Homeroom teacher who then passes on students of concern to the emotional support team. The school counselor is being trained in the use of the student information system, PowerSchool. This SIS is crucial in helping the counselor meet with students and their families to help them plan the best academic path possible. UPHS utilizes PowerSchool to help with scheduling. Each spring, students complete a course request form through PowerSchool. This process helps the scheduling team offer classes students request and need for success.

Due to many COVID restrictions still in place for most of the school year, volunteer opportunities have been few. The surveys we administer for students are created by the UPHS staff. We have not been able to find surveys that meet the specific needs the staff thinks need to be assessed regularly. Therefore, UPHS was not able to provide funding for resources for Action 2.4. Teachers have been very resourceful in creating student activities that require zero funding. Thus the funding for Action 2.4 has been reduced to \$1,000.

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.

The Desired Outcome for 2023-2024 for student participation in their Homeroom class was increased to 100%. UPHS will continue to help students find volunteer opportunities. The data for Action 2.1 has shown this action to be effective. In addition, the data for Actions 2.3 and 2.5 have also shown these actions to be effective. The UPHS counseling department has gone to extra lengths to help UPHS students develop their most optimal schedule with guidance from the school counselor.

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 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.

An explanation of why the LEA has developed this goal.

UPHS wants to support students' social-emotional health. UPHS will seek ways to provide support for students so they arrive at school ready to engage and learn. Through our administration of the California Healthy Kid's Survey, data suggests students' social and emotional health can improve through continued support by a licensed social worker and school psychologist. Many of the students have expressed an interest in receiving support at school through the semester Wellness Survey. This survey is administered at the end of each semester. Finally, the licensed social worker has done an outstanding job of connecting with students who are in need.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
After-School Support Attendance	60% After School Support Participation	85% of the unduplicated students utilized the after-school tutoring on a regular basis in the Fall 2021 Semester.	This data will be available prior to adoption.		90% Participation
School Attendance	95% Overall Attendance	UPHS unduplicated students had an average daily attendance of 95%	This data will be available prior to adoption.		95% Minimum Attendance Rate
CAASPP Level	Students will score "meet standards" on the Mathematics and ELA CAASPP.	This data is not available at this time. Updated Data - 86.16% of students in Grade 11 Met or	This data will be available prior to adoption.		90% meet Standard - ELA 75% meet Standard - Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Exceeded ELA Standard (2021-22) Updated Data - 67.69% of students in Grade 11 Met or Exceeded Mathematics Standard (2021-22)			
Wellness Survey	Wellness Score	UPHS unduplicated students scored an average Wellness Score of 3.77 out of 5.	This data is not available at this time.		10% increase in students' social-emotional health according to the well-being survey each year.
College Course Credits	3.0 College Credits earned	UPHS unduplicated students completed and average of 5 college credits in the Fall 2021 semester.	UPHS unduplicated students had an average credit rate of 4.34 college credits the first semester.		Average 6.0 College Credits completed per semester.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Well-Being Survey	Each semester, staff will administer a mental health survey during Homeroom. Staff will discuss the results and plan ways to help students.	\$500.00	No
3.2	Student Learning Outcomes (SLO) Survey	Each semester, students take the SLO survey to assess how their classes are helping them develop the SLO skills: communicators, problem solvers, self-motivated individuals, and respectful and responsible citizens.	\$500.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Personnel & Services	<p>A counselor/social worker/psychologist who will meet with students, particularly students who show need (in terms of wellness).</p> <p>Teachers will observe students of concern, identify them based on surveys and other data, and report to the counselors and other necessary staff members.</p>	\$60,000.00	No
3.4	After-School Tutoring	Students will attend after-school tutoring, which will be available to students Monday through Thursday after school, including access to peer tutors. Teachers will be paid to tutor students outside of their contracted hours. This includes after-school tutoring time.	\$32,000.00	Yes
3.5	College Course Success	Students will be successful in their college classes. They will seek help if they need it, from the college professors and from tutoring services (both at COS and UPHS).	\$1,500.00	No
3.6	School Attendance Lessons for Homeroom	Students will learn about the value of school attendance and how it impacts their current and future self.		No

Goal Analysis [2022-23]

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.

For Goals 3.1-3.5, the most significant gain this year was having a licensed clinical social worker on campus two days a week. This represents an increase from one day a week the previous year. The social worker has made a difference for the students. She checks in regularly with students who are in need and helps with students in crisis. She even checks in with staff offering support for anyone in need. The after-school tutoring time continues to thrive with many students taking advantage of having a place to complete homework, study, and

even seek help from the teacher in charge of the after-school tutoring room. The funding for Action 3.6 is zero dollars. This is due to teacher resourcefulness in finding free resources.

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 are no material differences between Budgeted Expenditures and Estimated Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

By offering emotional support and academic support, the students have stated through the surveys this has been key in helping the students stay ahead academically even after COVID. The social worker remains busy meeting with students and communicating with them during times on campus and on days she is in the office. The students welcome and trust the social worker and share their thoughts and feelings in a secure and confidential environment.

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.

For Action 3.6, UPHS has experienced a decrease in attendance rates by UPHS students, the Homeroom classes will include more lessons about the importance of attendance, and the impact it has on a student's education and career. This is a new Action due to student attendance data and teacher concerns.

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	Provide a school climate that increases the engagement and involvement of students, parents, and families.

An explanation of why the LEA has developed this goal.

UPHS developed this goal based on the findings gathered data, which suggest student, parent, and family engagement and involvement with the school can be strengthened to improve the school climate. Research shows that better parent involvement leads to better student outcomes. The support of parents and their involvement provides students with many extra-curricular activities, such as school dances, academic competitions, and PSO activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in School Events/Activities.	20% Parent Participation	UPHS estimates about 75% of the parents attended and/or participated in at least one school event and/or teacher meeting.	UPHS estimated that about 75-80%% of the parents attended and/or participated in at least one school event and/or teacher meeting in the first semester.		90% Parent Participation.
Student Participation in School Events/Activities.	50% Student Participation	Approximately 85% of the students attended at least one school sponsored event.	Approximately 90% of the students attended at least one school sponsored event.		95% Student Participation.
Parent and Student Involvement in Community Events.	30% of UPHS Families will Participate in a Minimum of One Community Event a Year.	Due to COVID restrictions, the families were limited or had no access to community events.	Data for this metric will be available prior to adoption.		50% Family Participation.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Educational Enrichment and After-School Activities.	Provide Lab classes, After-School Tutoring, Peer Tutoring, Panda Buddies, and extra- and co-curricular activities including academic competition teams.	\$32,000.00	No
4.3	Student/Parent Participation and Morale.	Encourage students and parents to attend dances, spirit rallies, clubs, sports tournaments, activities such as Family Game Night, Fall Carnival, and multi-cultural days	\$1,000.00	No
4.4	Youth-Based Events.	Develop and implement an annual Restorative Justice Youth Conference. Determine if the annual Youth Summit can be returned to our schedule.	\$3,000.00	No

Goal Analysis [2022-23]

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.

The planned expenditures for Action 4.4, which has not been implemented, were not used due to continued planning for a new Youth Summit in the Spring of 2024.

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.

The difference between the planned and actual expenditures for Action 4.1 is due to limited resources for after-school activities including transportation.

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

The academic teams have thrived this year. All teams have advanced to the next rounds of their events (state or regional competition). The greatest success is our Robotics team. This year they won their competition in Fresno and are now traveling to Houston, TX for the World Competition. Through the PSO and other communications, the parents are participating more in school events such as the Fall Carnival,

dances, and attending Awards Assemblies. The educational enrichments and after-school activities have made a difference in the student's social and emotional health. The parents are returning to the events and more students are participating in after-school activities such as academic teams, dances, and events sponsored by the Parent Support Organization (PSO).

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.

The Desired Outcome for 2023-24 for Parent Participation has been increased to 90% due to great parent participation for the metric Student Participation has been increased to 100%. UPHS continues exploring how to replace the Youth Summit held for many past years. This event was organized by a community member who has passed away. Some students have come forward to offer ideas and help plan for a new Youth Summit in Spring 2024. The funding for Action 4.3 has been reduced to \$500.00.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$143,924	\$0.00

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
7140.04%	1.80%	\$36,279.37	7141.84%

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

Required Descriptions

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

Goal 1, Actions 1-1: Tulare County is considered a low incime county with a low college graduation rate. This action is intended to ensure that all of our families of unduplicated students have access to technology including laptops and mobile wi-fi hotspots. This data is a result of parent surveys each year asking if they have sufficient technology in the home.

Goal 1, Action 1.2: With a growing EL population, and based on student success and teacher coners for EL students, our teachers are provided with professional development opportunities on integrated and designated instrutional strategies and lesson planning to help EL students.

Goal 1, Action 1.3: To conintue helping our EL and migrant students, our EL liaison works in the migrant community to provide parents and students with the resources needed for a successful education.

Goal 2, Action 2.3: Through the use of our student information system (SIS), PowerSchool, our counselor is working with teachers and staff to help students review and analyze their academic progress. This action is important forcontinued student success of our socioecomincally disadvantaged students.

Goal 3, Action 3.4: UPHS teachers and administration meet monthly to dicuss students of concern. Through these meetings teachers and administration are able ot identify students who my require or have suggested that they attend after-school tutoring. UPHS unduplicated students are especially reviewed and information is shared in regards to their academic progress. Parents and students are notified if UPHS

teacher determine that after-school tutoring would benefit their student.

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

UPHS continues to increase opportunities for students to engage with youth service counselors, and mental health professionals, and help teachers and students to be trained in ways to help students who are in need of social and emotional support. Through teacher referrals, Homeroom student wellness surveys, and parent input, UPHS will continue to employ a school nurse, licensed social worker, and school psychologist to work with those students who have been identified or who request services. UPHS also continues to work closely with EL and socioeconomically disadvantaged students with the continued employment of an EL liaison and Instructional Aide. These staff members work closely with teachers and students to help them to be successful in their academic classes.

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 the 15% Concentration add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$254,500.00	\$4,000.00		\$41,500.00	\$300,000.00	\$261,500.00	\$38,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Academic Language Proficiency	English Learners Foster Youth Low Income	\$15,000.00				\$15,000.00
1	1.2	Instructional Strategies	English Learners Foster Youth Low Income	\$5,000.00			\$2,500.00	\$7,500.00
1	1.3	EL Student Support	English Learners	\$50,000.00	\$4,000.00			\$54,000.00
1	1.4	Student Support for Socioeconomic Disadvantaged Students and Foster Youth.	English Learners Foster Youth Low Income	\$35,500.00			\$2,000.00	\$37,500.00
2	2.1	Homeroom Lessons	All				\$500.00	\$500.00
2	2.2	Self-Advocacy Survey	All				\$500.00	\$500.00
2	2.3	Counseling for Grade Checks by Students	English Learners Foster Youth Low Income	\$29,500.00				\$29,500.00
2	2.4	Volunteerism	All	\$4,000.00				\$4,000.00
2	2.5	Self Scheduling of High School and College Classes	All	\$21,000.00				\$21,000.00
3	3.1	Well-Being Survey	Students with Disabilities				\$500.00	\$500.00
3	3.2	Student Learning Outcomes (SLO) Survey	All				\$500.00	\$500.00
3	3.3	Personnel & Services	All	\$60,000.00				\$60,000.00
3	3.4	After-School Tutoring	English Learners Foster Youth	\$32,000.00				\$32,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
3	3.5	College Course Success	All	\$1,500.00				\$1,500.00
3	3.6	School Attendance Lessons for Homeroom	All					
4	4.1	Educational Enrichment and After-School Activities.	All				\$32,000.00	\$32,000.00
4	4.3	Student/Parent Participation and Morale.	All	\$1,000.00				\$1,000.00
4	4.4	Youth-Based Events.	All				\$3,000.00	\$3,000.00

2023-24 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
\$2,015.733	\$143,924	7140.04%	1.80%	7141.84%	\$167,000.00	0.00%	8,284.84 %	Total:	\$167,000.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$167,000.00

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	Academic Language Proficiency	Yes	Schoolwide	English Learners Foster Youth Low Income		\$15,000.00	
1	1.2	Instructional Strategies	Yes	Schoolwide	English Learners Foster Youth Low Income		\$5,000.00	
1	1.3	EL Student Support	Yes	Schoolwide	English Learners		\$50,000.00	
1	1.4	Student Support for Socioeconomic Disadvantaged Students and Foster Youth.	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$35,500.00	
2	2.3	Counseling for Grade Checks by Students	Yes	Schoolwide	English Learners Foster Youth Low Income		\$29,500.00	
3	3.4	After-School Tutoring	Yes	Schoolwide	English Learners Foster Youth Low Income		\$32,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$270,300.00	\$271,367.80

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	\$16,624.86
1	1.2	Instructional Strategies	Yes	\$7,500.00	\$6,946.28
1	1.3	EL Student Support	Yes	\$50,000.00	\$51,497.04
1	1.4	Student Support for Socioeconomic Disadvantaged Students	Yes	\$16,000.00	19,117.84
2	2.1	Homeroom Lessons	No	\$500.00	0
2	2.2	Self-Advocacy Survey	No	\$500.00	0
2	2.3	Counseling for Grade Checks by Students	No	\$29,000.00	\$39130.45
2	2.4	Volunteerism	No	\$2,000.00	0
2	2.5	Self Scheduling of High School and College Classes	No	\$20,000.00	\$21,521.74
3	3.1	Well-Being Survey	No	\$500.00	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	3.2	Student Learning Outcomes (SLO) Survey	No	\$500.00	0
3	3.3	Personnel & Services	No	\$60,000.00	\$62,431.42
3	3.4	After School Tutoring	Yes	\$40,000.00	\$38,462.11
3	3.5	College Course Success	No	\$1,500.00	\$4,689.80
4	4.1	Educational Enrichment and After School Activities.	No	\$23,800.00	\$10,946.26
4	4.3	Student/Parent Participation and Morale.	No	\$500.00	0
4	4.4	Youth-Based Events.	No	\$3,000.00	0

2022-23 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)
\$143,924	\$122,000.00	\$107,644.63	\$14,355.37	0.00%	0.00%	0.00%

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)
1	1.1	Academic Language Proficiency	Yes	\$15,000.00	\$6,784.23		
1	1.2	Instructional Strategies	Yes	\$5,000.00	\$2,450.00		
1	1.3	EL Student Support	Yes	\$47,000.00	\$51,497.04		
1	1.4	Student Support for Socioeconomic Disadvantaged Students	Yes	\$15,000.00	\$8,451.25		
3	3.4	After School Tutoring	Yes	\$40,000.00	\$38,462.11		

2022-23 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)
\$2,015,733	\$143,924		7.14%	\$107,644.63	0.00%	5.34%	\$36,279.37	1.80%

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.

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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
January 2022

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

SUBMITTED BY:

Jose Bedolla

SUBJECT:

Consideration and approval of the 2023-24 Local Control and Accountability Plan (LCAP) for La Sierra Military Academy

DESCRIPTION/SUMMARY:

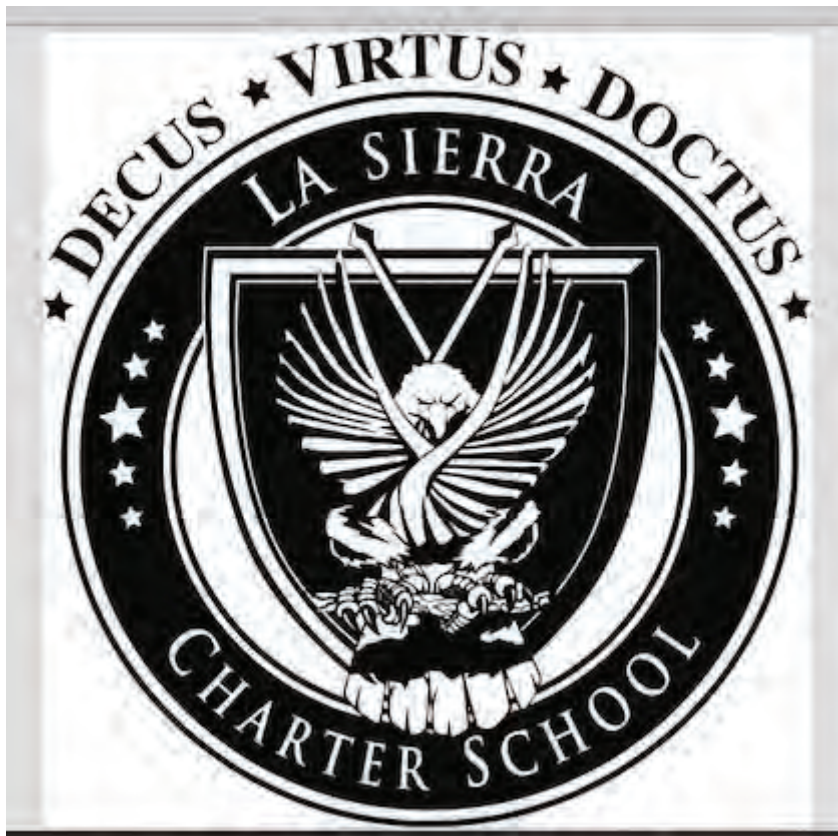
The first public reading of the LCAP was presented at the TCOE Board Meeting in May. This is a second public reading. Approval is being requested at this time.

FINANCING:

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

RECOMMENDATION:

Approval of the plan is recommended.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tulare County Office of Education

CDS Code: 54105465430327

School Year: 2023-24

LEA contact information:

Jose Bedolla

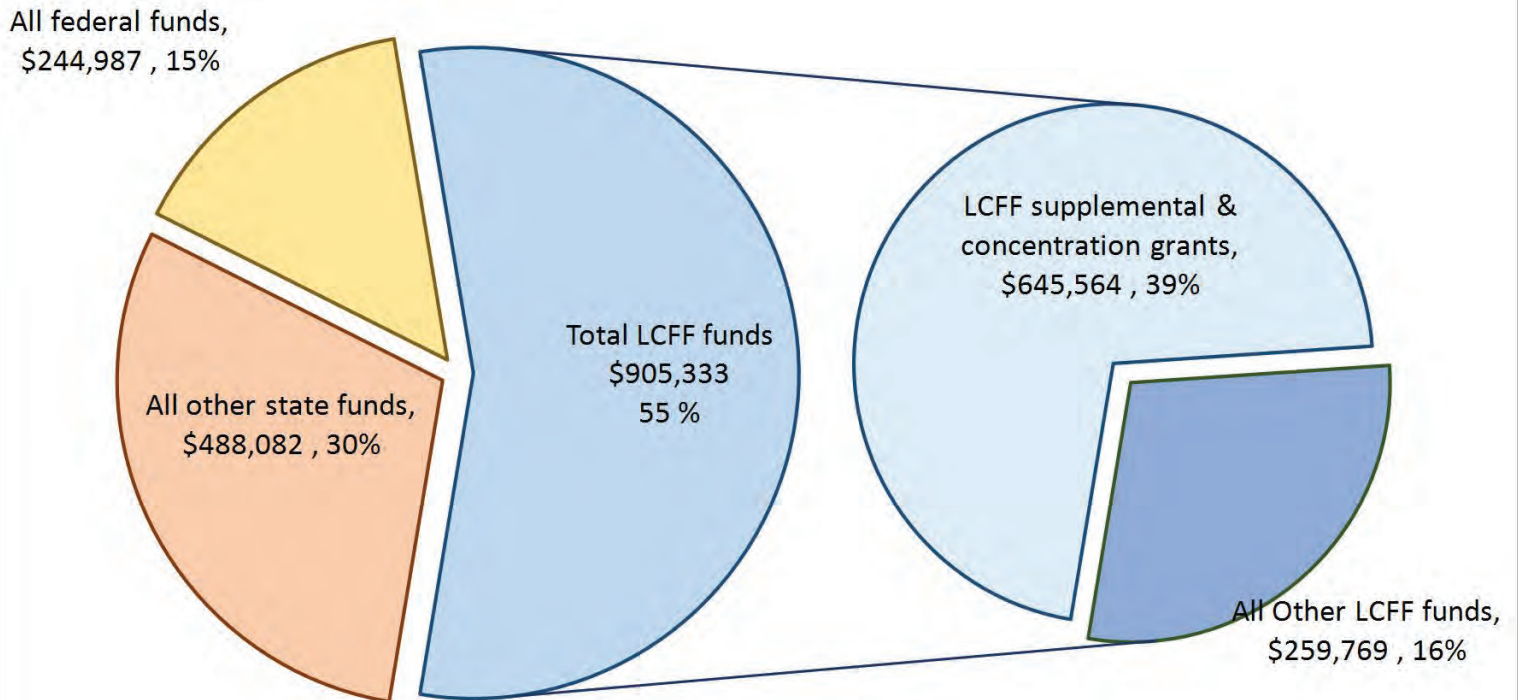
Principal

559.733.6963

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 2023-24 School Year

Projected Revenue by Fund Source

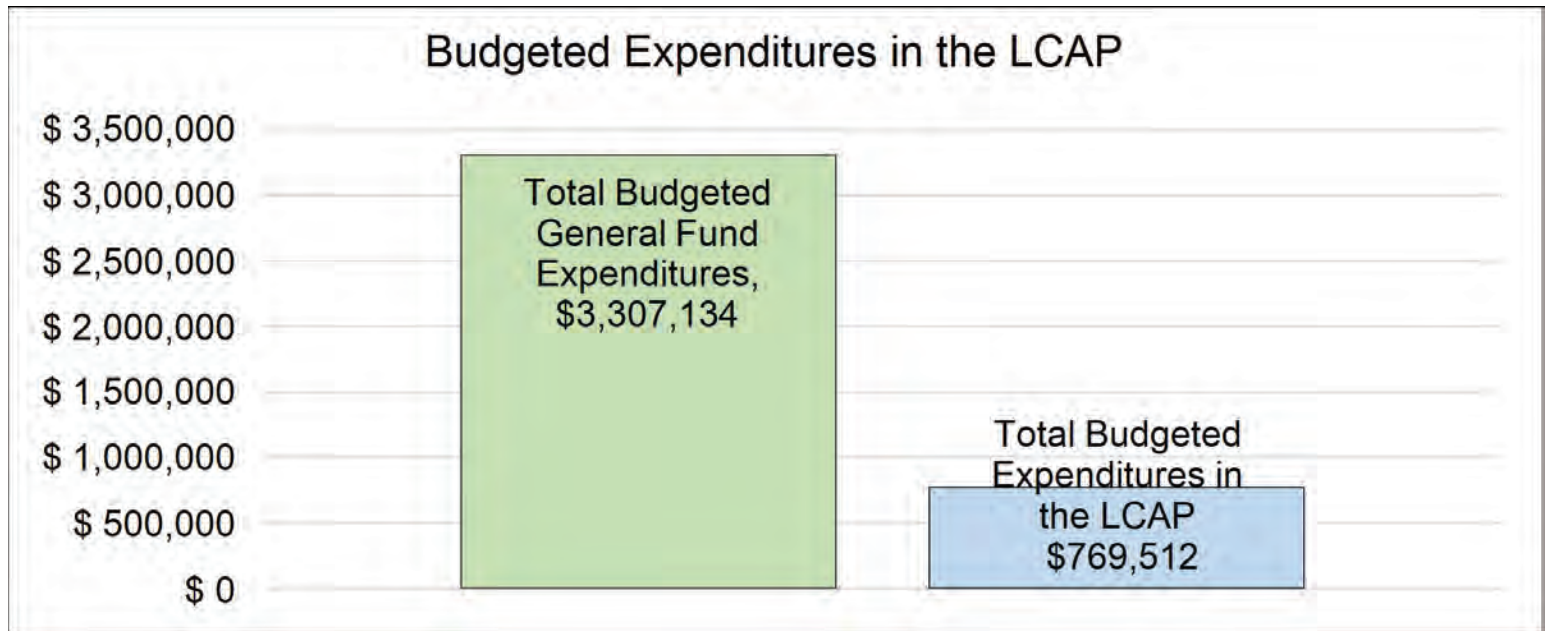


This chart shows the total general purpose revenue Tulare County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tulare County Office of Education is \$3,307,134, of which \$905,333 is Local Control Funding Formula (LCFF), \$488,082 is other state funds, \$0 is local funds, and \$244,987 is federal funds. Of the \$905,333 in LCFF Funds, \$645,564 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

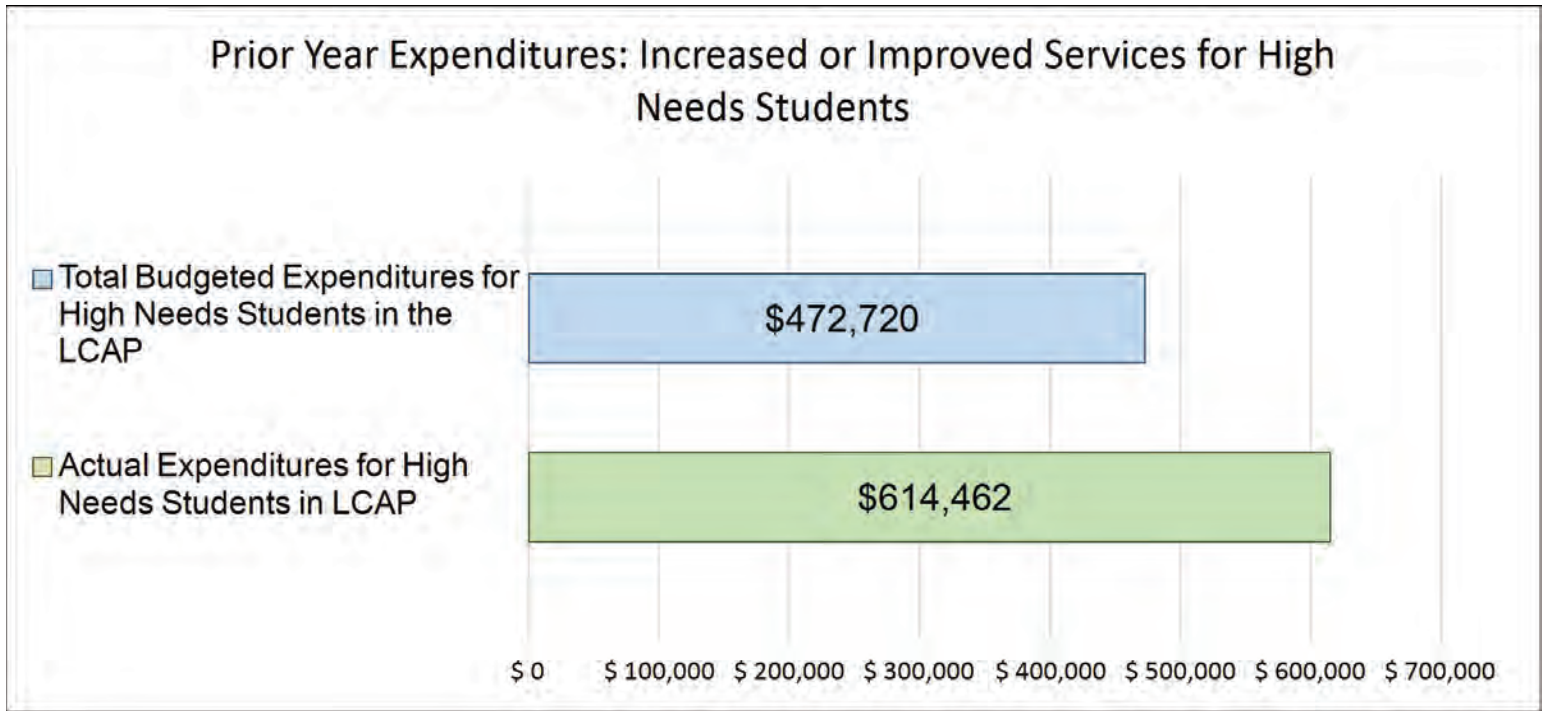
The text description of the above chart is as follows: Tulare County Office of Education plans to spend \$3,307,134 for the 2023-24 school year. Of that amount, \$769,512 is tied to actions/services in the LCAP and \$2,192,402 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Tulare County Office of Education is projecting it will receive \$645,564 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 \$645,564 towards meeting this requirement, as described in the LCAP.

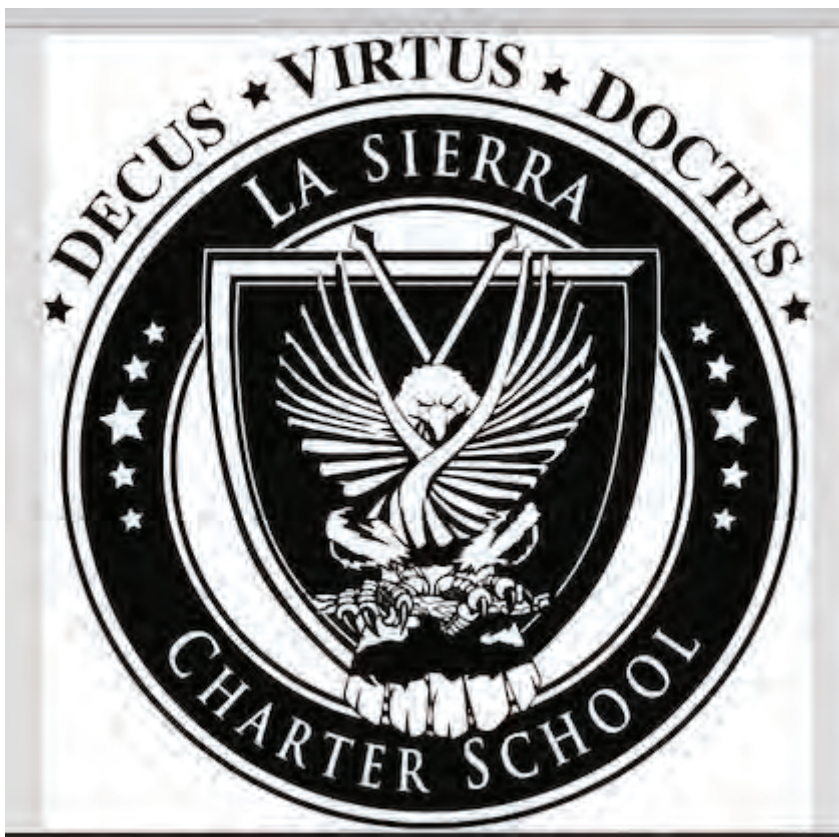
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, Tulare County Office of Education's LCAP budgeted \$472,720 for planned actions to increase or improve services for high needs students. Tulare County Office of Education actually spent \$614,462 for actions to increase or improve services for high needs students in 2022-23.



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 [2023-24]

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. We are a learning community dedicated to assisting all of our youth in becoming adults who are competent, confident, 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 smaller class sizes and an individualized learning plan, the school provides an alternative 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 80% of students enter La Sierra credit deficient. La Sierra has an enrollment of 205 students and 27 part-time & full time staff members. La Sierra's student composition is provided below by grade level:

- Grade 7: 26
- Grade 8: 48
- Grade 9: 20
- Grade 10: 30
- Grade 11: 46
- Grade 12: 35

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: Successes

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

Based on the data available via the 2022 California School Dashboard, La Sierra High continues to make progress supporting English Learner student growth by growing 27% based in comparison to the past CAASPP results from 2019. 52% of EL students made progress in English Language Proficiency per the 2022 California School Dashboard.

Feedback from meetings via our Parent Teacher Organization, English Learner Advisory Committee and School Site Council indicate that La Sierra continues to make school improvements towards helping students find academic and social success in all aspects of learning. Educational Partners also relayed that they feel that the staff at La Sierra cares deeply regarding helping every student succeed.

Reflections: Identified Need

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

SB 98 and AB 130 suspended the reporting of performance indicators in the 2020 Dashboard and the 2021 Dashboard. Therefore, for the 2022 Dashboard, there is only one year of data available. This means only status is displayed on the 2022 Dashboard, but change is not. While the instructions for this section refer to colors on the Dashboard, there are no colors provided on the 2022 Dashboard. Instead, status will be reflected in the cell phone bars that range from "very low" to "very high".

Based on the data available via the 2022 California School Dashboard, it has been identified that La Sierra will need to continue improving in the areas of English Language Arts and Mathematics. For ELA, La Sierra was 108 points below standard. In the area of mathematics, La Sierra was 174 points below standard. Removed from this, La Sierra Graduation's rate fell 10 percent to 87% in comparison to the 2019 California School Dashboard calibration. These three metrics of data reflect that La Sierra will need to continue improving in the areas of instruction, assessment and intervention outreach toward capacity building efforts for all La Sierra students. Analysis of the school's curriculum inventory also reflect that La Sierra will need to expand in revamping and updating grade level curriculum across all 7-12 grade level spans. La Sierra will address the areas of improvement in ELA and Math, by focusing next school year in the areas of professional learning for staff based on components of high level instruction and curriculum planning. Removed from this, the graduation rate will be improved via the advent of parent and student workshops where students will be further prepared for college and career indicators for application to college and or Career/Technical Educational programs.

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

Goal #1 Improve student academic achievement in literacy and english language arts. Goal #2 Improve student academic performance in mathematics. Goal #3 Improve English Language Learners Academic Achievement in literacy. Goal #4 Improve student College and Career Readiness for Post-Secondary Success. Goal #5 Create a Safe Environment that meets the Academic, Socio-Emotional and Behavioral well being of all La Sierra Military Academy Students.

LCAP Highlights

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

The Local Control and Accountability (LCAP) for La Sierra is constructed to meet five school goals that are designed to meet distinct student learning needs as identified per the California School Dashboard, local and state data along with educational partner input and collaboration. Through careful investigation and analysis, the following five goals were created by La Sierra to address student academic and social needs:

Goal #1 Improve student academic achievement in literacy and english language arts.
Goal #2 Improve student academic performance in mathematics.
Goal #3 Improve English Language Learners Academic Achievement in literacy.
Goal #4 Improve student College and Career Readiness for Post-Secondary Success.
Goal #5 Create a Safe Environment that meets the Academic, Socio-Emotional and Behavioral well being of all La Sierra Military Academy Students.

Each learning goal supports school improvement efforts towards raising student academic achievement that is measured by the State via the CAASPP exams and the CDE Dashboard. La Sierra has moved forward with building student intervention efforts via the advent of establishing an after school credit recovery program, alongside with providing students enrichment opportunities once a week on Thursdays from (8-8:30 am) for additional student academic assistance and scaffolding. Removed from this, La Sierra has established school policies and procedures for an ELAC and SSC council for school governance with all of its educational partners. La Sierra has also qualified for 200,000 dollars for a Community Services Grant for student capacity building efforts to address issues related to student behavior and attendance.

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 is not 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.

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The English Learner Advisory Committee, School Site Council, school personnel, special services, school leadership and student representatives, reviewed the previous year's LCAP and the CDE dashboard information from the prior year of instruction. Meetings were conducted throughout the spring semester to review school data for educational partner input and collaboration. The goal of these meetings was to formulate school improvement plans for the upcoming school year for addressing of student learning and site needs. The timeline that was conducted to implement these system overviews was completed on a monthly basis throughout the Spring Semester to address all components of the LCAP process with all educational partners for capacity building efforts with fidelity.

A summary of the feedback provided by specific educational partners.

After review of the 2022 CDE dashboard information, the educational partners for LSMA determined that the goals and actions for the upcoming school year reflect the needs of La Sierra students, families and staff. Each of the educational partner focus groups determined that areas of improvement need to specifically take place in the sectors of mathematics and english language arts for student and school improvement purposes. Action planning was also requested by the educational partners to further address reducing student attendance and suspension rates as identified by the 2022 California School Dashboard.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Through collaboration and discussion, all of the educational partners agreed that further intervention and focus needs to be provided in building capacity and achievement in the areas of mathematics and english language arts for the upcoming 23-24 school year. The educational partners support the further continuance of the after school credit recovery program for student acquisition of credits towards high school graduation. A need for greater expansion of CTE pathways for student professional development and training was also reflected in the educational partner discussion meetings for program implementation for the 23-24 school year. Removed from this, the educational partner meetings also reflected a focus towards lowering student attendance and suspension rates via the implementation of the Community Schools grant which La Sierra was approved for implementation for the upcoming 23-24 school year.

Goals and Actions

Goal

Goal #	Description
1	All La Sierra High students will increase and improve academic achievement in English Language Arts through quality ELA instruction that utilizes research-based modes of instruction, including access to a wide range of texts and culturally responsive pedagogy.

An explanation of why the LEA has developed this goal.

Annual CAASPP and CDE Dashboard data indicates significant low student performance in ELA. Removed from this, La Sierra's local assessments which include a school wide writing assessment and D/F rate composition from ELA classes reveal a significant need to improve student academic achievement in all aspects of English Language Arts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Assessment	7th Grade 0% Exceed St, 7.59% Met, 92.4% Not Met	La Sierra did not receive school level CAASPP results for Year 1.	21-22 CAASPP Data ELA- 108.4 points below standard		7th Grade 15% Exceed St, 50% Met, 35% Not Met
	8th Grade 0% Exceed St, 11.36% Met, 88.6% Not Met	Updated Data - Student Performance Levels relative to Standard (CAASPP 2022)	21-22 CAASPP Data Math- 174.6 points below standard		8th Grade 15% Exceed St, 60% Met, 25% Not Met
	11th Grade 3.6% Exceed St, 14.3% Met, 82% Not Met		21-22 Graduate Rate Indicator- 87.5% Graduated		11th Grade 20% Exceed St, 65% Met, 15% Not Met
		<ul style="list-style-type: none"> 7th Grade - Exceeded - 2.78% Met - 5.56% Nearly Met - 25.00% Not Met - 66.67% 8th Grade - 	21-22 Chronic Absenteeism Indicator- 27.9, Chronically absent		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Exceeded - 0.00% Met - 6.45% Nearly Met - 25.81% Not Met - 67.74%</p> <ul style="list-style-type: none"> 11th Grade - Exceeded - 0.00% Met - 20.59% Nearly Met - 29.41% Not Met - 50.00% 	21-22 Suspension Rate indicator- 23% suspended at one day		
D/F Rate for ELA	<p>20.2% LSMA Students earn an F in ELA</p> <p>10.7% LSMA Students earn a D in ELA</p>	<p>17% LSMA Students earned an F in ELA (Will be revised June 2022)</p> <p>12% LSMA Students earned a D in ELA (Will be revised June 2022)</p>	<p>15% of LSMA students earned a F in ELA during the Fall Semester of 2022 (Will be revised in June of 2023).</p> <p>18% of LSAM students earned a F in Math during the Fall Semester of 2022 (Will be revised in June of 2023).</p>		<p>2% LSMA Students earn an F in ELA</p> <p>2% LSMA Students earn a D in ELA</p>
NWEA Assessment	Baseline Data to be collected 08/2021	NWEA Implementation postponed to the 2022-2023 Academic Year.	Will not be administered during the 22-23 school year.		<p>1 Year Growth in Reading</p> <p>1 Year Growth in Language</p>

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Classroom Libraries	The building of class libraries with current and classic grade span texts for all of the site's ELA classrooms.	\$1,000.00	Yes
1.2	Vertical Alignment of ELA Curriculum & Instruction	The implementation of vertical alignment of SBE-approved curriculum and resources spanning grades 7-12. Instructional staff will utilize PLC and Department time to develop a comprehensive approach that is aligned with the CCSS standards in order to address required grade level content knowledge necessary for students to meet ELA standards for student capacity building efforts in literacy and english language arts.	\$0.00	No
1.3	Professional Learning	Provide professional learning opportunities for ELA teachers to attend ELA trainings and conferences. This includes, but is not limited too, TCOE ELA trainings, CISC Region 7 Conference, Universal Design for Learning Training, and other State and local professional learning opportunities for continual teacher capacity building efforts in ELA instruction.	\$30,000.00	No
1.5	Writing Across the Curriculum	The implementation of Writing Across the Curriculum. Teachers will be provided professional learning on how to implement writing in each content area. This includes a school wide writing assessment that will be administered to grades 7-12 during the fall and spring semesters respectively. The data gathered will be used to inform instruction and monitor student ELA academic performance and progress. In	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		addition, the data will be included in the CalEd Partners grant work for continual school improvement purposes.		
1.6	After School ELA Tutoring	The implementation of an After School ELA Tutoring program. An after school ELA tutoring program will be implemented for students to receive additional support outside of the regular scheduled class time to address student needs in ELA.	\$2,000.00	No

Goal Analysis [2022-23]

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.

In analysis of our 22 CDE dashboard data, Action 1.6 was not fully maximized this school year due to a teacher leave of absence during the fall semester. A designated intervention time for ELA support was implemented during the spring semester of 2023 from 8-8:30 am to also support ELA student learning needs. It will be imperative that all of the action items listed under Goal # 1, continue in implementation for the upcoming school year for student capacity building efforts in the area of English Language Arts.

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.

All of the action items listed under Goal # 1 with the exception of Action 1.6 were implemented for school and student improvement purposes. Action 1.6 was not fully realized to the 2,000 allocation due to a teacher leave of absence, which prevented the tutoring program from being implemented with fidelity. It is the goal of La Sierra to continue the implementation of these action items for student success for the upcoming school year ahead.

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

All of the action items contributed to the continued capacity building of the student learning and goal setting purposes for La Sierra. The continued implementation of these action items will further ensure that La Sierra students continue to make academic gains in the area of English Language Arts for student and school improvement purposes.

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.

Due to changes in school leadership, the NWEA assessment was not administered during the 22-23 school year. The STAR Renaissance assessment will be utilized for ELA student progress monitoring for the upcoming 23-24 school year.

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	La Sierra High students will improve and increase academic achievement in mathematics through differentiated mathematics instruction that utilizes direct modalities of instruction, which includes the vertical alignment of math curriculum across all 7-12 grade level spans.

An explanation of why the LEA has developed this goal.

In reviewing the most recent CDE Dashboard data, coupled in conjunction with the site's local assessment data, it has been determined that there is a significant need to improve student academic performance in the area of mathematics for student capacity building efforts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics Assessment	7th Grade 0% Exceed St, 5.13% Met, 94.8% Not Met	School did not receive school level CAASPP results for Year 1.	21-22 Math CAASPP Indicator- 174 points below standard		7th Grade 10% Exceed St, 45% Met, 45% Not Met
	8th Grade 0% Exceed St, 6.82% Met, 93.1% Not Met	Updated Data - Student Performance Levels relative to Standard (CAASPP 2022)	21-22 Graduate Rate Indicator- 87.5% Graduated		8th Grade 10% Exceed St, 45% Met, 45% Not Met
	11th Grade 0% Exceed St, 0% Met, 100% Not Met	<ul style="list-style-type: none"> 7th Grade - Exceeded - 2.70% Met - 5.41% Nearly Met - 13.51% Not Met - 78.38% 8th Grade - Exceeded - 0.00% Met - 0.00% 	21-22 Chronic Absenteeism Indicator- 27.9, Chronically absent 21-22 Suspension Rate indicator- 23% suspended at one day		11th Grade 10% Exceed St, 50% Met, 40% Not Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Nearly Met - 3.13% Not Met - 96.88% <ul style="list-style-type: none"> 11th Grade - Exceeded - 0.00% Met - 0.00% Nearly Met - 3.03% Not Met - 96.97% 			
D/F Rate for Mathematics	9% LSMA students earned an F in Mathematics 15% LSMA students earned a D in Mathematics	Data Not Available until June 2022. Baseline data was established December 2022	12% of LSMA students earned a F in Mathematics during the Fall Semester of 2022		2% LSMA Students earn an F in Mathematics 2% LSMA Students earn a D in Mathematics
NWEA	Baseline to be determined 08/2021	NWEA Implementation postponed to the 2022-2023 Academic Year.	The NWEA assessment will not be administered during the 22-23 school year.		1 Year Growth in Mathematics

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Vertical Articulation of Mathematics Curriculum	Implement a uniform mathematics curriculum that provides vertical alignment for all 7-12 grade level spans.	\$9,000.00	No
2.2	Math Tutoring	Implement after school math tutoring. Providing targeted interventions and support for students who need additional math scaffolding and guidance.	\$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Professional Learning	Provide professional learning opportunities for La Sierra mathematics teachers. Professional development will center on the implementation of best practices for student instruction, curriculum planning and assessment procedures. Professional learning will also center on building teacher capacity as it pertains to use of technology for the promulgation of student learning as it pertains to real world scenarios and simulations for mathematics instruction and student engagement.	\$3,000.00	No

Goal Analysis [2022-23]

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.

Action 2.2 was not maximized this school year due to the void of a math instructor for the middle school mathematics department. A termination fee of \$ 9,291.63 dollars was made in January of 2023 with Carnegie Mathematics due to La Sierra choosing to explore more multi-faceted mathematics programs for all 7-12 grade level spans. A designated intervention time for Math support was implemented during the spring semester of 2023 from 8-8:30 am to also support math student learning needs. In analysis of our 22 CDE dashboard data, it will be imperative that all of the action items listed under Goal # 2, continue in implementation for the upcoming school year for student capacity building efforts in the area of mathematics.

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.

All of the action items listed under Goal # 1 with the exception of Action 2.2 were implemented for school and student improvement purposes. Action 2.2 was not fully realized to the 1,000 allocation due to the void of a math instructor for the middle school mathematics department which prevented the tutoring program from being implemented with fidelity. It is the goal of La Sierra to continue the implementation of these action items for student success for the upcoming school year ahead.

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

All of the action items contributed to the continued capacity building of the student learning and goal setting purposes for La Sierra. The continued implementation of these action items will further ensure that La Sierra students continue to make academic gains in the area of English Language Arts for student and school improvement purposes.

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.

Due to changes in school leadership, the NWEA assessment was not administered during the 22-23 school year. The STAR Renaissance assessment will be utilized for Math student progress monitoring for the upcoming 23-24 school year.

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	All La Sierra High English Learner students will improve and increase academic achievement in language acquisition and literacy instruction for continual student improvement efforts in all facets of literacy and english language arts.

An explanation of why the LEA has developed this goal.

In the review of CDE dashboard data coupled alongside the review of ELPAC data and local site assessments, it has been determined that EL students still need to make sufficient progress towards attainment of Reclassification proficiency for student improvement purposes. 52% of EL students made progress toward english language proficiency based off analysis of the 22 CDE Dashboard data for English Learner Progress monitoring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual English Language Proficiency Assessment for California (Summative ELPAC)	<p>Level Four 8.7% Level Three 26.09% Level Two 54.35% Level One 10.87%</p> <p>Above information is incorrect. Below are the corrected Baseline levels for percent of English Learners at each ELPAC performance level. (2020-21)</p> <p>Level 4 (Well Developed) - 13.98%</p>	<p>Level Four. 10.4% Level Three. 52% Level Two. 35.4% Level One. 12.5%</p> <p>Above information is incorrect. Below are the corrected performance outcome levels for percent of English Learners at each ELPAC performance level (2021-22)</p> <p>Level 4 (Well Developed) - 15.57%</p>	<p>Level Four. 10.4% Level Three. 52% Level Two. 35.4% Level One. 12.5%</p> <p>Above information is incorrect. Below are the corrected performance outcome levels for percent of English Learners at each ELPAC performance level (2021-22)</p> <p>Level 4 (Well Developed) - 15.57%</p>		<p>Level Four. 40% Level Three. 40% Level Two. 15% Level One. 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 3 (Moderately Developed) - 33.66% Level 2 (Somewhat Developed) - 32.57% Level 1 (Minimally Developed) - 19.79%	Level 3 (Moderately Developed) - 35.23% Level 2 (Somewhat Developed) - 30.73% Level 1 (Minimally Developed) - 18.47%	Level 3 (Moderately Developed) - 35.23% Level 2 (Somewhat Developed) - 30.73% Level 1 (Minimally Developed) - 18.47%		
CDE Dashboard EL Progress	25% of EL Students Making Progress to Proficiency. (2019 Dashboard)	29% of EL Students Making Progress to Proficiency. Above percentage is incorrect. Updated Data - 52.4% of English Learners making progress towards English language proficiency. (2022 Dashboard)	21-22 CAASPP EL Learner Progress- 52% of students are making progress towards English Language Proficiency.		75% of EL Students Making Progress to Proficiency.

Actions

Action #	Title	Description	Total Funds	Contributing
3.2	Implement High Quality ELD Instruction	Establish highly trained ELD instructors that will deliver high quality designated english language instruction to all La Sierra EL students for student capacity building efforts in all conventions of speaking, reading and writing components of the english language.	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	ELD Curriculum	Provide continual expansion for the purchase of new ELD curriculum via the National Geographic EDGE curriculum series. 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.	\$6,500.00	Yes
3.5	Professional Learning Implementation	Implement professional learning opportunities for La Sierra ELD teachers and instructional staff. Professional learning opportunities will center on providing teachers with the best practices towards helping EL students achieve english proficiency in all levels of language acquisition. Professional learning will also center on Designated and Integrated ELD instructional best practices for supporting and maximizing EL student learning across all 7-12 grade level spans.	\$3,500.00	Yes
3.6	STAR Assessment	Utilize the STAR Renaissance Reading assessment to monitor EL student progress towards proficiency in English. The STAR assessment in reading will be administered four times throughout the school year. The data calibrated from the STAR Reading exam will be further utilized by ELD and ELA instructional staff to better serve the learning needs of all La Sierra EL students for student language acquisition efforts.	\$10,000.00	Yes

Goal Analysis [2022-23]

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.

Due to changes in school leadership during the 22-23 school year, the NWEA assessment was not implemented for EL student progress monitoring. The STAR Renaissance Reading assessment will be utilized during the upcoming new school year to assess and progress monitor all La Sierra EL students respective language acquisition progress for student capacity building efforts in ELD and instructional planning. Based off the analysis of our 22 CDE dashboard data, it will be imperative that all of the action items listed under Goal # 3, continue

in implementation for the upcoming school year for student capacity building efforts in the area of English Language Development for all La Sierra EL students.

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.

All of the action items listed under Goal # 3 were implemented to their full capacity with relation to budget prognostications for student capacity building efforts. Action item # 3.6, (STAR Renaissance Reading in the amount of 5,000 dollars) was added in lieu of the NWEA assessment for ELA assessment. The STAR Reading assessment will be implemented for the upcoming school year for EL student progress monitoring. It is the goal of La Sierra to continue the implementation of these action items for student success for the upcoming school year ahead.

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

All of the action items contributed to the continued capacity building of the student learning and goal setting purposes for La Sierra. The continued implementation of these action items in the areas of English Language Arts and English Language Development will further ensure that La Sierra EL students continue to make academic gains in the area of English Language Arts for student and school improvement purposes.

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.

Due to changes in school leadership, the NWEA assessment was not administered during the 22-23 school year. The STAR Renaissance assessment will be utilized for EL student progress monitoring for the upcoming school year for EL student capacity building efforts.

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	All La Sierra High students will improve and increase their College and Career Readiness for Post-Secondary success by completing either the A-G requirements for CSU/UC admissions and/or earning a Career Technical Completer's Certificate and/or entering a post-secondary institution and/or scoring at standard on the ASVAB Assessment for Military Service or any combination of the aforementioned College and Career Readiness indicators for student goal setting.

An explanation of why the LEA has developed this goal.

Previous CDE Dashboard data for College/Career metrics revealed that La Sierra students need additional school support for successful preparation and entry into college and or the employment work-force sector. The continual expansion of college and career services will further ensure that all La Sierra students are prepared for successful post secondary avenues of career placement upon completion of their respective high school studies.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Dashboard College Indicator	5.3% Prepared 57.9% Approaching 36.8% No Prepared	Data from CDE Dashboard Not Available until September of 2022. Updated Data - per CDE, no College/Career Indicator results were reported on 2022 Dashboard	Updated Data - per CDE, no College/Career Indicator results were reported on 2022 Dashboard		50% of LSMA Students Prepared 45% Approaching Prepared 5% Not Prepared
CTE Completer's Certificate	3% of CTE Students Earn CTE Completer's Certificate	Data Not Available until June 2022.	No CTE Completer data was made available by the CDE		50% of LSMA Students earn CTE Completer's Certificate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			based from the 2022 Dashboard data.		
A-G Requirement Completion	6% Met A-G Requirements	11% Met A-G Requirements	9% Met A-G Requirements		30% of LSMA students meeting A-G Requirements
College Enrollment Upon Graduation from LSMA	20% Enrolling in College upon Graduation from LSMA	55% of LSMA Students are enrolled to attend College upon Graduation from LSMA	63% of LSMA Students are enrolled to attend College upon Graduation from LSMA		50% of LSMA students enrolling in College upon Graduation.
ASVAB Assessment Score	0% of LSMA Students Scored at Standard	23% of LSMA Students Scored at Standard	Still pending Spring 2023 data results.		50% of LSMA Students Score at Standard on the ASVAB

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Student Transition Specialist	The hiring of a Student Transition Specialist (STS). The role of the STS is to assist students in determining post-secondary plans, which includes transitioning to a post-secondary path to college, vocational training, Military Service, or work-force. The STS also helps students navigate meeting the 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.	\$95,295.00	Yes
4.2	College, Career and Counseling Center	The implementation of a College, Career and Counseling Center for La Sierra students. La Sierra will launch its College, Career and Counseling (CCC) Center, which will include offices for the Counselor	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and STS. The CCC Center will provide a variety of resources for students to explore and gain knowledge regarding post-secondary options. It will also provide 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.		
4.3	CTE Pathways	Implement and expand CTE Course offerings. Currently La Sierra offers two CTE pathway programs in the areas of Media/Graphic Arts and Culinary Arts. La Sierra will be evaluating its current CTE pathways to ensure that all instructional and curriculum components are in the best formats possible towards ensuring that all participating students earn their respective CTE Completer's Certificate. Removed from these two pathways, La Sierra is also exploring options to expand and establish a Criminal Justice pathway for future instructional and student capacity building efforts.	\$195,000.00	Yes
4.4	Curriculum & Instructional Team	The establishing and creation of a La Sierra Curriculum and Instructional Team. The C&I team will work closely with school administration in the adoption of all school curriculum for all 7-12 grade level spans. The C&I team will also work in conjunction with school administrative staff in the development of internal school assessment plans and establishing of best instructional practices that can be utilized for school improvement purposes across all 7-12 grade levels. Lastly, the C&I team will work in partnership with the school administrative and instructional staff towards addressing and supporting respective student subgroups needs as it pertains to the needs of SED, EL, SPED and Foster/Homeless students for continual school efforts for the promulgation of student achievement.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
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 High.	\$300.00	No
4.6	Professional Learning Opportunities	Provide professional learning opportunities for La Sierra staff to remain current on issues that directly affect our Foster and Homeless students. These professional trainings will be facilitated by the TCOE Foster Youth Services department.	\$4,000.00	Yes
4.7	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.	\$5,060.00	Yes

Goal Analysis [2022-23]

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.

La Sierra is committed towards further expanding its CTE pathways for student engagement and learning. We are currently looking into establishing a Criminal Justice CTE pathway for the upcoming new school year for student instruction and career exploration. Based off the analysis of our 22 CDE dashboard data, it will be imperative that all of the action items listed under Goal # 4, continue in implementation for the upcoming school year for student capacity building efforts in the areas of College/Career readiness, CTE pathway development and supporting respective student subgroup learning needs.

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.

A new action item (4.7)- After School Credit Recovery program was established to address supporting students that are credit deficient for ensuring successful completion of high school within the traditional four years of study. The total costs for the implementation of the After

School Credit Recovery program is 5,060 dollars. It is the goal of La Sierra to continue the implementation of these action items for student success for the upcoming school year ahead.

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

All of the action items contributed to the continued capacity building of the student learning and goal setting purposes for La Sierra. The continued implementation of these action items will further ensure that La Sierra students continue to make academic gains in the areas of College/Career readiness and CTE pathway development for student and school improvement purposes.

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.

La Sierra is committed towards further expanding its CTE pathways for student engagement and learning. We are currently looking into establishing a Criminal Justice CTE pathway for the upcoming new school year for student instruction and career exploration.

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	La Sierra will create and maintain a safe environment that meets the academic, social and behavioral well being of all La Sierra students through the advent of educational partner collaboration for the establishing of strong student, familial and staff relationships for continual school improvement purposes.

An explanation of why the LEA has developed this goal.

The analysis of the recent 22 CDE Dashboard data demonstrates that La Sierra still needs to make significant improvements towards addressing and reducing student suspension and chronic absenteeism rates. 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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CDE Dashboard Chronic Absenteeism Indicator	17.4% of La Sierra students are chronically absent in 2019	Data Not Available until June 2022 Updated Data - 27.9% of students chronically absent (2022 Dashboard)	N/A		4% of La Sierra students are chronically absent
CDE Dashboard Suspensions Indicator	23.2% of La Sierra students were suspended for at least one day in 2019	Data Not Available until June 2022 Updated Data - 23.1% of students suspended at least one day (2022 Dashboard)	N/A		5% of La Sierra students suspended for at least one day.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate Survey	Data skewed due to non-standardized administration of the survey.	Data Not Available until June 2022	N/A		95% of Students Feeling Strongly connected to LSMA.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Military Home Room	The implementation and creation of a Military Home (MHR). The MHR will be conducted during 1st period each day, with each student assigned to a MHR class of 22 or less students. The MHR instructor is responsible for developing a culture of connectivity to La Sierra through team/classroom building activities, the review of school rules and norms and connecting with students and parents via the advent of teacher conferences throughout the school year. The MHR will also serve as a basis towards providing instruction to students in SEL content and in building student capacity regarding understanding military customs and courtesies.	\$134,900.00	Yes
5.2	MTSS Professional Network	The implementation of a MTSS Professional Network. The School Counselor and STS support team will engage in professional collaboration with the TCOE MTSS Professional Network to better develop frameworks of support that address and meet the unique academic, social and behavioral needs of all La Sierra Students across all 7-12 grade level spans.	\$4,000.00	Yes
5.3	Truancy Officer	The hiring of a site Truancy Officer. The Truancy Officer (TO) will work with school administration the attendance clerk, school registrar and Student Support Services team in the daily progress monitoring of students for all La Sierra 7-12 grade level spans. The Truancy Officer will carry out and implement interventions and legal discipline procedures to help support and reduce student chronic absenteeism.	\$83,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The Truancy Officer will be directly responsible for implementing the SARB process, along with carrying out home visits and holding parent meetings with parents and school administrative staff to address and resolve student attendance issues.		
5.4	Attendance Clerk	The hiring of an Attendance Clerk. The attendance clerk will be 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 student and school improvement efforts.	\$34,587.00	Yes

Goal Analysis [2022-23]

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.

A School SARB committee was established by the La Sierra Truancy Officer to conduct formal SARB meetings with parents and students to address student attendance issues for implementing individual student action plans towards reducing student chronic absenteeism across all 7-12 grade level spans at La Sierra. In analysis of our 22 CDE dashboard data, it will be imperative that all of the action items listed under Goal # 5, continue in implementation for the upcoming school year for student capacity building efforts in the areas of reducing chronic student absenteeism and student suspension rates. The implementation of the action items further ensures that La Sierra's Tiered Structures of Support continues to expand to address and support unique student academic and social needs for student betterment and achievement efforts.

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.

All of the action items listed under Goal # 5 with relation to budget prognostications and goal setting were implemented for school and student improvement purposes. It is the goal of La Sierra to continue the implementation of these action items for student success for the upcoming school year ahead.

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

All of the action items contributed to the continued capacity building of the student learning and goal setting purposes for La Sierra. The continued implementation of these action items will further ensure that La Sierra students continue to make significant gains in the areas of academics, behavior and attendance for the promulgation of student and school improvement purposes.

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.

A School SARB committee was established by the La Sierra Truancy Officer to conduct formal SARB meetings with parents and students to address student attendance issues for implementing individual student action plans towards reducing student chronic absenteeism across all 7-12 grade level spans at La Sierra. The goal of the SARB committee is to provide familial wrap around support for improving attendance and school relations for at-risk students and families.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
472,720	\$77,154

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
52.21%	0.00%	\$0.00	52.21%

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

Required Descriptions

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

La Sierra Military Academy engaged all educational partners in the process of identifying the needs and circumstances of the Unduplicated Pupil (UP) groups, Socioeconomically Disadvantaged Groups (SED), English Learners (EL), and Foster Youth. Each action being implemented in the 2023-2024 LCAP serves as an identification for increasing or improving services as principally directed at providing for the needs of Unduplicated Pupils (UP). Through a process described in the Engaging Educational Partners section of this LCAP, the needs, conditions and circumstances of UP were identified. Data was analyzed and fiscal resources were calculated. Through this process, the 2023-2024 LCAP was developed to focus resources within these identified need areas to maximize positive outcome opportunities for UP students. Through this process of educational partner input and data analysis, outcomes evidenced that many non-UP also exhibited the same need, conditions and circumstances for student capacity building efforts. To more effectively and efficiently deliver needed support to UP and other students with identified needs, actions and services in the 2023-2024 LCAP will be implemented LEA-wide for the benefit of all students needing such support for student and school capacity building efforts.

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

La Sierra Military Academy through the process described in the previous narrative section, identified the needs of (Unduplicated Pupils) (UP's) to increase or improve services for these students. Based on information garnered via the data analysis sections coupled with input from the site's respective educational partners, action plans were developed to help support the development of UP students for continual student capacity building efforts. La Sierra has identified the following indicators for UP students and has promulgated the following action plans for the improvement of student services for UP student advancement efforts. Many foster youth, English learners and low-income students experience an array of challenges and are at a higher risk for trauma, dropping out of high school, lack of stability and significant mental health issues. As a result, La Sierra Military Academy prioritizes the needs for these students. The staff has identified the greater need for these student populations.

English Learners: Monitoring and coordination of the ELD program is critical to the successful implementation of a high quality instructional program designed for EL students. The implementation, monitoring and evaluation of the program will be the responsibility of the La Sierra Military Academy Principal, and School Counselor. The monitoring is to ensure that each English learner is placed in an appropriate program of instruction and that his/her progress is being monitored and tracked. In addition, on an annual basis, the La Sierra Military Academy Principal, and School Counselor will conduct an evaluation and audit to ensure that the English learner program is being implemented according to State and Federal mandate[s]. During this process, the Principal and School Counselor will ensure effective delivery of the instructional program for English learners by conducting classroom observations, either in person or virtually, and will provide feedback to staff members.

Low-Income Students: La Sierra Military Academy has strong relationships with community partners that support our low-income families and students. La Sierra Military Academy works collaboratively with Tulare County Office of Education's Student Health Services, Psychological Services and Behavioral Health Services on a variety of initiatives that support the mental health of the La Sierra Military Academy community.

Foster Youth: La Sierra Military Academy Staff staff will provide services that support the educational needs of foster youth through collaboration with the Foster Youth Liaison.

Additional professional development and support services will include;

- *Provide trainings, professional development, and technical assistance opportunities for La Sierra Military Academy staff. Topics such Restorative Practices, Positive Behavior Interventions and Supports, Online teaching, suicide prevention, mental health stigma reduction, and other content specific trainings (Math, ELA, Science

- *Expansion and growth of our school-based wellness programs.

- *Focus on cultural competency and stigma reduction.

Our services for all unduplicated students will include the following:

- *Screening, assessing and implementation of mental health services

- *Additional technology including but not limited to, devices and personal WiFi

- *Development of a PBIS tiered system

- *Weekly individual student check in meetings
- *Increasing the professional development for all staff, including but not limited to, virtual trainings
- *Expansion of Counseling Center
- *Staff will provide additional learning supports after the school day
- *Intervention support will be provided by classroom teachers through an after school academic intervention program

La Sierra Military Academy has worked to implement a Multi-Tiered System (MTSS) framework that encompasses prevention strategies and problem solving action steps that can be implemented to improve the academic, behavioral and social emotional outcomes for students. The services outlined in the MTSS framework will promote increased levels of student achievement and support the emotional well being of our students. La Sierra Military Academy recognizes the importance of implementing a robust and rigorous academic program along with an MTSS framework of social emotional and mental health support. Through these actions and services delivered through the use of LCFF funds made available to increase or improve services for UP students, La Sierra is able to meet the Minimum Proportionality Percentage to increase or improve services for UP students for the 2023-2024 LCAP.

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.

La Sierra is a single school charter with an enrollment of over 55% Unduplicated Pupils. La Sierra High will utilize the Concentration Add-on funding to maintain staffing levels of personnel providing direct services to students. The following action goals are affiliated with the Concentration Add on Funding formula:

- Goal 1: Action Item 1.1
- Goal 2: Action Item 2.2
- Goal 3: Action Item 3.2
- Goal 3: Action Item 3.4
- Goal 3: Action Item 3.5
- Goal 4: Action Item 4.1
- Goal 4: Action Item 4.2
- Goal 4: Action Item 4.3
- Goal 4: Action Item 4.6
- Goal 5: Action Item 5.1
- Goal 5: Action Item: 5.2
- Goal 5: Action Item: 5.3
- Goal 5: Action Item: 5.4

After calculation to LCFF expenditures, there were no 2022-2023 Carryover funds available for the 2023-2024 school year.

Staff-to-student ratios by type of school and concentration of unduplicated students	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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$614,762.00	\$69,060.00	\$2,000.00	\$88,750.00	\$774,572.00	\$679,272.00	\$95,300.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Classroom Libraries	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
1	1.2	Vertical Alignment of ELA Curriculum & Instruction	All	\$0.00				\$0.00
1	1.3	Professional Learning	All		\$30,000.00			\$30,000.00
1	1.5	Writing Across the Curriculum	All	\$0.00				\$0.00
1	1.6	After School ELA Tutoring	All			\$2,000.00		\$2,000.00
2	2.1	Vertical Articulation of Mathematics Curriculum	All		\$9,000.00			\$9,000.00
2	2.2	Math Tutoring	English Learners Foster Youth Low Income	\$1,000.00				\$1,000.00
2	2.3	Professional Learning	All		\$3,000.00			\$3,000.00
3	3.2	Implement High Quality ELD Instruction	English Learners	\$100,000.00			\$50,000.00	\$150,000.00
3	3.4	ELD Curriculum	English Learners	\$3,000.00			\$3,500.00	\$6,500.00
3	3.5	Professional Learning Implementation	English Learners	\$1,000.00			\$2,500.00	\$3,500.00
3	3.6	STAR Assessment	English Learners Foster Youth Low Income	\$5,000.00			\$5,000.00	\$10,000.00
4	4.1	Student Transition Specialist	English Learners Foster Youth Low Income	\$95,295.00				\$95,295.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.2	College, Career and Counseling Center	English Learners Foster Youth Low Income	\$2,000.00				\$2,000.00
4	4.3	CTE Pathways	English Learners Foster Youth Low Income	\$175,000.00	\$20,000.00			\$195,000.00
4	4.4	Curriculum & Instructional Team	All	\$0.00				\$0.00
4	4.5	ASVAB Workshop	All	\$300.00				\$300.00
4	4.6	Professional Learning Opportunities	Foster Youth	\$2,000.00			\$2,000.00	\$4,000.00
4	4.7	After School Credit Recovery Program	English Learners Foster Youth Low Income		\$5,060.00			\$5,060.00
5	5.1	Military Home Room	English Learners Foster Youth Low Income	\$109,150.00			\$25,750.00	\$134,900.00
5	5.2	MTSS Professional Network	English Learners Foster Youth Low Income	\$2,000.00	\$2,000.00			\$4,000.00
5	5.3	Truancy Officer	English Learners Foster Youth Low Income	\$83,430.00				\$83,430.00
5	5.4	Attendance Clerk	English Learners Foster Youth Low Income	\$34,587.00				\$34,587.00

2023-24 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
905,335	472,720	52.21%	0.00%	52.21%	\$614,462.00	0.00%	67.87 %	Total:	\$614,462.00
								LEA-wide Total:	\$612,462.00
								Limited Total:	\$2,000.00
								Schoolwide Total:	\$0.00

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	Classroom Libraries	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
2	2.1	Vertical Articulation of Mathematics Curriculum				All Schools		
2	2.2	Math Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	
3	3.2	Implement High Quality ELD Instruction	Yes	LEA-wide	English Learners	All Schools	\$100,000.00	
3	3.4	ELD Curriculum	Yes	LEA-wide	English Learners	All Schools	\$3,000.00	
3	3.5	Professional Learning Implementation	Yes	LEA-wide	English Learners	All Schools	\$1,000.00	
3	3.6	STAR Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	

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 (%)
4	4.1	Student Transition Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,295.00	
4	4.2	College, Career and Counseling Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
4	4.3	CTE Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,000.00	
4	4.6	Professional Learning Opportunities	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$2,000.00	
4	4.7	After School Credit Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
5	5.1	Military Home Room	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,150.00	
5	5.2	MTSS Professional Network	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
5	5.3	Truancy Officer	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,430.00	
5	5.4	Attendance Clerk	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,587.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$769,512.00	\$769,012.00

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	1,000
1	1.2	Vertical Alignment of ELA Curriculum & Instruction	No		
1	1.3	Professional Learning	No	\$30,000.00	30,000
1	1.5	Writing Across the Curriculum	No		
1	1.6	After School ELA Tutoring	No	\$2,000.00	2,000
2	2.1	Vertical Articulation of Mathematics Curriculum	No	\$9,000.00	9,000
2	2.2	Math Tutoring	Yes	\$1,000.00	1,000
2	2.3	Professional Learning	No	\$3,000.00	3,000
3	3.2	Provide High Quality ELD Instruction	Yes	\$150,000.00	150,000
3	3.4	ELD Curriculum	Yes	\$6,500.00	6,500

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	3.5	Professional Learning	Yes	\$3,500.00	3,500
3	3.6	NWEA Assessment	Yes	\$10,000.00	9,500
4	4.1	Student Transition Specialist	Yes	\$95,295.00	95,295
4	4.2	College, Career and Counseling Center	Yes	\$2,000.00	2,000
4	4.3	CTE Pathways	Yes	\$195,000.00	195,000
4	4.4	C&I Team	No		0
4	4.5	ASVAB Workshop	No	\$300.00	300.00
4	4.6	Professional Learning	Yes	\$4,000.00	4,000
5	5.1	Military Home Room	Yes	\$134,900.00	134,900
5	5.2	MTSS Professional Network	Yes	\$4,000.00	4,000
5	5.3	Truancy Officer	Yes	\$83,430.00	83,430
5	5.4	Attendance Clerk	Yes	\$34,587.00	34,587

2022-23 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)
	\$614,462.00	\$0.00	\$0.00	0.00%	0.00%	0.00%

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)
1	1.1	Classroom Libraries	Yes	\$1,000.00			
2	2.2	Math Tutoring	Yes	\$1,000.00			
3	3.2	Provide High Quality ELD Instruction	Yes	\$100,000.00			
3	3.4	ELD Curriculum	Yes	\$3,000.00			
3	3.5	Professional Learning	Yes	\$1,000.00			
3	3.6	NWEA Assessment	Yes	\$5,000.00			
4	4.1	Student Transition Specialist	Yes	\$95,295.00			
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	Yes	\$2,000.00			
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	\$83,430.00			
5	5.4	Attendance Clerk	Yes	\$34,587.00			

2022-23 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)
1,064,918		0.00	0.00%	\$0.00	0.00%	0.00%	\$0.00	0.00%

Instructions

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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.

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with 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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to 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 should 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 should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

A well-written Increased or Improved Services section provides 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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 + 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
January 2022

**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.

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

SUBMITTED BY:

Sarah Hamilton

SUBJECT:

Update on the Local Indicators for TCOE Schools - Court/Community/Special Education

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.

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 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. 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- 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.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

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 at a regularly scheduled meeting 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 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 a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board 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 at a regularly scheduled meeting 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 county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE 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.

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 at a regularly scheduled meeting and reports to educational partners and the public through the 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
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				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts		2			
World Language		2			

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				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.

Although the court and community schools do not have specific Dashboard data to reflect the implementing of State Academic Standards, we do have local data. Our local data indicated NWEA Math scores indicated 27.5% remained the same from the previous year; only 21.5% fell one grade level and 8% increased one grade level. Reading scores indicated: 17.5% remained at the same grade level, 17.5% fell one grade below and 17% increased one grade level. There is improvement in the overall performance for math and reading scores due to in-school direct instruction. These scores reflect students who have comparative data; however, we continue to test new students.

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: ¹

- 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):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
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 2022-2023 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. A Due to the results from a survey conducted at the beginning of the school year noting chronic absenteeism as a concern we instituted Career Technology Education: Building Construction Trade at all school sites. The CTE program has had a positive impact on their attendance.

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 focus for Building Relations Between School Staff and Families is communication. Because there is a high transient rate and high needs for our at-risk students there needs to be consistent and constant communication between students, parents, and staff. 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.

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.

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):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
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.

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):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. 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	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. 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	
12. 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)

1. 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.

Through the five School Site Council meetings, Parent Advisory Counsel and numerous LCAP meetings throughout the school year, educational partners have the opportunity to have input for all decision-making. The SSC meetings parent involvement has increased.

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.

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.

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.

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

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary 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.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Due to the structure of our schools (TCOE Court School and TCOE Community School), the vast majority of students are only enrolled for one to two semesters and often times for an even shorter period. Based on results of the 2021-2022 California Healthy Kids Survey, 70% of students feel safe at school, and 75% state as feeling connected to school. The percentage of students feeling academically motivated is 73%, with 70% stating they provide great effort in completing schoolwork. We are aware of the importance to quickly and to the best of our abilities, assimilate students into our nurturing and safe environments. Some students have experienced traumatic events and lived in very volatile environments, so this is very challenging given the short span of time they are in our program. The schools will continue to provide the necessary supports to ensure best possible outcomes for a positive school culture and environment for all.

Our Court and Community Schools have experienced staff that are trained to quickly and positively engage students and families into the schools' culture. Many students share that our schools are the only places they feel cared for and that school personnel challenge and motivate them to be successful. We will continue to build a stronger sense of school connection and safety for our students and families.

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)

Students who enroll in TCOE Court or Community schools are typically credit deficient. They must work diligently to accumulate credits in order to return to their regular school campuses. Edgenuity and Instructional Access programs

provide the opportunity for students to recover missing credits and progress toward being on track to graduate. All students have access to and are enrolled in these online programs, in addition to in-person instruction. 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	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
county, including:					
a. Review of required outcome data.					5
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 coordination of partial credit policies between district of residence and county office of education.					5

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).					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
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

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.					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:

Eric Thiessen

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 purposed only.



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
University Preparatory High School	Eric Thiessen Principal	erict@tcoe.org 559-737-5450

Introduction

The 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. 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- 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.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

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 at a regularly scheduled meeting 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 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 a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board 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 at a regularly scheduled meeting 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 county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE 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.

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 at a regularly scheduled meeting 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 misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners		
Total Teacher Misassignments		
Vacant Teacher Positions		

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home		

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	

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

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					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.

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: ¹

- 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):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
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. Our staff and teachers are continually communicating with our families through email and by phone not only about how their student is performing academically but also to ensure that our families are aware of events and information about UPHS and resources available to our families. This year we implanted the platform Kinolved. This platform will automatically translate the message to the home language parents have listed for their student.

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.

It is the goal of UPHS to continue to refine our communication with families. We will be upgrading our communications platform next Kinolved. We will be able ot send messages to students and parents and include attachments. We will also be able to better serve students who have attendance issues through daily emails home to parents. This platform will help teachers to send more specific and focused information to students and parents.

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.

UPHS will continue to utilize our EL Liaison. This teacher not only works one on one with our EL students, but she also reaches out regularly to our migrant families to help them to know and understand how their student is doing and how UPHS is working with their student and the 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):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
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)

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.

The greatest partnership we have is with COS. Their dual enrollment coordinator is an invaluable person in helping us help our student succeed in their college classes. Another great partnership is with our parents. Teachers and parents do an outstanding job communicating with one another and that helps our students to be successful.

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.

Our biggest priority for building partnerships for students is to get more parents involved with their child's school beyond basic event attendance. Our accreditation plan includes increasing parent participation: Provide a school climate that increases the engagement, involvement, and social emotional support of students, parents, and families.

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.

UPHS continues to implement strategies and systems for the regular involvement of all stakeholder support groups in the learning/teaching process, including parents of non-English speaking, special needs, and online students.

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):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. 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
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. 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
12. 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)

1. 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 is consistently seeking input from our educational partners through our School Site Advisory Board (SSAB), School Site Council (SSC), and Parent Support Organization (PSO). Families are provided with information and encouraged to participate in any of these three groups. In addition, we ask families, staff, and our ninth and eleventh-grade students to complete the California Healthy Kid's Survey annually along with locally created surveys.

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.

As apart of our accreditation, it is our goal to continue to increase parent participation beyond just attending student events. Parents are invited throughout the year to participate in our school groups, PSO, and school boards/councils.

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 our EL Liaison.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary 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.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The students at University Preparatory High School completed the California Healthy Kids Survey in Spring 2021. This survey was administered during the Spring semester in Homeroom. The overall results show that approximately 92% of our families are happy and feel safe and accepted at UPHS. At UPHS, the students expressed positive feelings of being connected and supported by teachers and staff. Considering our school is on an open college campus, a majority of our students feel safe. The biggest challenges for our school now includes helping students to understand the implication of their attendance and how it affects their future. As we come out of the pandemic, we are now turning our attention to changing the mindset of our students and families regarding school attendance when they do not "feel well." We have seen how families have kept their students home as advised during the pandemic when they do not feel well. Now we are working to help families understand the importance of being in school on a regular basis. Finally, we are always working to help students understand the damage caused by cyberbullying. Too many students reported being cyber-bullied at least once during the school year. We have employed a licensed social worker who meets with students once a week. The primary tool for lesson presentations regarding the above concerns is our Homeroom class. This class meets four times a week for 25 minutes. It is during this time that lessons on life skills, academic and emotional strategies, and other lifelong lessons are taught. These lessons are designed by staff and students and presented in one-week units. Based on the data from the survey, we will now present lessons increasing student awareness about the importance of school attendance along with mental health and cyberbullying. These lessons are designed to help students be aware of their own physical and mental health and what they can do to reach out for help.

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 high school and college courses.

- 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, 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 will be allowed to enroll in a college course. Student eligibility is reviewed at the end of each semester to determine if a student will be allowed to enroll in a college course the following semester.

- 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 our after-school tutoring program. UPHS does not offer Advanced Placement (AP) or International Baccalaureate (IB) courses.

- 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 will continue to work with students who struggle academically through our after-school tutoring program. One action being taken to ensure student success is the use of UPHS teachers as tutors for students before school, at lunch, and after school. These teachers know and understand our program and what is needed to help students be successful in both high school and college courses. We also employ two people to work with either EL students or students who struggle academically. Our aide pushed into some classes to help students who struggle with the curriculum. Our EL liaison also works one on one with our EL students both in and out of the classroom.

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,					

Coordinating Instruction	1	2	3	4	5
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:

Jose Bedolla

SUBJECT:

Update on the Local Indicators for La Sierra Military Academy.

DESCRIPTION/SUMMARY:

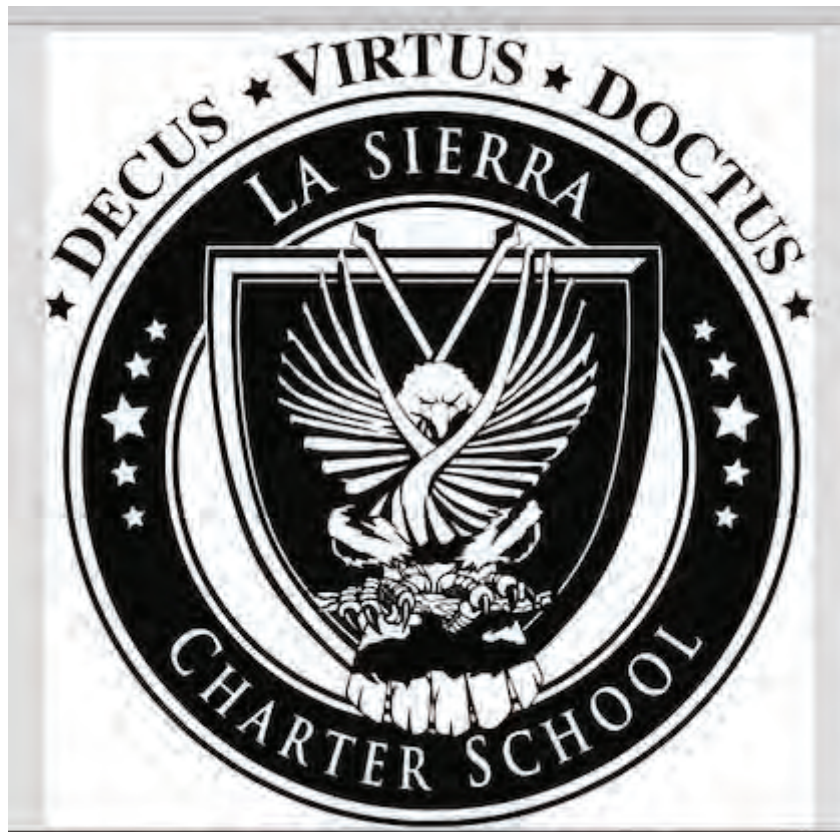
It is required that the Local Indicators be shared with the governing board at the same meeting that the LCAP is adopted.

FINANCING:

No additional financing is being requested.

RECOMMENDATION:

This item is being shared for informational purposes only.



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 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. 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- 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.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

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 at a regularly scheduled meeting 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 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 a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board 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 at a regularly scheduled meeting 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 county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE 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.

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 at a regularly scheduled meeting 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 misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments		
Vacant Teacher Positions	2	2

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

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			3	4	
Next Generation Science Standards		2			
History-Social Science			3		

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			3		
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			3		
Next Generation Science Standards		2			
History-Social Science			3		

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		2			
World Language		2			

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			3		
Providing support for teachers on the standards they have not yet mastered			3		

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 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.

The standards of Mathematics, English Language Arts, Science and History-Social Science are being implemented with development needed in professional learning and curriculum upgrades for students and staff for school improvement efforts.

La Sierra also calibrates growth via rubrics as part of the site's partnership with Californie Ed Partners, a collaborative that helps schools assess their services to minority and low socioeconomic students for the closing of achievement gaps. Removed from this, La Sierra also receives coaching in ELD and ELA via the TCOE Curriculum

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: ¹

- 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):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
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.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
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.			3		

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.

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 23-24 school year will be implemented that will focus on the school's tiered structures of support for parent and staff engagement regarding additional ways that both entities can collaborate for student improvement efforts for learning.

- 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 plans 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 23-24 school year, La Sierra also plans to implement focus groups for these families to further provide connectivity to the school and the advent of support regarding the best ways that they can help support their child's learning for continual student capacity building efforts for improvement and growth.

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):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
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.			3		
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.			3		

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 23-24 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. The school site also plans to establish set monthly student study team meetings to provide the school site and families set opportunities to develop and implement individual cadet action plans to best support respective cadet academic and social efforts for cadet 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 23-24 school year, La Sierra plans to hold 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):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. 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.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
11. 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.			3		
12. 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.			3		

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.

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.

For the 23-24 school year, La Sierra plans to provide extended parent workshops to its families regarding the development and implementation of the site's LCAP plan for school 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 student improvement measures.

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.

For the 23-24 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 children 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.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary 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.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

La Sierra's most recent California dashboard data indicates that the site needs to make advancement in the areas of English language arts, mathematics and science and in reducing student discipline issues as it pertains to the advent of suspensions. During the 22-23 school year, La Sierra implemented with fidelity the advent of Student Study teams to address individual student academic and social issues for student capacity building efforts. La Sierra also applied and was approved for a Community Schools Grant in the amount of 200,00 dollars. The CSG grant will be utilized to create a Community School's teacher position that can further support at-risk students at La Sierra who need additional behavioral and academic support for school improvement measures for raising student achievement over time.

During the Spring Semester of 2023, La Sierra also implemented a weekly enrichment block every Thursday from (8:00-8:30 am) where students could receive additional academic support from their respective teachers with their studies. La Sierra also implemented a weekly after school credit recovery program to help students earn additional

credits towards high school graduation. School survey data revealed that 82 percent of cadets felt connected to the school site for their learning and socio-emotional needs. The advent of the needs assessments completed by the site's educational partners reveals that La Sierra will need to refine its tiered structures of support i.e., (MTSS framework) for the upcoming school year in order to improve the site's academic and social programs for student and staff capacity building efforts for continual school improvement endeavors for raising cadet academic and social achievement for all student subgroups at La Sierra.

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-risk with the advent of taking credit recovery classes via the Edgenuity Online platform. La Sierra is expanding its A-G College and Career courses by planning to offer Trigonometry and an Honor's English course for the upcoming new school year for cadet capacity building efforts. La Sierra is also planning to utilize the CCGI documentation system for the upcoming school year for all cadets to engage in college and career planning in conjunction with guidance from the La Sierra school counseling staff.

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)

Based on a review of school data, only 1% of graduating Seniors met the A-G requirements for UC/CSU admissions. The La Sierra staff has identified that raising student capacity and achievement in this area is of significant priority for the upcoming new school year. These efforts will be facilitated through the refinement of 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 60 percent of high school students enrolled at La Sierra are credit deficient standing towards meeting high school graduation requirements. To address this issue, La Sierra has implemented a weekly after school credit recovery program as well as the provision of 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 school year, La Sierra will expand its math and english courses to include new courses in Trigonometry and Honor's English for cadet learning and college outreach efforts. Removed from this, La Sierra also plans to provide all students with enrollment in the CCGI system that will provide all cadets 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.		2			
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.		2			
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			
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.		2			
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.		2			
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.		2			

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).			3		
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		
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.			3		
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.			3		

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.			3		
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.			3		
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.			3		
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.			3		

**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

2023-2024 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.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum=52066

Goal One: Approve all LCAPs.

LCAP Support: Completing the review of LCAPs submitted by school districts [EC Section 52070].

Metric	Action
All Local Education Agencies (LEAs) attend technical assistance meetings, resulting in final LCAPs reflect attention to suggestions regarding requirements and good practice.	TCOE staff will hold initial technical assistance meetings with LEA leaders by November 30, 2024 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 2024.
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', Teaching and Learning (i.e., C&I) Leaders', 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.

Metric	Action
All LCAPs approved and uploaded to the county webpage by October 15.	TCOE staff will review Board Approved LCAPs in June, July and August 2024 and will work with LEA leaders to ensure that all LCAPs meet the requirements for approval by the County Superintendent.

EC Section 52070,

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.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, and will work with leaders to draft LCAP goals that align to root causes.	LCFF
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.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC

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

EC Section 52072(b)(1),
https://leginfo.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52072&lawCode=EDC

Actions the school district(s) will take independent of the COE

Please provide a description of the actions the school district(s) will take independent of the COE to improve student outcomes.

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
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 and individual event survey	Teaching and Learning Network for C&I Leaders
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.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
County 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	N/A	Y	N/A
County Superintendent or designee participation in System of Support meetings	Y	Y	N/A	Y	Y
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	\$740,000
Goal 2	\$2,300,000
Goal 3	\$525,000
Goal 4 (not applicable until the 2025-2026 LCAP Cycle per EC Section 52064.3)	
Total Estimated Cost	\$3,565,000

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

SUBMITTED BY:

Gabriela Guzman, LSS Administrator

SUBJECT:

Federal Program Monitoring (FPM) review conducted by California Department of Education for Tulare County Office of Education.

DESCRIPTION/SUMMARY:

Official Notification of Findings (NOF) report for the Tulare County Office of Education Federal Program Monitoring (FPM) review. The following programs were reviewed: Compensatory Education, Early Education Division, English Learner, Homeless Education, Migrant Education, School Support and Improvement, and Uniform Complaint Procedure.

FINANCING:

None

RECOMMENDATION:

None



California Department of Education
Federal Program Monitoring 2022-23
Notification of Findings

April 26, 2023

This is the official Notification of Findings (NOF) report of the review visit conducted by the California Department of Education (CDE). Because the methodology of the review involves sampling, it is not an assessment of all legal requirements. Nevertheless, the local educational agency (LEA) is responsible for operating its federal categorical programs in compliance with all applicable laws and regulations.

Local Educational Agency: Tulare County Office of Education (54105460000000)
Review Date(s): 04/24/2023 - 04/26/2023
Regional Team Leader(s): Seyed Dibaji, 916-319-0375
FPM Coordinator(s): John Davis, 559-303-2974
Cesar Balboa, 559-302-3639
Gabriela Guzman, 559-302-3638 Ext. 3111

Program Reviewed	Program Reviewer	Total Findings
Compensatory Education (CE)	Linda Moscatelli, Gabrielle Langford	0
Early Education Division (EED)	Linda Morales, Silvia Figueroa	0
English Learner (EL)	Christine Portney	0
Homeless Education (HE)	Jacqueline Matranga	0
Migrant Education (ME)	Austin McKeever	0
School Support and Improvement (SSI)	Linda Moscatelli, Gabrielle Langford	0
Uniform Complaint Procedure (UCP)	Raquel Castellon, Bobby Dalton Roy, Kerri Ruzicka, John Widdifield	0

No findings resulted from this monitoring review. No further action is required.

NOTE: Copies of this report were distributed to the Agency. This is a public report and must be made available upon request. (California Public Records Act, Government Code section 6250)

Sites Reviewed	Programs Reviewed
Fairview Village Child Dev Ctr (1054)	EED
Granite Hills (1054)	EED
La Sierra High (54105465430327)	CE, EL, UCP



Federal Program Monitoring 2022-23
Notification of Findings
Tulare County Office of Education (54105460000000)

Sites Reviewed	Programs Reviewed
Pioneer Middle (54755236054266)	ME
Tipton CDC (1054)	EED
Tulare County Court (54105465430061)	UCP
University Preparatory High (54105460119602)	UCP

Monitoring Results by Program

Compensatory Education

No program findings resulted from this monitoring review. No further action is required.

Early Education Division

No program findings resulted from this monitoring review. No further action is required.

English Learner

No program findings resulted from this monitoring review. No further action is required.

Homeless Education

No program findings resulted from this monitoring review. No further action is required.

Migrant Education

No program findings resulted from this monitoring review. No further action is required.

School Support and Improvement

No program findings resulted from this monitoring review. No further action is required.

Uniform Complaint Procedure

No program findings resulted from this monitoring review. No further action is required.

The means by which a finding is resolved is the responsibility of the LEA unless specified in law. Authorized LEA staff may request suggestions from CDE staff on the resolution of findings.

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

SUBMITTED BY:

Julie Berk, Assistant Superintendent of Student Support Services

SUBJECT:

Universal Pre-Kindergarten (UPK) Mixed Delivery Planning Grant

DESCRIPTION/SUMMARY:

TCOE was awarded the UPK Mixed Delivery Planning Grant in conjunction with the Local Planning Council.

FINANCING:

Awarded \$374,350.00

RECOMMENDATION:

Approval

Universal PreKindergarten (UPK) Mixed Delivery Planning Grant

TULARE COUNTY
BOARD OF
SUPERVISORS



Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools



TULARE COUNTY COUNCIL ON
*Child & Youth
Development*

Local Child Care & Development Planning Council (LPC)

- LPC's across the state were given First Right of Refusal to this grant opportunity
- Our local LPC applied for it to support UPK in Tulare County
- Local LPC Name
 - Tulare County Council on Child & Youth Development
- Local LPC has 25 membership seats
 - Jointly appointed by Tulare County Superintendent of Schools & Tulare County Board of Supervisors
- LPC meetings provide a Community Forum
 - Main goal is to identify the Early Learning and Care (ELC) needs of Tulare County



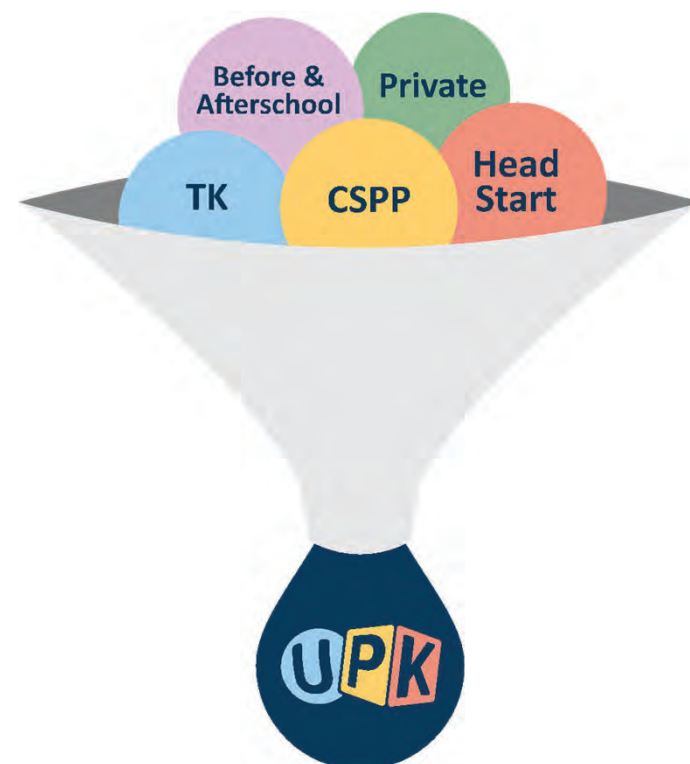
Grant Funding Information

- LPC was awarded this grant to focus on the Early Learning and Care Needs of Tulare County using a Mixed Delivery System
- Present our plan to the Tulare County Board of Education for consideration by June 30, 2023
- Grant amount for Tulare County: \$374,350
 - Two Consultants
 - Countywide Surveys
 - Countywide Focus Groups, in English & Spanish
 - Staff time
- Funding is restricted to only planning, no implementation allowed



UPK – Mixed Delivery System

- Combines programs to provide families with more choices of high-quality learning opportunities that meet their needs, through a ***mixed delivery system***
- Connects all before-school, after-school, and private care programs, so families have options for a full-day of care



UPK

UPK is an expansion of the state's current mixed delivery system that meets the early learning and care needs of 3 and 4-year-old children and their families. It includes all existing state and federal early learning, private childcare, and extended learning program.

TRANSITIONAL
KINDERGARTEN (TK)

STATE PRESCHOOL
(CSPP)

HEAD START

EXPANDED
LEARNING
OPPORTUNITIES

TITLE 22 FAMILY
CHILDCARE HOME
(FCCH)

TITLE 22 CHILDCARE
CENTER

LICENSED PRIVATE
CHILDCARE

TITLE I PRESCHOOL

SPECIAL EDUCATION
PRESCHOOL

GENERAL
CHILDCARE (CCTR)

AFTER SCHOOL
EDUCATION &
SAFETY PROGRAM
(ASES)

FAMILY, FRIEND &
NEIGHBOR (FFN)

TITLE 22 FAMILY
CHILDCARE HOME
NETWORK (FCCHN)

MIGRANT
PRESCHOOL

21ST CENTURY
COMMUNITY
LEARNING CENTERS

Planning for Success

Create a Plan

- Increase access to full-day learning programs for all four-year-old children and an increased number of at promise three-year-old and four-year-old children in Tulare County
- Partner with UPK programs in the mixed delivery system and expanded learning offerings

Partnerships and Teamwork

- LPC work
- Local UPK Workgroup

Upcoming Milestones

- Presentation to Tulare County's Board of Education, June 2023
- Self Certification to California Department of Education, Fall 2023

Tulare County's UPK Master Plan

- Data Analysis (UPK plans)
 - Consultant and team review
- Data Collection
 - Surveys and focus groups
- Data Analysis
 - Consultant and team review
- Design **Tulare County's UPK Master Plan by June 30, 2025**
 - Utilize Master Plan to educate the field and support future funding opportunities



Thank You

For questions please contact:

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- (559) 741-0810

Samantha Terry, Child & Youth Development Council Manager

- samantha.terry@cc.tcoe.org
- (559)651-1723

TULARE COUNTY
BOARD OF
SUPERVISORS



Tulare County
Office of Education
Tim A. Hire, County Superintendent of Schools



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

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Public hearing for adoption of the 2023-2024 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA

DESCRIPTION/SUMMARY:

All Special Education Local Plan Areas (SELPA's) are required by the California Department of Education to adopt an Annual Service Plan and Annual Budget Plan for 2023-2024. 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.

The Annual Service Plan and Annual Budget Plan for the Tulare County/District SELPA will be presented to the Tulare County Board of Education for adoption.

FINANCING:

N/A

RECOMMENDATION:

Information only to request public hearing to consider adoption of the 2023-2024 Annual Service Plan and Annual Budget plan for the Tulare County/District SELPA.

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

SUBMITTED BY:

Tammy Bradford, Assistant Superintendent
Special Services Division

SUBJECT:

Request for adoption of the 2023-2024 Annual Service Plan and Annual Budget Plan for Tulare County/District SELPA

DESCRIPTION/SUMMARY:

All Special Education Local Plan Areas (SELPAs) are required by the California Department of Education to adopt an Annual Service Plan and Annual Budget Plan for 2023-2024.

FINANCING:

N/A

RECOMMENDATION:

Recommend adoption of the 2023-2024 Annual Service Plan and Annual Budget plan for the Tulare County/District SELPA.

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission

Section E: Annual Service Plan

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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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

Section E: Annual Service Plan

SELPA:

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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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☐ *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,

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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.

Section E: Annual Service Plan

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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.

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

Section E: Annual Service Plan

SELPA:

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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

Section E: Annual Service Plan

SELPA:

Fiscal Year:

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☒ 740–Specialized Orthopedic

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.

☐ 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.

Service 745: Reading service 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.

☐ 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.

Service 750: Note Taking 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.

☐ 755–Transcription

☒ *Service is Not Currently Provided*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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*

Section E: Annual Service Plan

SELPA:

Fiscal Year:

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.

Section E: Annual Service Plan

SELPA:

Tulare County/District SELPA

Fiscal Year:

2023–24

Qualifications of the Provider Delivering “Other Related Service”

Independent Living Skills for Mod/Severe Credentialed Teacher

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

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="84,587,566"/>	56.24%
AB 602 Property Taxes	<input type="text" value="5,823,621"/>	3.87%
Federal IDEA Part B	<input type="text" value="20,676,727"/>	13.75%
Federal IDEA Part C	<input type="text" value="340,675"/>	0.23%
State Infant/Toddler	<input type="text" value="5,176,237"/>	3.44%
State Mental Health	<input type="text" value="7,053,713"/>	4.69%
Federal Mental Health	<input type="text" value="1,214,680"/>	0.81%
Other Projected Revenue	<input type="text" value="25,535,006"/>	16.98%
Total Projected Revenue:	150,408,225	100.00%

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="26,897,123"/>	17.88%
Object Code 2000—Classified Salaries	<input type="text" value="22,655,062"/>	15.06%
Object Code 3000—Employee Benefits	<input type="text" value="28,715,625"/>	19.09%
Object Code 4000—Supplies	<input type="text" value="1,255,836"/>	0.83%
Object Code 5000—Services and Operations	<input type="text" value="64,871,923"/>	43.13%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="6,012,655"/>	4.00%
Total Projected Expenditures:	150,408,224	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="102,641,137"/>	68.24%
Projected Federal Revenue	<input type="text" value="22,232,082"/>	14.78%
Local Contribution	<input type="text" value="25,535,006"/>	16.98%
Total Revenue from all Sources:	150,408,225	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

- 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 fund to SELPA members according to the SELPA policy and approval of the Superintendents Governance Committee.

- ☐ 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="918,406"/>	24.79%
Object Code 2000—Classified Salaries	<input type="text" value="881,480"/>	23.79%
Object Code 3000—Employee Benefits	<input type="text" value="983,763"/>	26.55%
Object Code 4000—Supplies	<input type="text" value="26,400"/>	0.71%
Object Code 5000—Services and Operations	<input type="text" value="645,784"/>	17.43%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="248,820"/>	6.72%
Total Projected Operating Expenditures:	3,704,653	100.00%

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.

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.

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

SUBMITTED BY:

Sarah Hamilton

SUBJECT:

Consideration and approval of the 2023-24 School Plan for Student Achievement for Court School.

DESCRIPTION/SUMMARY:

The 2023-24 SPSA is required for all schools receiving federal funding and has been reviewed and updated by the School Site Council. 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.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare County Court School	54105465430061	June 5, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) plan is educate at-promise youth in a safe and nurturing environment as outlined in our 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.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

TCOE court school will effectively meet the ESSA requirements: All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. All students and parents/guardians will be involved in the educational progress through a multi-discipline support team. Increase student achievement for Foster Youths. Educational outcomes will not be adversely affected due to school mobility. Expelled youth will be supported to successfully complete the conditions of their expulsion in order to return to their home districts to support the prevention of dropouts and increase graduation rate.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Shared below are the major feedback points shared by required educational partner groups as part of the 2023-2024 LCAP development process.

ELAC Parents

Parents participated in a zoom meeting and reviewed data on LCAP goals and actions. All parents agreed that the goals continue to be important and relevant to our students. Parents contributed to the discussion regarding the ongoing need for highly qualified staff as represented in Goal 1.

CAC feedback

During the CAC meetings, parents of students with disabilities expressed appreciation for the supports available to students and appreciated the parent trainings.

Teachers and Other School Personnel (inclusive of bargaining units, Classified Instructional Aides, site administration/principal)

Survey and in-person meeting input indicated the continuance of professional development in the areas of instructional strategies targeted towards standards and instructional planning for Math and English Language Development. Teachers recognized the supports available to students and how these service improve student engagement.

Students

Community students shared input on what LCAP actions are working well at school in their own words including caring teachers and staff members, hands on learning activities, small class and school size (less distractions), and learning life skills including communication skills, cooking and building. Students identified that positive adult relationships, supportive adults, and producing learning environments all increase desire to attend school. In response to what has been helpful in learning math, students reported step by step directions, support staff, and guided practice with more adult attention have been helpful. Students expressed a need for access to social-emotional supports and continued access to technology were two areas identified by students. Students reported they enjoyed the hands on projects, a positive environment with appropriate facilities including athletic areas, counseling supports, field trips and technology.

Parents/Parent Advisory Committee (PAC)

Results of parents surveys indicated that 100% of respondents agreed that their student receives the necessary help in to be successful in school (80% Strongly agreed, 20% agreed). Parents also reported that their student's know how to access the academic supports available to them. In response to feeling safe at school, 70% reported strongly agree, and 30% agreed. Parents reported an interest in increased parent engagement opportunities, involvement and feedback, and more parent information meetings and trainings. Parents reported an appreciation for the hands on activities and projects for students.

SELPA

Discussions were held during SELPA Directors of Special Education Committee meetings to ensure representation of SWD in the district's LCAP development and focus on making progress on their individual goals.

Analysis of the educational partner group feedback indicated that both parents, staff and students believe that hands on learning opportunities, access to supports such as social-emotional learning and mental well-being are important across all student population groups and a continued area of concern. Parents of English Learners and teachers/other school personnel indicate that the academic progress in for all students in Math and of ELs must continue to be addressed, as evidenced by parent survey respondents and the teachers indication of continued professional development in the area of Math and English Language Development.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited by administration on a daily basis. Teachers rotate between classrooms throughout the day; students remain in the same classroom. The ratio for technology and student is 1:1. Teachers also implement technology to enrich all core curriculum: saavas, mathia, edpuzzle, kahoots, storyboardthat, and nearpod.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

TCOE Court School is utilizing CAASPP and NWEA assessment data to inform professional development and curriculum design and pacing to meet student gaps in math and ELA performance.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers monitor student work samples in all curricular areas. Writing assessments are used to monitor student progress in ELA.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Tulare County Office of Education Court School teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 5 staff development days throughout the school year. There are monthly staff development opportunities specifically to address ELD and technology needs. Staff have access to all appropriate instructional materials that align with the state standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on data from state and local assessments.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Technology and ELD consultants support teachers throughout the year. Teachers meet weekly to collaborate regarding curriculum and instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly to collaborate regarding curriculum and instruction for grades 7-12.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lesson plans are based on state standards that align with curriculum and instruction to meet performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

School schedule is designed to adhere to the minutes for instructional time for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has flexibility for interventions depending upon needs. Students are assessed upon enrollment to address intervention needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the core curriculum.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to the core curriculum with specialist in place, as needed.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Credit recovery classes are offered to all students.

Evidence-based educational practices to raise student achievement

Current State Standards curriculum and Response to Intervention is implemented. Students received weekly evidence-based Social-Emotional curriculum.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Attendance at SSC, ELAC/DELAC and LCAP meetings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents, teachers, students, other community representatives and school personnel are invited via email, posted flyers and phone contact to attend SSC, ELAC/DLAC and LCAP meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 4 supports staff development for Student Transition Specialist and High School Counselor. Title 3 Court school is part of our County Consortium. Title 1 Part A is for technology support. Title 1 is used to support neglected and delinquent students.

Fiscal support (EPC)

Supplemental education programs are provided to support underperforming students. Edgenuity, Read Naturally and Newsela are programs specially designed for this purpose.

Educational Partner Involvement

How, when, and with whom did the 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

The School Site Council (SSC) meets 5 times a year to review the needs assessment and progress of student groups. During these meeting defined actions and services are reviewed. Participants included: students, teachers, counselors, parents, community members and administrative staff. SSC approved SPSA on Oct 22, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Tulare County Court school does not have any resource inequities.

School and Student Performance Data

Student Enrollment 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
Total Enrollment				39	41	59

Student Enrollment 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
Total Enrollment	39	39	49

Conclusions based on this data:

1. 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

Student Enrollment English Learner (EL) Enrollment

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	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. 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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 7		*			0			0				
Grade 8	*	*		*	*		*	*				
Grade 11	12	19		12	16		12	16		100.0	84.2	
All Grades	14	22		14	17		14	17		100.0	77.3	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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.		0.00	0.00		8.33	12.50		16.67	25.00		75.00	62.50	
All Grades	N/A	N/A	N/A	0.00	0.00		7.14	11.76		14.29	23.53		78.57	64.71	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

Conclusions based on this data:

- Throughout the school year, consultants will need to continue to support teachers. Math consultant will give specific guidance to improve best practices for student engagement and performance. Teachers meet as a collective body to discuss data and ways to improve grade level growth.
- The English Learners will continue to have a specific designated time for English Learners; teachers will continue to monitor growth.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 7		*			0			0				
Grade 8	*	*		*	*		*	*				
Grade 11	12	19		12	16		12	16		100.0	84.2	
All Grades	14	22		14	17		14	17		100.0	77.3	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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.		0.00	0.00		0.00	0.00		8.33	0.00		91.67	100.0	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		7.14	0.00		92.86	100.0	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

Conclusions based on this data:

1. Professional development will focus on student engagement strategies.

School and Student Performance Data

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
11	*	*		*	*		*	*		4	8	
12	*	*		*	*		*	*		*	6	
All Grades										10	16	

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
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	25.00		*	50.00		*	25.00		*	16	

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
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	12.50		*	25.00		*	50.00		*	12.50		*	16	

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
11	*	*		*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	6.25		*	50.00		*	43.75		*	16	

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
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	56.25		*	43.75		*	16	

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
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	56.25		*	37.50		*	6.25		*	16	

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
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	0.00		*	31.25		*	68.75		*	16	

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
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades	*	6.25		*	56.25		*	37.50		*	16	

Conclusions based on this data:

1. Each English learner participates in designated instruction daily. Language progress is monitored by local assessment (NWEA).
2. The 3D (ELD curriculum) will continue to be the text for English learners; however, the Read Live program has been added as their elective to enhance reading comprehension skills.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
39	100.0	23.1	Students whose well being is the responsibility of a court.
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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	23.1
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	39	100.0
Students with Disabilities	8	20.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	7.7
American Indian		
Asian		
Filipino	1	2.6
Hispanic	35	89.7
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

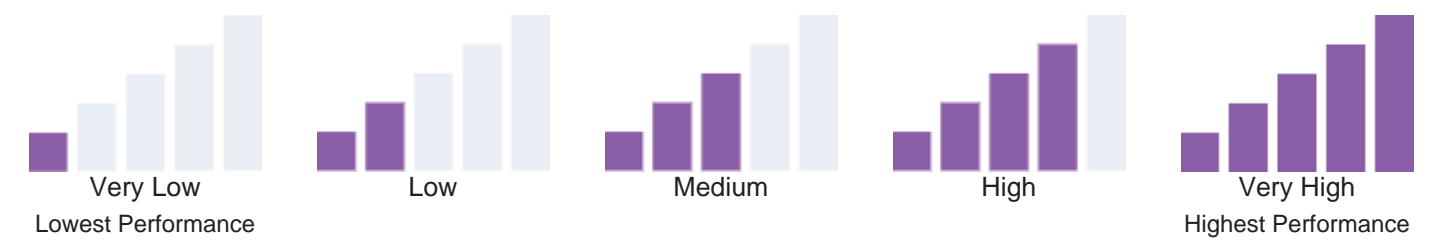
- 1. All students enrolled in TCOE Court School is Socio-economically disadvantaged.
- 2. Hispanics comprise the largest demographic make-up of the TCOE Court School.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>No Performance Level</div>	<div>Graduation Rate</div> <div>No Performance Level</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>No Performance Level</div>	<div>Chronic Absenteeism</div> <div>No Performance Level</div>	
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

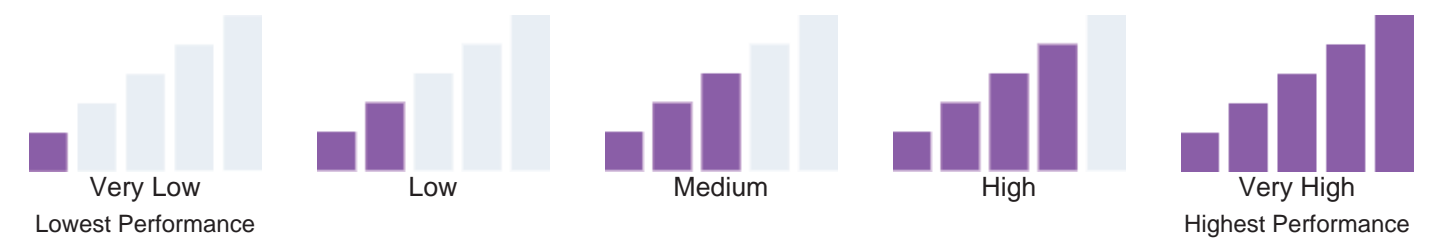
1. TCOE Court School has a good performance indicator for suspensions.
2. Inadequate data to provide valid conclusions on the remaining performance indicators.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



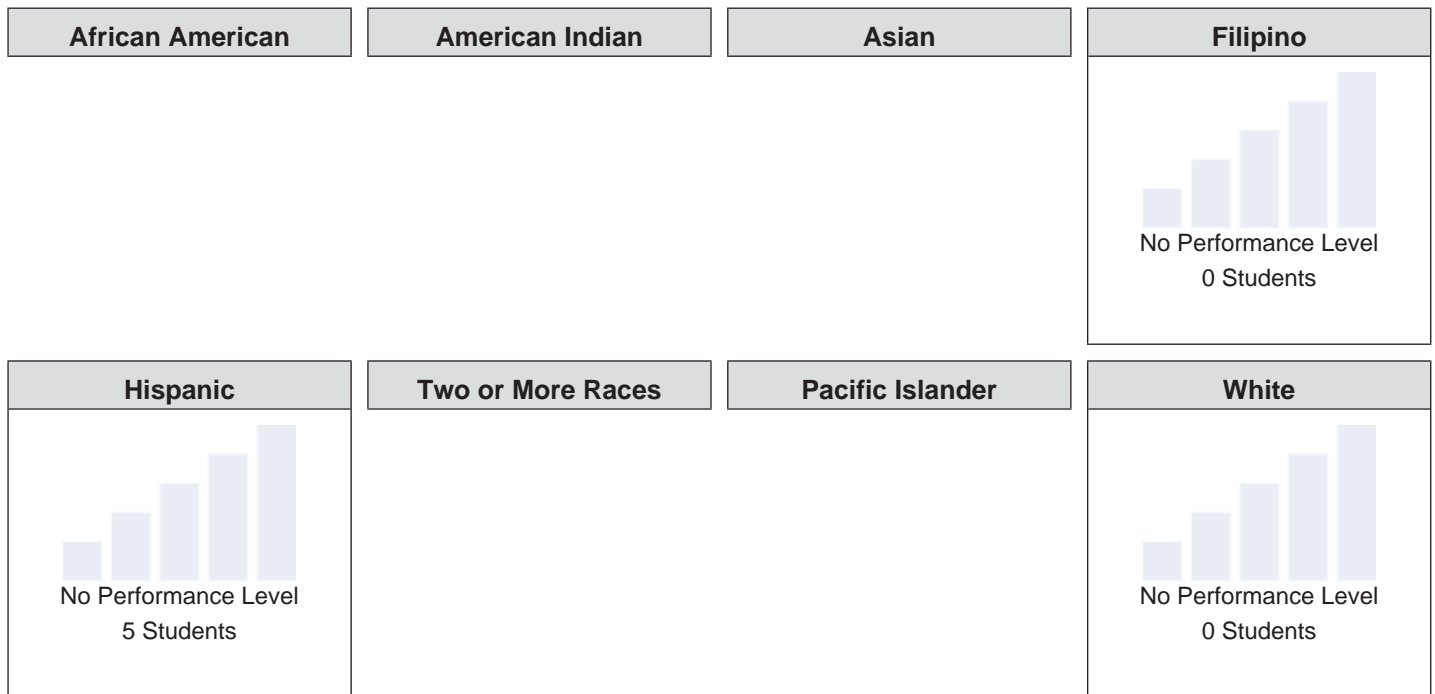
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level 5 Students</p>	<p>No Performance Level 3 Students</p>	<p>No Performance Level 0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 5 Students</p>	<p>No Performance Level 5 Students</p>	<p>No Performance Level 1 Student</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students		2 Students

Conclusions based on this data:

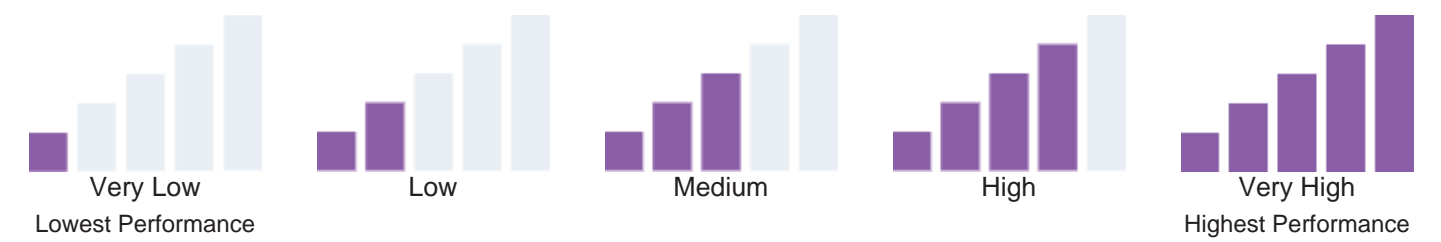
1. TCOE Court School students are below standard in ELA..

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div>No Performance Level 5 Students</div>	<div>English Learners</div> <div>No Performance Level 3 Students</div>	<div>Foster Youth</div> <div>No Performance Level 0 Students</div>
<div>Homeless</div> <div>No Performance Level 5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div>No Performance Level 5 Students</div>	<div>Students with Disabilities</div> <div>No Performance Level 1 Student</div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
3 Students		2 Students

Conclusions based on this data:

1. TCOE Court School students are below standard in mathematics.

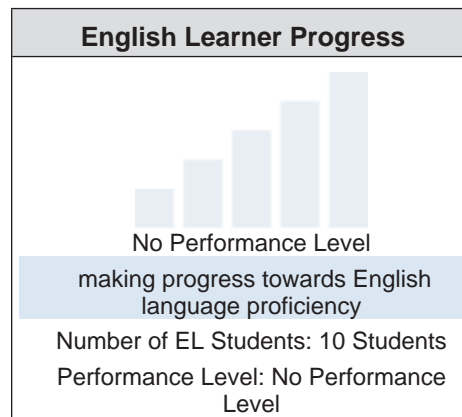
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Inefficient data to make a conclusion

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

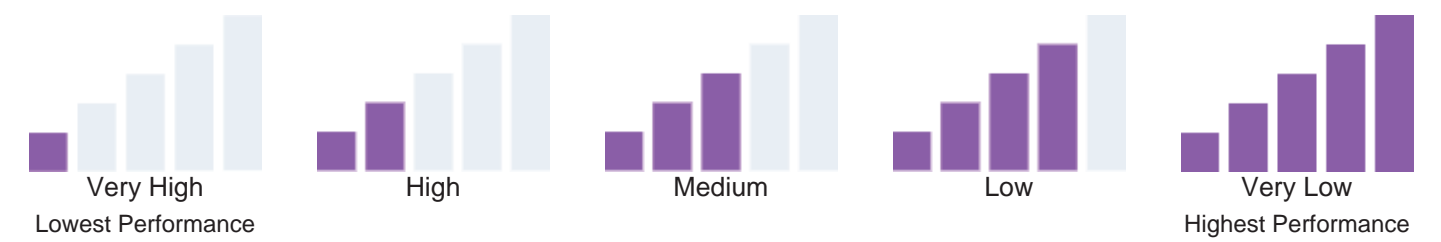
1. TCOE Court School is currently working towards preparing students for college and career through certificate programs and CTE building trades class.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



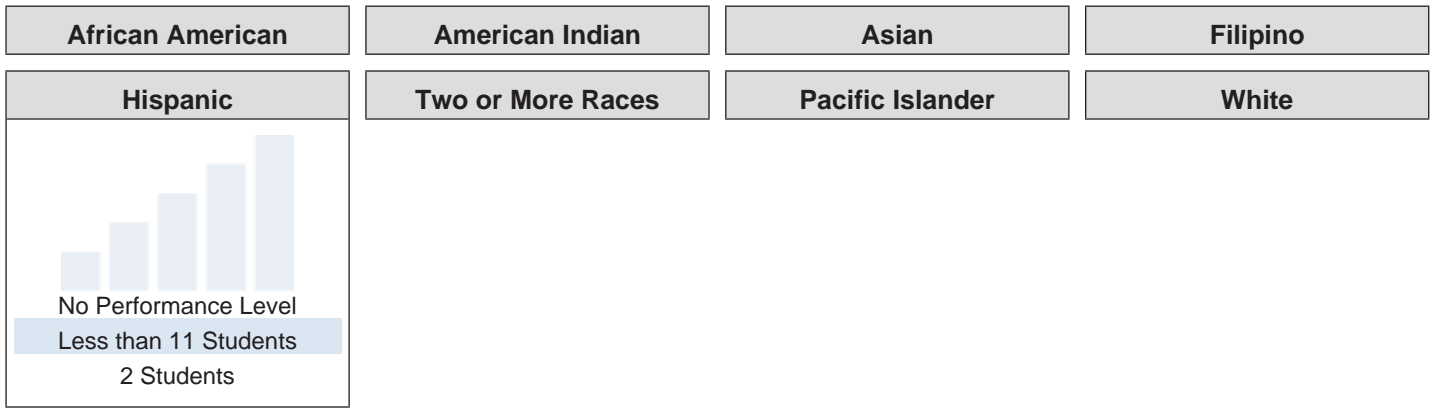
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>No Performance Level Less than 11 Students 2 Students</p>	<p>No Performance Level Less than 11 Students 2 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>No Performance Level Less than 11 Students 2 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



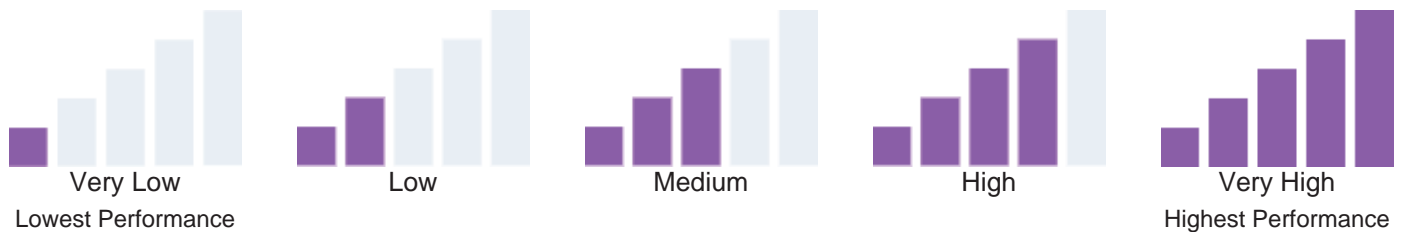
Conclusions based on this data:

1. Inadequate data to make a valid conclusion regarding the student performance indicator chronic absenteeism.

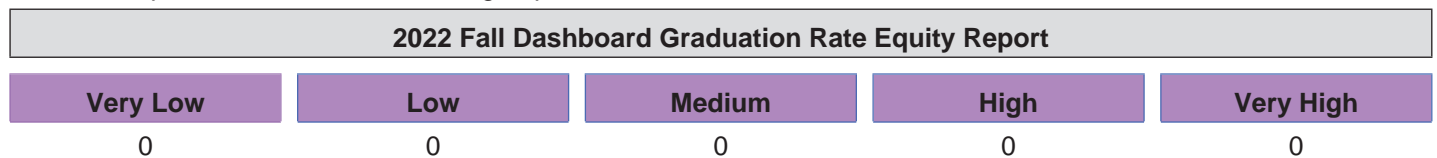
School and Student Performance Data

Academic Engagement Graduation Rate

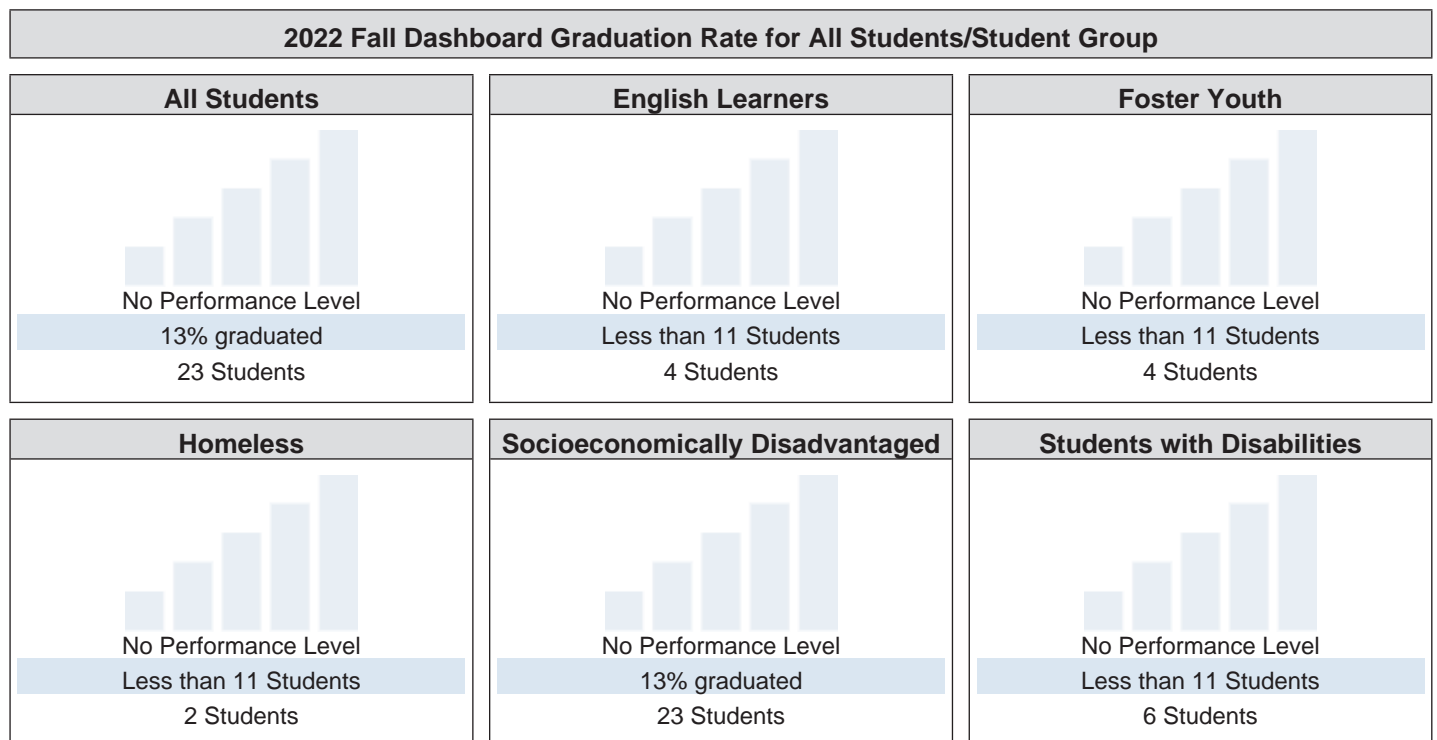
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



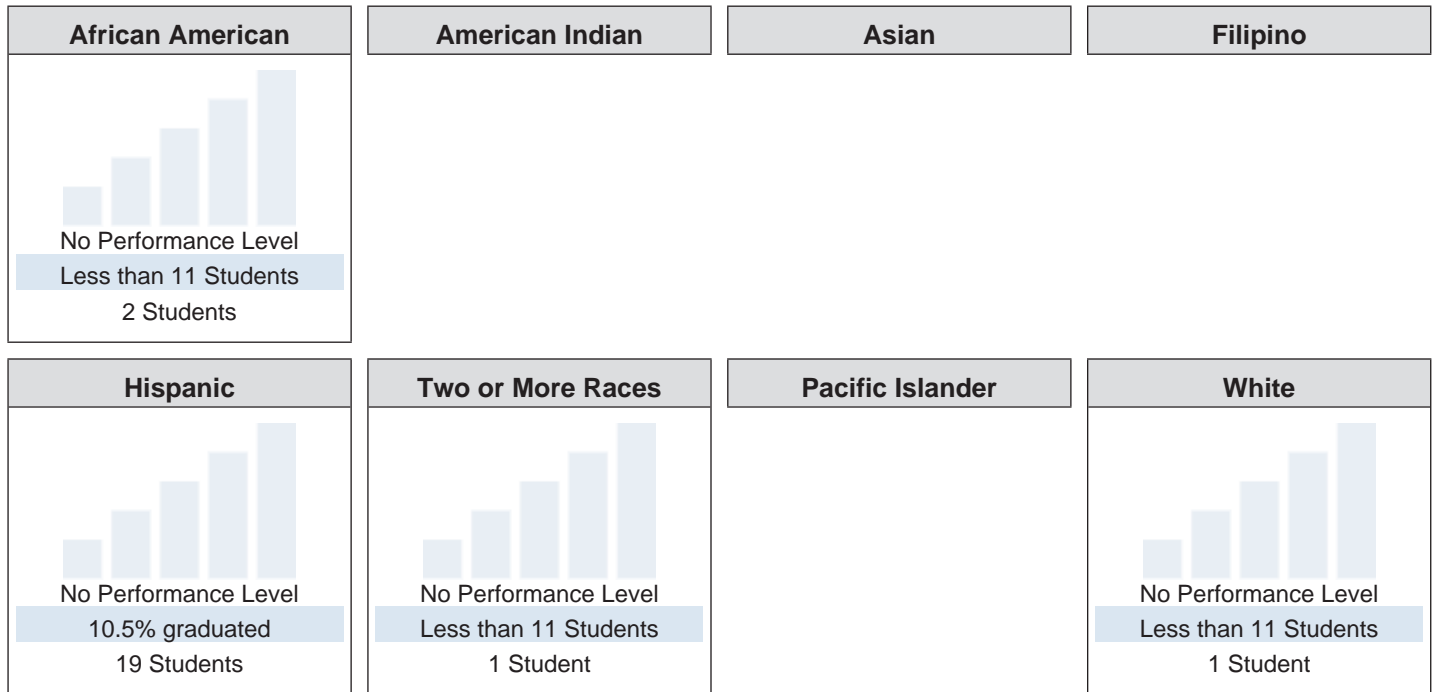
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

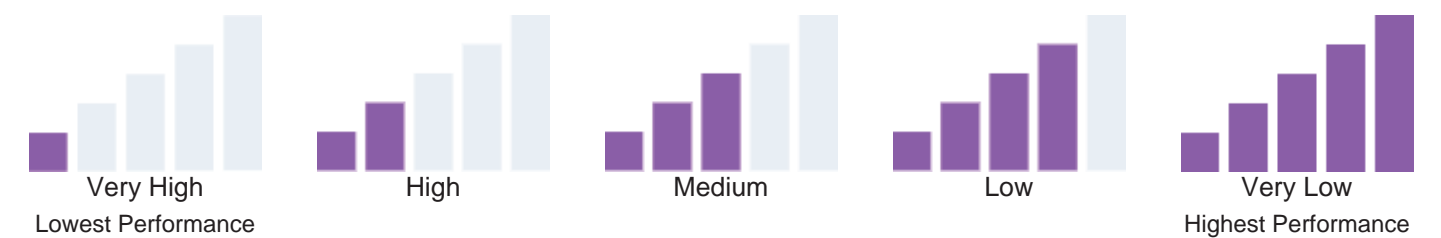
1. Inadequate data from the Dashboard to form a conclusion.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



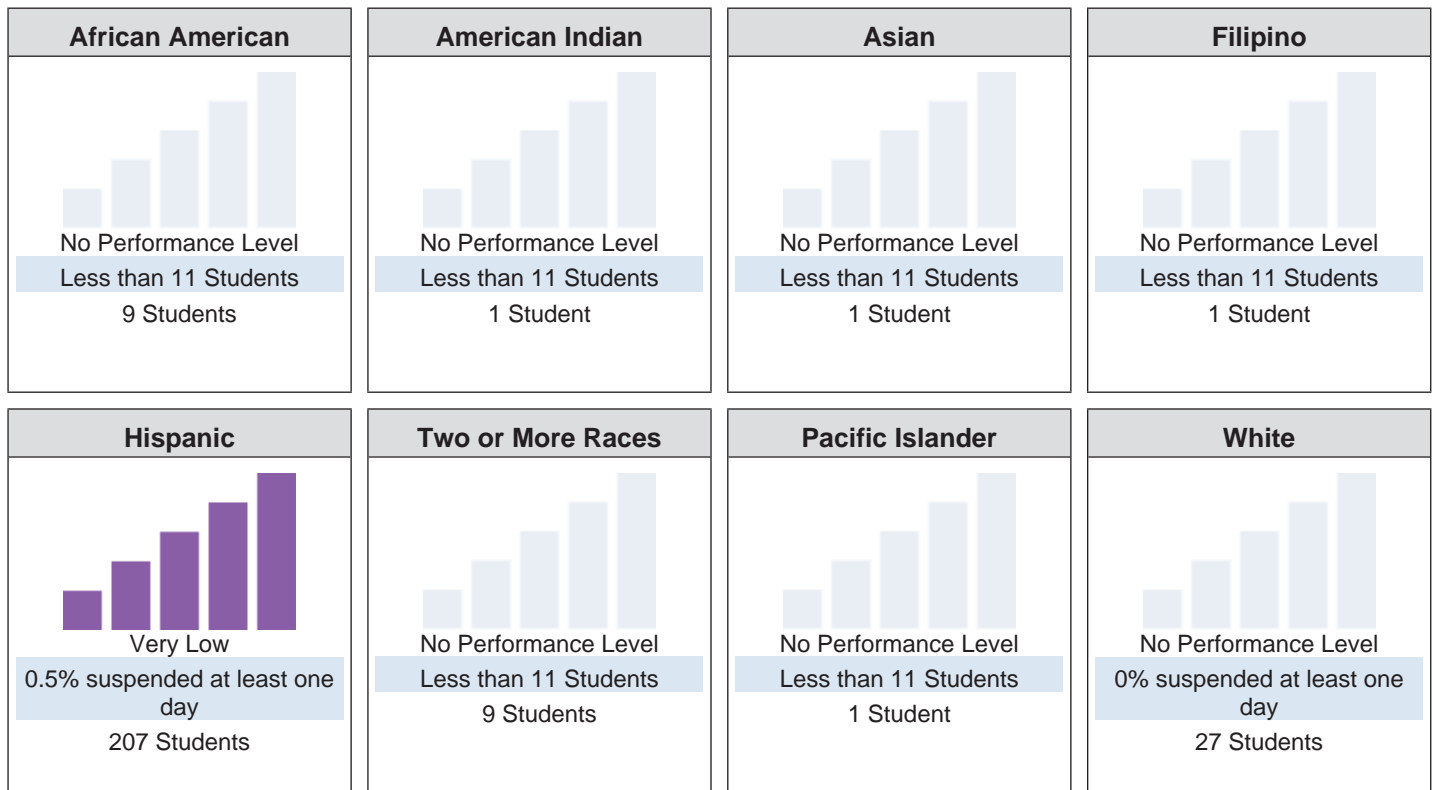
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	1	0	3

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>0.4% suspended at least one day</p> <p>256 Students</p>	<p>Medium</p> <p>1.6% suspended at least one day</p> <p>63 Students</p>	<p>No Performance Level</p> <p>0% suspended at least one day</p> <p>27 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very Low</p> <p>0.4% suspended at least one day</p> <p>256 Students</p>	<p>Very Low</p> <p>0.4% suspended at least one day</p> <p>256 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>34 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. TCOE Court School experienced a decline in suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

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.

Goal 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.

Identified Need

The LEA developed this Goal based on the following for the 2023-24 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 and 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 this work continued this work the following actions have been developed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	0% of students met the standard (not enough data to report)	7 % of students will meet the ELA standard on the state assessment in 2023-24
Math Proficiency-State Assessment	0% of students met the standard (not enough data to report)	5% of students will meet the Math standard on the state assessment in 2023-24
English Learners- ELPAC	0% of students met the standard (not enough data to report)	40% of ELs will show 1 year's growth based on ELPAC results

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental courses to expand course offerings and provide technical skills for students at promise and to support them with life skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

117,636

Source(s)

Title I Part D
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

23,107

Source(s)

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
Classified Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development to support classroom instruction and student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
12,000	Title I Part D 5800: Professional/Consulting Services And Operating Expenditures Contracts for professional development
4,701	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Training/staff development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development to support development of English language skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2500	Title I Part D None Specified Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials to reinforce learning with hands-on manipulatives and realia

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
50,000	Title I Part D 4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Supplemental leveled reading books to build literacy skills for at promise English Learner students. This will help build reading comprehension skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

20,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials and supplies to include flip charts, white boards, copy paper, writing tools, to support student activities, engagement and lesson comprehension. This will foster improvement in ELA and Math skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

25,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology to support instruction and reinforce learning through visual representation and access to supplemental programs to improve reading, writing and math skill development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
35,000	Title I Part D 4000-4999: Books And Supplies
430	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental curriculum to provide options for college and career readiness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
77,955	Title I Part D 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Court school maintained a staff of highly qualified instructors to support instruction in all core curriculum as well as ELD.

Students were assessed three times during the school year to determine base levels and growth in ELA and Math using the NWEA and local assessments. Based on the assessments, students continue to need to develop skills in these areas.

Staff continued to implement the current ELD Curriculum (3D) with students on a daily basis, in order to improve English Language Development.

The focus on staff development was on Technology and ELD. Staff reported benefit to frequent consultation with both the Technology and ELD consultants who were contracted with on a monthly basis.

The High School Counselor and Student Transition Specialist work well together to provide Social Emotion educational opportunities as well as Character Counts. They assist students by helping them to enroll in FAFSA and monitor high school credits continuously.

New strategies have been developed to support student learning and enhance learning opportunities through a variety of modalities. Course offerings, books, supplies and professional development have all been identified as methods in which students benefit and increase student achievement.

Successes:

8 students have completed all their requirements to obtain a diploma.

Challenges:

1. Due to lack of attendance in school, students were not practicing academic language, which reflected in their ELPAC and CAASPP scores.
2. Due to lack of attendance in school prior to attending Court School, students come to Court School with very low performance levels in ELA and Math.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant differences to the plan as written.

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.

No significant changes will be made to this goal, outcomes, metrics or strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student and Parent engagement

LEA/LCAP Goal

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

Goal 2

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

Identified Need

The LEA developed this goal based on the following for 2023-24

- Student academic records at TCOE Court and Community schools indicate that the vast majority of SED, English Learners, and Foster Youth are very credit deficient upon enrolling.
- Student records also indicate that these same students are not on course to graduate.
- Further support the request by the parents/guardians of SED and EL students and by the Foster Youth Liaison 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.
- SED, EL, and Foster Youth attending TCOE require services and supports to best and quickly begin to address and remedy some of the challenges that have impeded their ability to find success. This requires a staff team to collaboratively address these areas of need.

The Actions and Metrics will directly impact achievement of the Goal by Actions providing the means to address student needs through components within each Action and the Metrics providing the measurements by which Action impact is monitored for effectiveness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at parent/teacher conferences by using rosters/sign-in sheets	5% parent participation	6% parent participation in 2022-23
Attendance Rate	Court School attendance 98%	Maintain 98% attendance in 2023-24
Suspension Rate	Court school suspension rate 1%	Maintain 1% suspension rate in 2023-24

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Social Emotional Learning curriculum to support at promise students with social emotional learning. The curriculum will be used to foster a positive outlook in their behavior, life goals and accrued credits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

10,000

Source(s)

Title I Part D
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement materials and supplies and to support parent education and other educational partners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1720

Source(s)

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies
Parent Involvement Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development opportunities for staff to support student social emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,000

Source(s)

Title I Part D
5800: Professional/Consulting Services And
Operating Expenditures
Travel and conference

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Successes:

Suspensions did not increase more than 1%.

Attendance continues to maintain at 98%.

Parents are encouraged to attend School Site Council and LCAP meetings to share their input. Parents were also provided a survey to give feedback on safety and educational concerns.

The High School Counselor and Student Transition Specialist were able to attend trainings on a variety of topics including Social Emotional Learning.

Successes:

2 students graduated with a high school diploma at the end of the 2022-23 school year.
Increased participation for School Site Council meetings by school/parent/community members.

Challenges:

Staff reached out to parents for parent/teacher conferences but the response rate from parents was atypically low.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant changes to the plan.

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.

No significant changes to the goal, outcomes, metrics or strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student achievement for Foster Youth.

LEA/LCAP Goal

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

Goal 3

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

Identified Need

The LEA developed this goal for 2023-24 based on the following.

- Foster Youth experience the highest school transiency rate of all the significant student groups. 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 is more 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Foster Youth Acquiring Credits Toward Graduation	75% of foster youth in Court and Community earned credits towards graduation	Maintain 100% for 2023-24
Foster Youth FAFSA Completion	100% of foster youth completed the FAFSA	Maintain 100% for 2023-24
Foster Youth Enrollment in College	72.7% of foster youth enrolled in college.	90% youth enrolled in college for 2023-24
Foster Youth Appropriately Transferred to a New School Within Two Days	33% of foster youth placed within two days	80% of foster youth placed within two days for 2023-24

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Promote school stability for foster youth

Strategy/Activity

Foster Youth Services Executive Advisory (FYSEA) services will minimize changes in school placement, provide education related information to child welfare agency, work with the juvenile court to ensure delivery of necessary educational services, and share health and education records expeditiously with school. (No cost incurred for this Action)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Ensure foster youth are promptly and appropriately enrolled

Strategy/Activity

All foster youth, including EL foster youth will have an ILP developed by the Student Transition Specialist for each foster youth to assure that all students are meeting State mandated requirements for a successful transition to college or career readiness. (No cost incurred for this Action)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Activities 1 and 2 provide a range of resources for our foster youth to engage in their education. The foster youth supports were effective in ensuring that 100% of our foster students successfully completed their FAFSA to obtain financial assistance for college. The transition of our Foster Liaison along with the high mobility of our students may have impacted the timeliness of our foster students enrolling within 2 days. Improved student information data systems will provide support for goal 3 as well moving forward with the implementation of the 2023-24 LCAP.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences at this time.

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.

No new changes to the goal are recommended at this time.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$385,049.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$385,049.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$27,808.00
Title I Part D	\$355,091.00
Title IV Part A: Student Support and Academic Enrichment	\$2,150.00

Subtotal of additional federal funds included for this school: \$385,049.00

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 (\$)
	\$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: \$385,049.00

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

Expenditures by Funding Source

Funding Source

Amount

	0.00
Title I Part A: Allocation	27,808.00
Title I Part D	355,091.00
Title IV Part A: Student Support and Academic Enrichment	2,150.00

Expenditures by Budget Reference

Budget Reference

Amount

	0.00
1000-1999: Certificated Personnel Salaries	117,636.00
2000-2999: Classified Personnel Salaries	23,107.00
4000-4999: Books And Supplies	220,105.00
5800: Professional/Consulting Services And Operating Expenditures	21,701.00
None Specified	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
		0.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	23,107.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,701.00

1000-1999: Certificated Personnel Salaries	Title I Part D	117,636.00
4000-4999: Books And Supplies	Title I Part D	217,955.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part D	17,000.00
None Specified	Title I Part D	2,500.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,150.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	368,329.00
Goal 2	16,720.00
Goal 3	0.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karon Valdivieso	Principal
Angelica Aguilera- chairperson	Other School Staff
Lori Hanson	Classroom Teacher
F.C.	Secondary Student
E.M.	Secondary Student
Elizabeth Pimentel	Parent or Community Member
Marisol Adame	Parent or Community Member
Rohn Wittwer	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.

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

SUBMITTED BY:

Sarah Hamilton

SUBJECT:

Consideration and approval of the 2023-24 School Plan for Student Achievement for Community Schools.

DESCRIPTION/SUMMARY:

The 2023-24 SPSA is required for all schools receiving federal funding and has been reviewed and updated by the School Site Council. 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.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tulare County Community	54105465430343	June 5, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

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 our 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.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

TCOE community schools will effectively meet the ESSA requirements: All students will increase achievement levels in ELA, ELD, Math and all academic disciplines as measured by state and local assessments. All students and parents/guardians will be involved in the educational progress through a multi-discipline support team. Increasing student achievement for Foster Youths is also a focus. 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

There is constant communication between students, parents, and staff due to the high transient rate and high needs of our at-risk students. This also means that the rate of parent member/attendee in school committees and groups is also constantly changing. 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. The enrollment size of the schools also allows school leaders the opportunity to engage staff in individual and group communication. This student/parent/staff engagement is inclusive of the process of educational partners for development of the Local Control and Accountability Plan. Throughout the school year, input for LCAP development was gathered at Student Transition meetings, staff in-service days, community member meetings, School Site Council (PAC) meetings, Parent/Teacher Conferences, ELAC meetings, and various student forums.

Teachers and Other School Personnel (inclusive of bargaining units, Classified Instructional Aides, site administration/principal)

Surveys and in-person meetings input indicated the continuance of professional development in the areas of Math, English Language Development, and technology. Staff has also shared that attendance continues to be a serious issue that needs to be addressed.

Students

A need for access to social-emotional support and continued access to technology were two areas identified by students.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are visited by administration on a daily/weekly basis. Teachers have a self-contained classroom and give direct instruction for the duration of each class period. Classrooms are equipped with technology for each student so they can access instructional materials.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

TCOE Community Schools utilize CAASPP and additional assessment data including NWEA to inform professional development and curriculum design and pacing to meet student gaps in Math and ELA performance.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers monitor student work samples in all curricular areas. Writing assessments are used to monitor student progress in ELA. Local assessments are used to monitor math and English proficiency.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Tulare County Office of Education Community School teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

There are 5 dedicated staff development days throughout the school year. There are monthly staff development opportunities specifically to address ELD and technology needs. Staff have access to all appropriate instructional materials that align with the state standards. Staff attend staff development opportunities in a variety of topics including truancy, social emotional learning, curriculum. These trainings are provided to staff so that they support students to master core content standards and earn credits towards a diploma.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is based on data from state and local assessments. Included are monthly staff meetings, as well as scheduled sessions monthly with technology and ELD consultants.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Technology and ELD consultants support teachers throughout the year. Teachers meet weekly to collaborate regarding curriculum and instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly to collaborate regarding curriculum and instruction for grades 7-12 with a focus on student achievement in ELA, Math and ELD. Instructional strategies are adjusted based on the needs of the learners.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Lesson plans are based off of state standards that align with curriculum and instruction to meet performance standards. Online platforms are available to assist students in obtaining a diploma.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

School schedule is designed to adhere to the required minutes for instructional time for reading/language arts, mathematics and PE.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The master schedule has flexibility for interventions depending upon needs. Students are assessed upon enrollment to address intervention needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the core curriculum which is aligned to the California State Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to the core curriculum with specialist in place, as needed.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Credit recovery classes are offered to all students.

Evidence-based educational practices to raise student achievement

Current State Standards curriculum and Response to Intervention is implemented. Students received weekly evidence-based Social-Emotional curriculum.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Attendance at SSC, ELAC/DLAC and LCAP meetings. Parent conferences are conducted twice a year to inform parents of their student's progress. Foster youth/Homeless resources are provided to parents and students as needed.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents, teachers, students, other community representative and school personnel are invited via email, posted flyers and phone contact to attend SSC, ELAC/DELAC and LCAP meetings. Parents also give feedback during parent conferences.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 4 supports staff development for Student Transition Specialist and High School Counselor. Title 3 Community school is part of our County Consortium. Title 1 Part A is for technology support. Title 1 is used to support neglected and delinquent students.

Fiscal support (EPC)

Supplemental education programs are provided to support underperforming students. Edgenuity, Read Naturally and Newsela are programs specially designed for this purpose.

Educational Partner Involvement

How, when, and with whom did the 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

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 June 5, 2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The students who are 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, poverty, teen pregnancy, being in the foster care system, and homelessness.

School and Student Performance Data

Student Enrollment 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
Total Enrollment				41	19	16

Student Enrollment 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
Total Enrollment	41	19	16

Conclusions based on this data:

1. 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

Student Enrollment English Learner (EL) Enrollment

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	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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 8	*	*		*	*		*	*				
Grade 11	12	6		4	*		4	*		33.3		
All Grades	13	7		5	4		5	4		38.5	57.1	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

Conclusions based on this data:

1. Teachers meet throughout the year to discuss data. Data drives teacher decision-making in curriculum development and lesson planning.
2. The English Learners will continue their involvement in the designated time for English Learners; teachers will continue to monitor growth.
3. In order to support student language development, staff development opportunities are made available in the areas of ELA and ELD.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 8	*	*		*	*		*	*				
Grade 11	12	6		4	*		4	*		33.3		
All Grades	13	7		5	4		5	4		38.5	57.1	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

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	*	*		*	*		*	*	

Conclusions based on this data:

1. Due to the low percentage of students who are meeting the standard, a new math curriculum that will meet the needs of students was purchased for the 22-23 school year. Teachers were trained in the curriculum and be provided with 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

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	*	*		*	*		*	*		*	*	
11	*	*		*	*		*	*		*	*	
12	*	*		*	*		*	*		*	*	
All Grades										6	4	

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	*	*		*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	

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	*	*		*	*		*	*		*	*	

Conclusions based on this data:

1. 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).
2. My Perspectives is an ELA curriculum that supports the development of English learners through embedded supports. The ELD curriculum in use for designation instruction daily is English 3D.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
19	63.2	31.6	Students whose well being is 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 courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	6	31.6
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	12	63.2
Students with Disabilities	2	10.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	5.3
American Indian		
Asian		
Filipino		
Hispanic	17	89.5
Two or More Races		
Pacific Islander		
White	1	5.3

Conclusions based on this data:

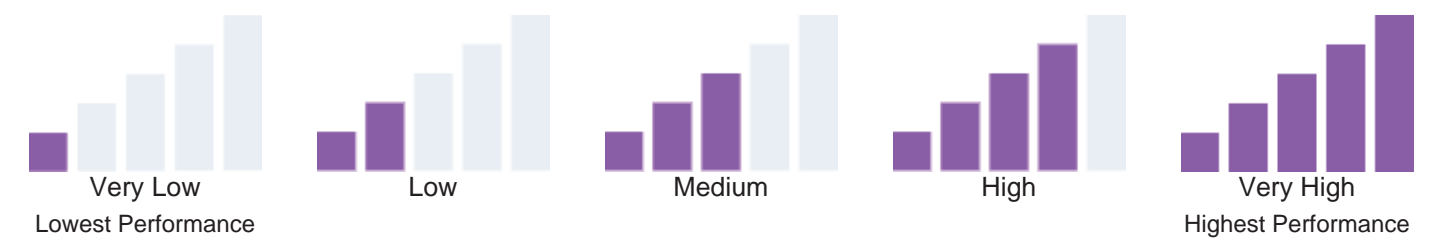
1. The student population of TCOE Community Schools are predominately Hispanic.
2. The majority of the student population of TCOE Community Schools are Socio-economically disadvantaged.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>No Performance Level</div>	<div>Graduation Rate</div> <div>No Performance Level</div>	<div>Suspension Rate</div> <div>Very High</div>
<div>Mathematics</div> <div>No Performance Level</div>	<div>Chronic Absenteeism</div> <div>No Performance Level</div>	
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

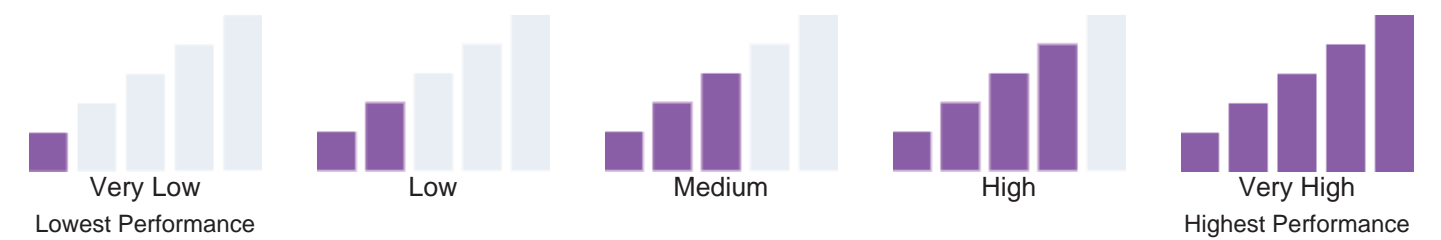
1. Due to the low enrollment in TCOE Community Schools, TCOE Community Schools did not have the minimum number of students to populate the CDE Dashboard performance indicator fields.

School and Student Performance Data

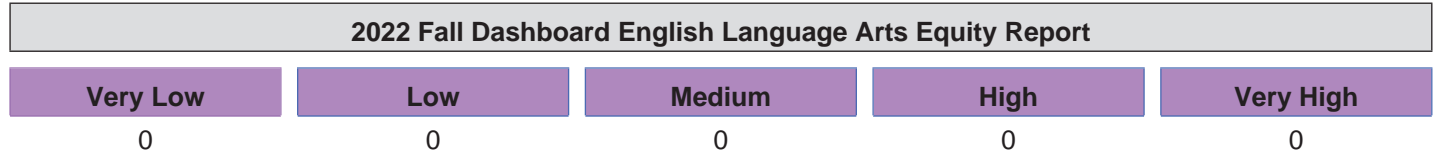
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

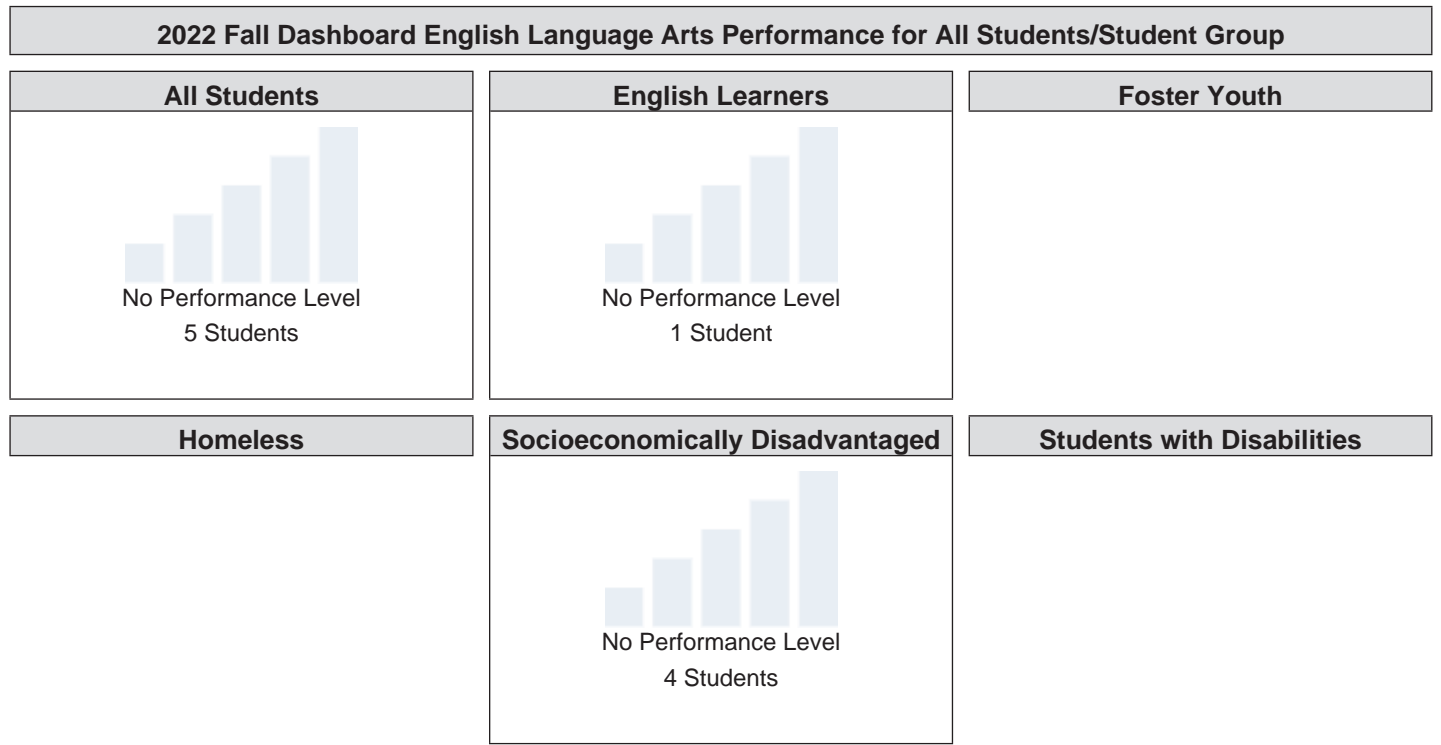
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

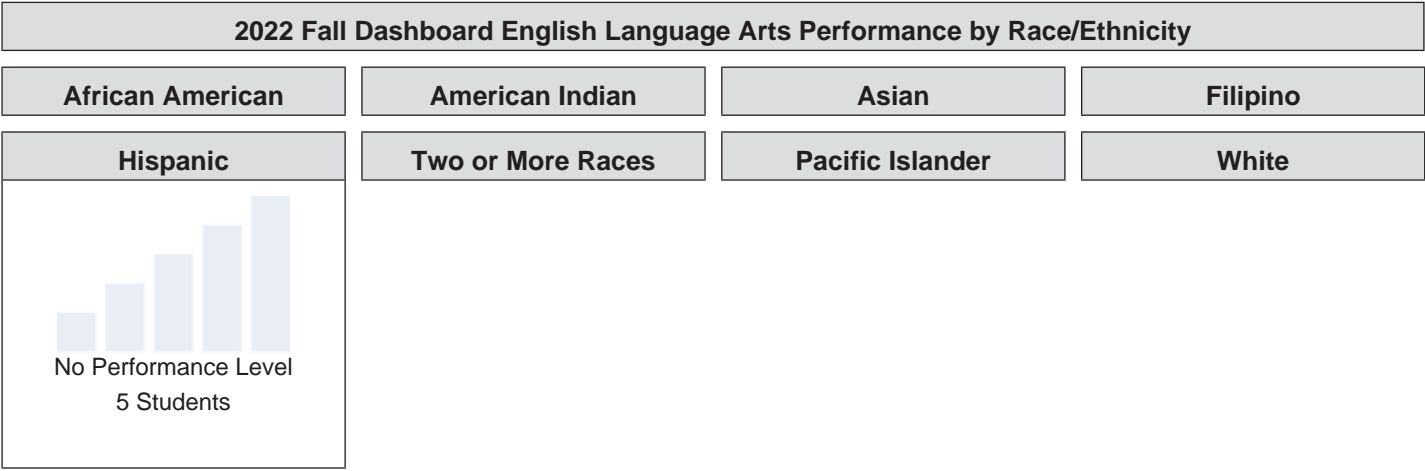


This section provides number of student groups in each level.



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.





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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	Reclassified English Learners	English Only
1 Student		4 Students

Conclusions based on this data:

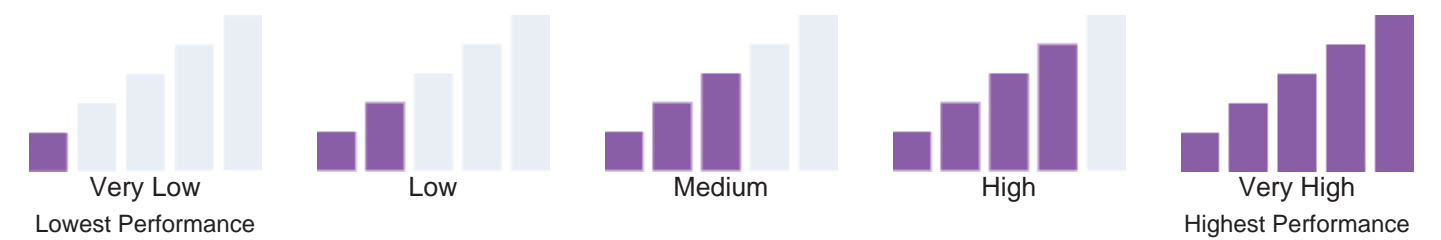
- Inadequate data from the CDE Dashboard to determine valid conclusions regarding ELA Performance.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

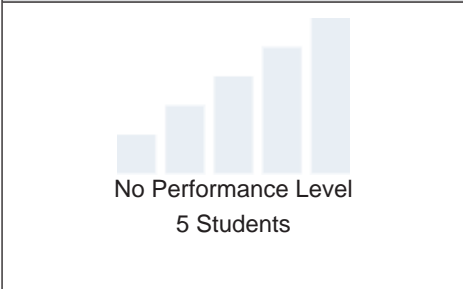
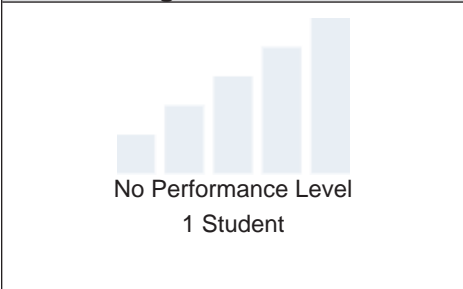
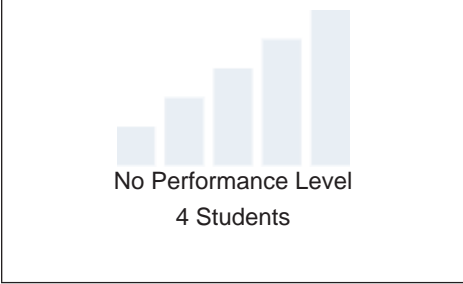
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).




This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 <p>No Performance Level 5 Students</p>	 <p>No Performance Level 1 Student</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	 <p>No Performance Level 4 Students</p>	

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Level 5 Students</p>			

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
1 Student		4 Students

Conclusions based on this data:

1. Inadequate data to determine valid conclusions regarding Math Performance.

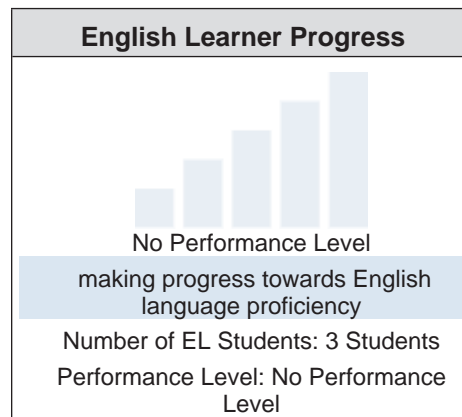
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
0.0%	0.0%	0.0%	0.0%

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

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

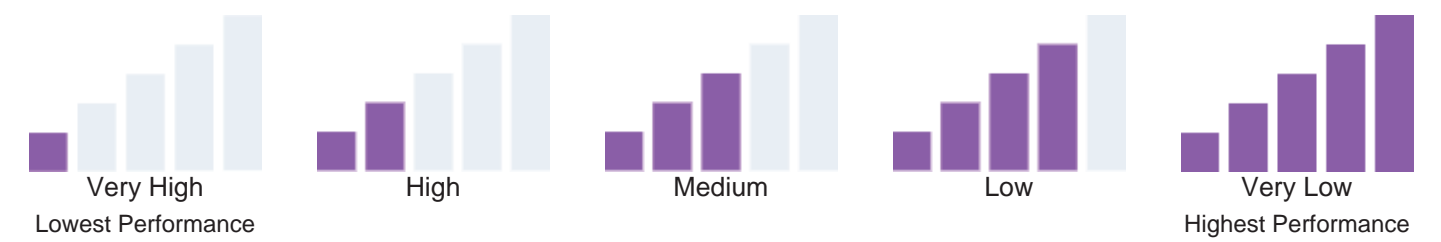
1. Inadequate data to determine valid conclusions regarding College/Career Preparedness.
2. TCOE Community Schools has developed and implement a plan based on credits attainment to address the need of preparing students for College/Career.
3. Due to the transitory nature of the program, CTE elective provides an opportunities for students who can return to a comprehensive high school.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



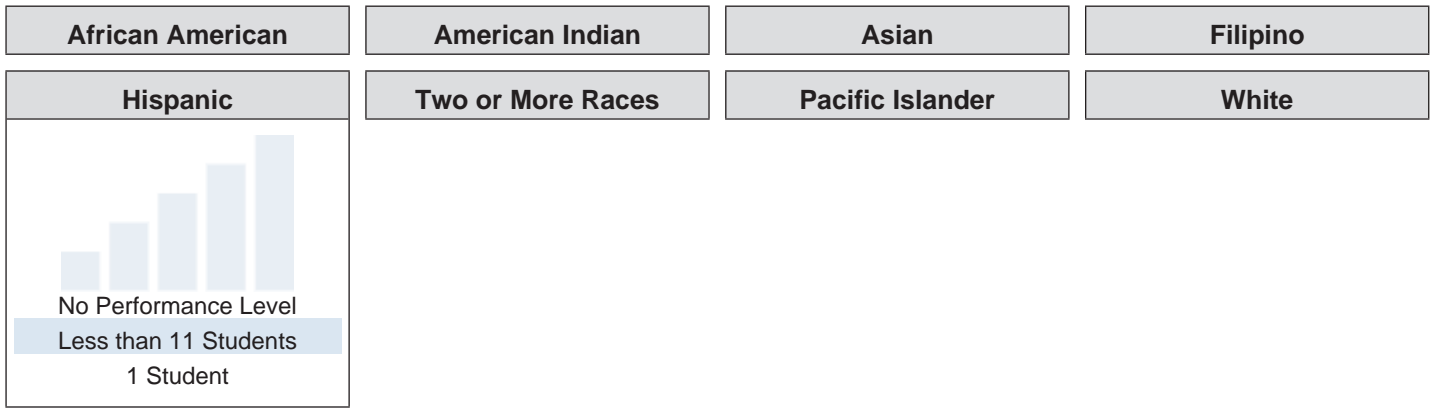
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <p>No Performance Level Less than 11 Students 1 Student</p>	<div>English Learners</div> <p>No Performance Level Less than 11 Students 1 Student</p>	<div>Foster Youth</div>
<div>Homeless</div>	<div>Socioeconomically Disadvantaged</div> <p>No Performance Level Less than 11 Students 1 Student</p>	<div>Students with Disabilities</div>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



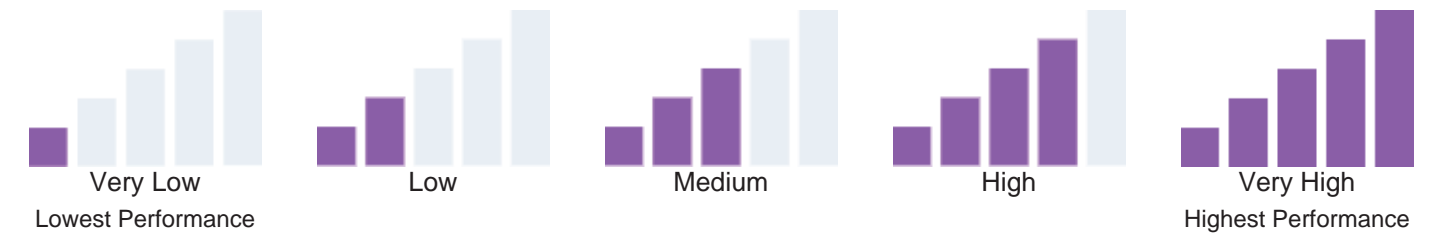
Conclusions based on this data:

1. Inadequate data to determine valid conclusions regarding Chronic Absenteeism.
2. Because attendance continues to be a serious need for students in the school, there will be continued efforts to engage students on a deeper level and encourage positive attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



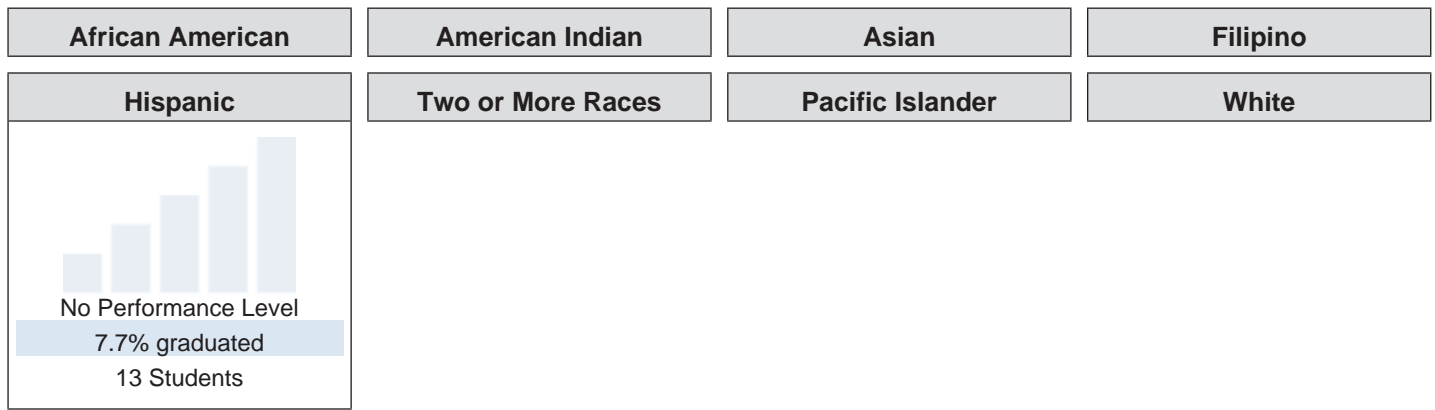
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>No Performance Level 7.7% graduated 13 Students</p>	<p>No Performance Level Less than 11 Students 5 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	<p>No Performance Level 7.7% graduated 13 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

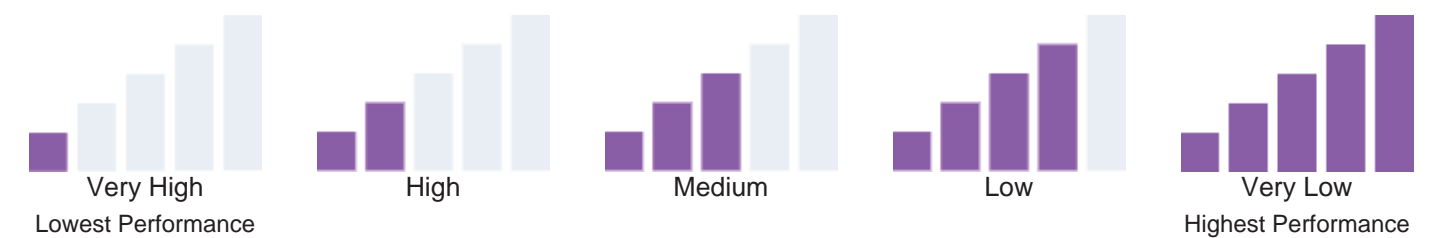
1. Due to the transitory nature of the program and often short-term enrollment of students, some students who attend the program return to their school of residence and graduate with peers. This is not reflected in the data on this page.
2. Inadequate data to determine further valid conclusions regarding other student groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



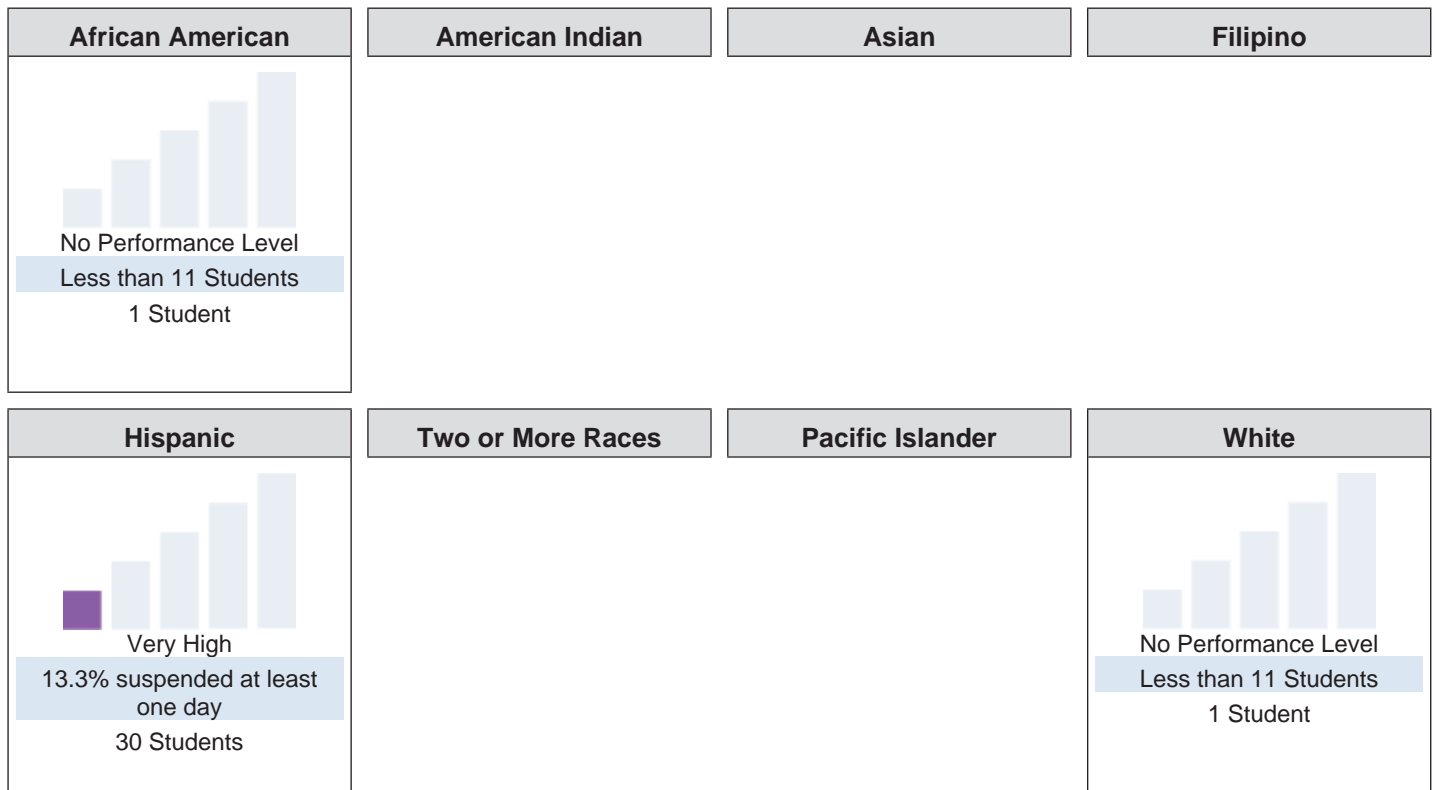
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	0	0	0	0

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>18.8% suspended at least one day</p> <p>32 Students</p>	<p>No Performance Level</p> <p>8.3% suspended at least one day</p> <p>12 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	<p>No Performance Level</p> <p>13% suspended at least one day</p> <p>23 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



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 Subject

Ensuring and increase in academic achievement for all students in all content areas.

LEA/LCAP Goal

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.

Goal 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.

Identified Need

The LEA developed this Goal based on the following for the 2023-24
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 and 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 this work continued this work the following actions have been developed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	0% of students met the standard (2021-22)	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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Professional development to support development of English language skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2500

Source(s)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

60,185

Source(s)

Title I Part D
2000-2999: Classified Personnel Salaries
Partial salary

48,377

Comprehensive Support and Improvement (CSI)
2000-2999: Classified Personnel Salaries
Partial salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

38,889

Source(s)

Comprehensive Support and Improvement (CSI)
2000-2999: Classified Personnel Salaries
Partial Salary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials to reinforce learning with hands-on manipulatives and realia

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

292

Source(s)

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development that focuses on research based instructional strategies to support classroom instruction and student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

12,000

Source(s)

Comprehensive Support and Improvement (CSI)
5800: Professional/Consulting Services And
Operating Expenditures
Contracts for professional development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Educational technology to provide students with access to online instructional and curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

72

Source(s)

Title IV Part A: Student Support and Academic
Enrichment
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Community maintained a staff of highly qualified instructors to support instruction in all core curriculum as well as ELD.

Students were assessed three times during the school year to determine base levels and growth in ELA and Math using the NWEA and local assessments. Based on the assessments, students continue to need to develop skills in these areas.

Staff continue to implement the current ELD Curriculum (3D) with students on a daily basis, in order to improve English Language Development.

The focus on staff development was on Technology and ELD. Staff reported benefit to frequent consultation with both the Technology and ELD consultants who were contracted with on a monthly basis.

It continues to be a benefit to have the same curriculum and pacing at both Court and Community Schools to ensure continuity when students move between the schools.

The High School Counselor and Student Transition Specialist work well together to provide Social Emotion educational opportunities as well as Character Counts. They assist students by helping them to enroll in FAFSA and monitor high school credits continuously.

Professional development was an area that was reexamined. The professional development that is continued this year will be focused on supporting English Learners.

New strategies have been developed to support student learning and enhance learning opportunities through a variety of modalities. Course offerings, books, supplies and professional development have all been identified as methods in which students benefit and increase student achievement.

Successes:

- 1.Suspensions have decreased during the 2022-23 school year.
- 2.Students have responded well to the CTE program which was initially implemented during the 2021-22 school year.
- 3.Enrollment has increased.

Challenges:

- 1.Student attendance continues to be a significant issue.
2. Students entering the program continue to be significantly behind academically due to poor attendance and lack of success at comprehensive school sites.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While Community Schools did purchase books, materials, supplies to supplement instruction and learning utilizing CSI funds, not all the budgeted amount was spent to date. This will be a continued focus during the 23-24 school year.

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.

Goal 1 continues to be aligned to the LCAP. The services and actions provided in this goal supplement the needs in the program evaluation identified in the LCAP. Supplemental materials and books as well as technology, will be purchased which will provide students the opportunity to learn through a variety of modalities to improve ELA, Math and English Language acquisition.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Build capacity of students and parents to maximize educational outcomes.

LEA/LCAP Goal

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

Goal 2

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

Identified Need

The LEA developed this goal based on the following for 2023-24

- Student academic records at TCOE Court and Community schools indicate that the vast majority of SED, English Learners, and Foster Youth are very credit deficient upon enrolling.
- Student records also indicate that these same students are not on course to graduate.
- Further support the request by the parents/guardians of SED and EL students and by the Foster Youth Liaison 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.
- SED, EL, and Foster Youth attending TCOE require services and supports to best and quickly begin to address and remedy some of the challenges that have impeded their ability to find success. This requires a staff team to collaboratively address these areas of need.

The Actions and Metrics will directly impact achievement of the Goal by Actions providing the means to address student needs through components within each Action and the Metrics providing the measurements by which Action impact is monitored for effectiveness.

Annual Measurable Outcomes

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
Attendance rate	No data available from dashboard	Increase attendance to: 60% = Community School
Suspension Rate	18.8% of TCOE Community schools (2022)	5% - TCOE Community School

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development opportunities for staff to support student social emotional learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
5,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Social Emotional Learning curriculum to support at promise students with social emotional learning. The curriculum will be used to foster a positive outlook in their behavior, life goals and accrued credits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
292.00	Title IV Part A: Student Support and Academic Enrichment

4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent Involvement materials and supplies to support parent education and to build parent capacity in supporting their student in their education.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Parent Involvement Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Incentives to improve student attendance which will positively impact skills acquisition in ELA, Math and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

15,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Successes:

The staff at Community school including teachers, Student Transition Specialist and Truancy officer have frequent parent contact including phone calls, home visits and parent/teacher conferences. Parent conference participation is 100%.

Students have access to a variety of opportunities to develop social emotional skills including access to a Social Worker who is assigned to both Superior and Mid County schools.

Students and parents communicate that access to the CTE program and the M.C. Cafe project has been a benefit.

Students have access to credit recovery programs as needed to help achieve a diploma.

All students who attend school regularly are earning credits toward diploma.

Challenges:

Student attendance continues to be a challenge.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No significant changes.

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.

This goal continues Goal 2 from the LCAP. Social Emotional learning has been identified as an area of need. Supplemental materials will be purchased to facilitate social emotional learning for students and to support course instruction to improve student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Improve outcomes for students identified as Foster Youth

LEA/LCAP Goal

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

Goal 3

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

Identified Need

The LEA developed this goal for 2023-24 based on the following.

- Foster Youth experience the highest school transiency rate of all the significant student groups. 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 is more 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Foster Youth Acquiring Credits Toward Graduation	75% of foster youth in Court and Community earned credits towards graduation	Maintain 100%
Foster Youth FAFSA Completion	100% of foster youth completed the FAFSA	100%
Foster Youth Enrollment in College	72.7% of foster youth enrolled in college.	90%
Foster Youth Appropriately Transferred to a New School Within Two Days	33% of foster youth placed within two days	80%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal has been newly added to align with LCAP Goal 3.

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.

This goal has been newly added to align with LCAP Goal 3

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$239,235
Total Federal Funds Provided to the School from the LEA for CSI	\$173,346
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$234,187.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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)	\$173,346.00
Title I Part D	\$60,185.00
Title IV Part A: Student Support and Academic Enrichment	\$656.00

Subtotal of additional federal funds included for this school: \$234,187.00

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: \$234,187.00

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

Expenditures by Funding Source

Funding Source

Amount

Comprehensive Support and Improvement (CSI)	173,346.00
Title I Part D	60,185.00
Title IV Part A: Student Support and Academic Enrichment	656.00

Expenditures by Budget Reference

Budget Reference

Amount

2000-2999: Classified Personnel Salaries	147,451.00
4000-4999: Books And Supplies	67,236.00
5800: Professional/Consulting Services And Operating Expenditures	19,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	87,266.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	66,580.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	19,500.00
2000-2999: Classified Personnel Salaries	Title I Part D	60,185.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	656.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	201,895.00
Goal 2	32,292.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Karon Valdivieso	Principal
Matt Lee	Classroom Teacher
Rohn Wittwer	Classroom Teacher
Angelica Aguilera- Chairperson	Other School Staff
Student	Secondary Student
Student	Secondary Student
Adriana Marroquin	Parent or Community Member
Marco Corona	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 .

Attested:

Principal, Sarah Hamilton on

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

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

SUBMITTED BY:

Sarah Hamilton

SUBJECT:

Consideration and approval of the 2023-24 School Plan for Student Achievement for Special Education.

DESCRIPTION/SUMMARY:

The 2023-24 SPSA is required for all schools receiving federal funding and has been reviewed and updated by the School Site Council. 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.

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Special Education Division	California	June 5, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Tulare County Office of Education consults with stakeholders to review needs assessments, parent and 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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff are surveyed annually to determine what supports and training would be beneficial. The School Site Council meets throughout the year to review program needs and make recommendations to support student learning.

Needs assessment sent to staff asking for feedback and ideas regarding focus of our program needs by site and throughout the county. Survey was shared and reviewed at our CAC meetings to further discuss, input from community members, parents, general education teachers and special education teachers and administrators was gathered.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted at various sites on a weekly bases throughout the school year to gain needs of staff, students and individual sites; needs may vary site to site.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Within our Special Education Program, state and local assessment data is used to modify curriculum and instruction and improve student achievement by continuously gathering data to realign classroom and individual student goals. Individual student IEP's are also a resource and progress on individual goals and objects are used in conjunction with state and local assessment results to drive individual focus and overall improvement and achievement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within our Special Education Program, we are heavily focused on curriculum based assessments within our severely disabled program, in order to drive curriculum, lessons and monitor individual student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

We are focused on our commitment to continuously survey our staff needs for on-going professional development to further build their skill set to meet the needs of our students. Once survey data and needs assessment information is collected we strive to build a calendar of professional development opportunities for all staff, classified and certificated, in hopes to continuously improve their teaching skills.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided access to all instructional materials needed to meet the needs of each individual student, including assistive technology devices for individual students as needed.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development trainings are aligned to both content standards and student's individual IEP goals and services needed for them to make progress on individual goals.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Program is staffed with a behavioral technicians, BCBA's, school psychologists, Program Specialist's and Teachers on Special Assignment, to assist and provide hands on, on going training, to teachers and Instructional Aides to provide support within and outside of the classroom setting as needed to meet student and program needs.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in monthly job alike meetings and trainings to share and collaborate on lessons (PLC)'s, IEP assessments, IEP writing, best practices and behavioral techniques.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Program is aligned to content and performance standards, as needed for each individual student. At times content and performance standards are scaffolded to the students cognitive level in order to assist in closing the gap and meeting student needs and individual goals.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes vary from class to class throughout our program based on grade level and individual student need, IEP goals and specific program.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Master scheduling is not used within our severely disabled program due to needs of individual students.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Each student within our program has access to standards based instructional materials, based on individual student need and agreed upon IEP. The primary curriculum for ELA and Math is aligned to California State Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All adopted materials/curriculum for each individual student is aligned and scaffold down to meet the needs of current student levels and ability, for all grades preschool-age 22.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students receive services by the regular program based on individual need, ability to access the setting and per individualized education plan.

Evidence-based educational practices to raise student achievement

All evidence-based educational practices to raise student achievement is based on program and individual student need, as well as individual goal and objectives.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

We provide a variety of parent trainings to our families based off of our needs assessment circulated twice within a year. Trainings include but not limited to; behavior intervention in the home, Picture Exchange program & Visual Schedules, working with students with Autism, IEP Training, etc. Based off of a similar needs assessment we provide the same topics of training for our community partners such as Parenting Network, Central Valley Regional Center, etc., and the 43 outlying districts we serve.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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.

This group of individuals meets regularly on a monthly bases to provide consultation and feedback on our SPSA and various other essential plans where funding is utilized to support student needs and growth.

The School Site Council meets throughout the school year and consists of parents, community members, teachers and other school personnel.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the 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

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.

This group of individuals meets regularly on a monthly bases to provide consultation and feedback on our SPSA and various other essential plans where funding is utilized to support student needs and growth. A School Site Council has been developed for the purpose of developing and reviewing the LCAP and SPSA. The council consists of staff, parents and community members. The council will meet 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.

None noted

School and Student Performance Data

Student Enrollment 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
Total Enrollment				1,024	1,030	1077

Student Enrollment 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
Total Enrollment	1,024	1,030	1,077

Conclusions based on this data:

1. Students identified as Hispanic are consistently the largest subgroup.

2. The largest group of students served in the program are 12th grade through age 22.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

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	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. A higher percentage of our students are Fluent English Proficient (FEP)

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	*			0			0					
Grade 5		*			0			0				
Grade 6	*	*		*	0		*	0				
Grade 7	*			*			*					
Grade 8	*			0			0					
Grade 11	*	*		0	*		0	*				
All Grades	12	4		*	*		*	*				

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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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 6	*			*			*		
Grade 7	*			*			*		
All Grades	*	*		*	*		*	*	

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 6	*			*			*		
Grade 7	*			*			*		
All Grades	*	*		*	*		*	*	

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 6	*			*			*		
Grade 7	*			*			*		
All Grades	*	*		*	*		*	*	

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	*			*			*		
All Grades	*	*		*	*		*	*	

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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	*			0			0					
Grade 5		*			0			0				
Grade 6	*	*		*	0		*	0				
Grade 7	*			*			*					
Grade 8	*			0			0					
Grade 11	*	*		0	*		0	*				
All Grades	12	4		*	*		*	*				

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 11		*			*			*			*			*	
All Grades	N/A	N/A	N/A	*	*		*	*		*	*		*	*	

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	*			*			*		
All Grades	*	*		*	*		*	*	

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	*			*			*		
All Grades	*	*		*	*		*	*	

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	*			*			*		
All Grades	*	*		*	*		*	*	

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

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
All Grades										59	0	

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
All Grades	0.00			0.00			0.00			100.0			59		

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
All Grades	0.00			0.00			0.00			100.0			59		

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
All Grades	0.00			0.00			0.00			100.0			59		

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
All Grades	0.00			0.00			100.00			59		

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
All Grades	0.00			0.00			100.00			59		

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
All Grades	0.00			0.00			100.00			59		

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
All Grades	0.00			0.00			100.00			59		

Conclusions based on this data:

1. A large number of our students take an alternative assessment to the ELPAC, based on current IEP's.
2. There is insufficient data to draw conclusions.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,030	67.7	7.8	2.2
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	7.8
Foster Youth	23	2.2
Homeless	8	0.8
Socioeconomically Disadvantaged	697	67.7
Students with Disabilities	1,028	99.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	1.5
American Indian	3	0.3
Asian	18	1.7
Filipino	8	0.8
Hispanic	803	78.0
Two or More Races	7	0.7
Pacific Islander	2	0.2
White	173	16.8

Conclusions based on this data:

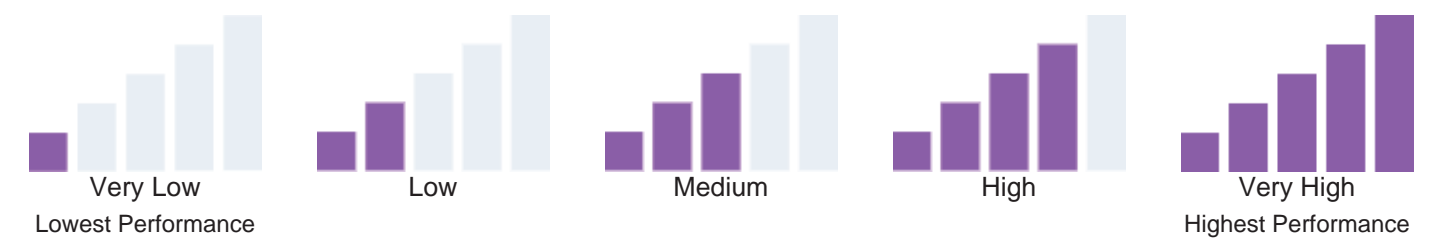
1. Based on information above 100% of our students are students with disabilities.
2. While only 2.2 % of students are identified as foster-youth, over 67% are identified as socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Graduation Rate</div> <div>Very Low</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	
<div>English Learner Progress</div> <div>No Performance Level</div>		
<div>College/Career</div> <div>Not Reported in 2022</div>		

Conclusions based on this data:

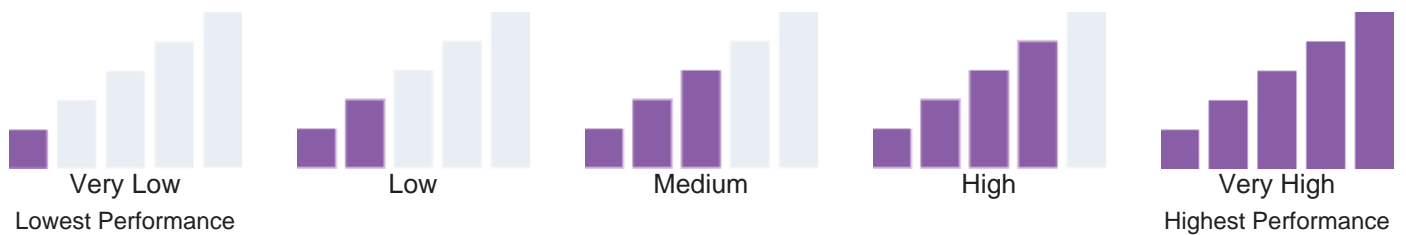
1. Our Graduation rate is low due to all of our students being on a Certificate of Completion track instead of a diploma track, based on individual IEP's.
2. Chronic absenteeism is high due to various health conditions of our students and requirement to provide education and IEP related services via Home/Hospital.

School and Student Performance Data

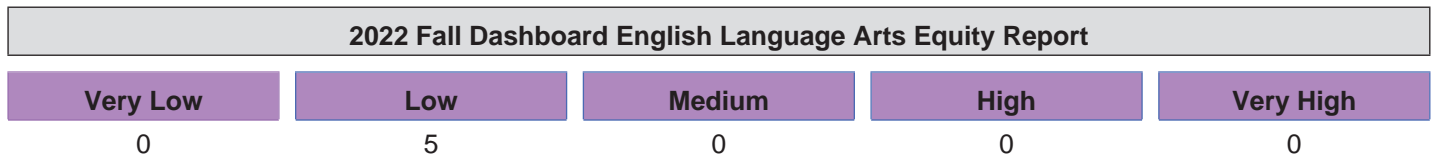
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

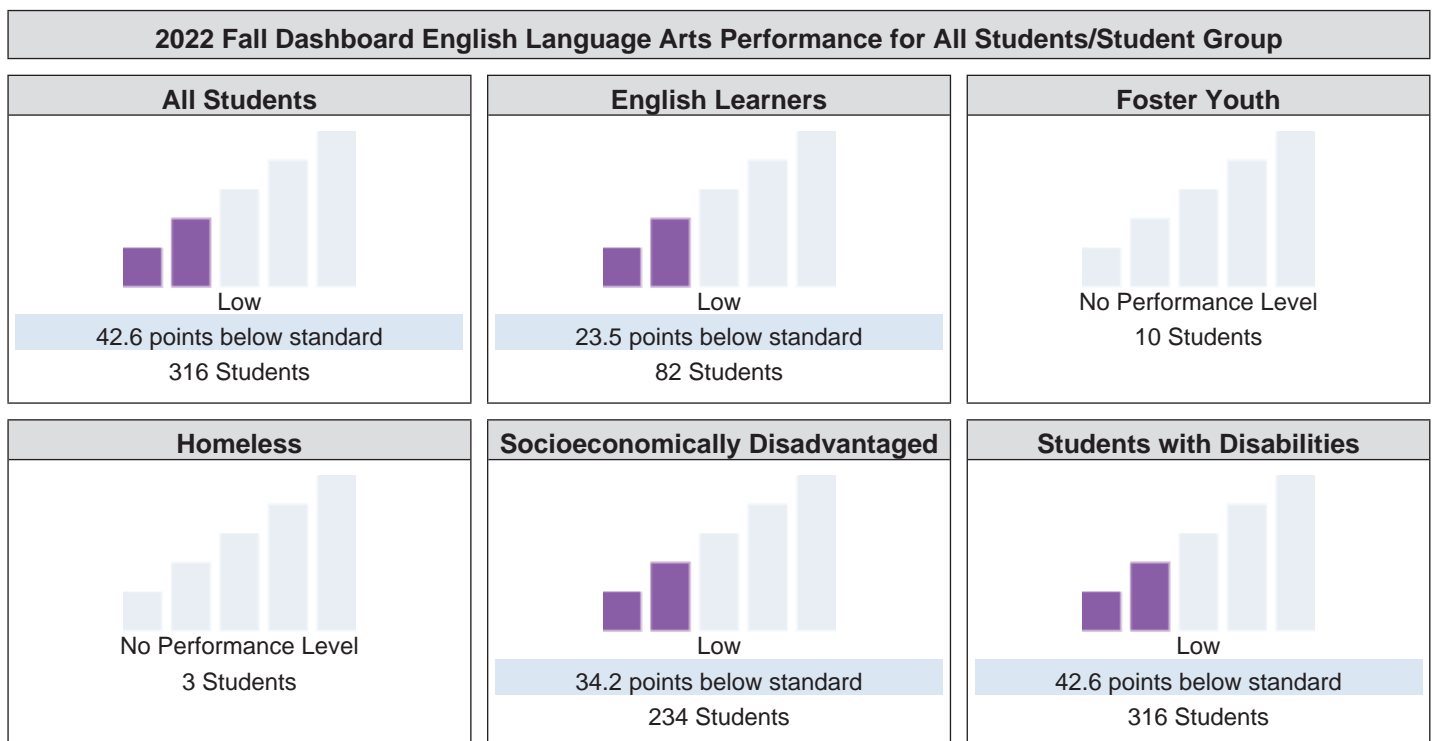
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



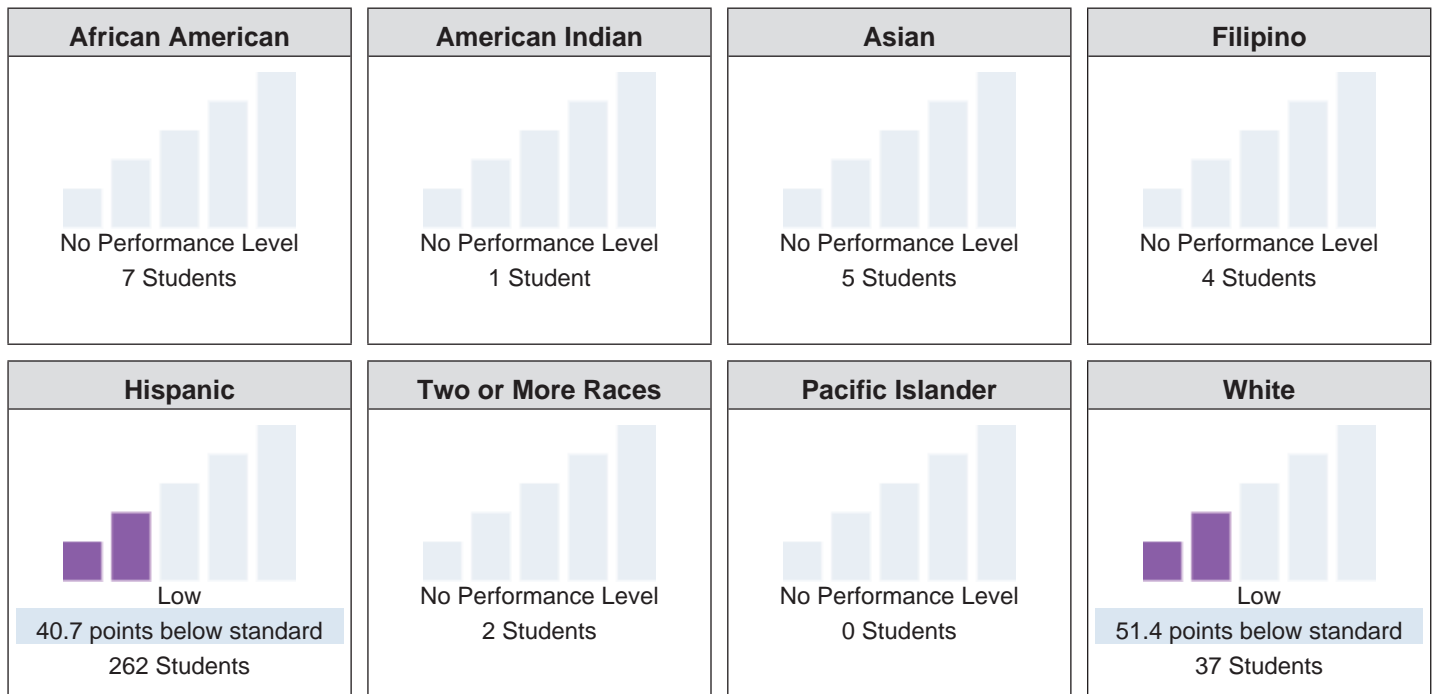
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
30.5 points below standard 31 Students	24.3 points below standard 52 Students	56.1 points below standard 209 Students

Conclusions based on this data:

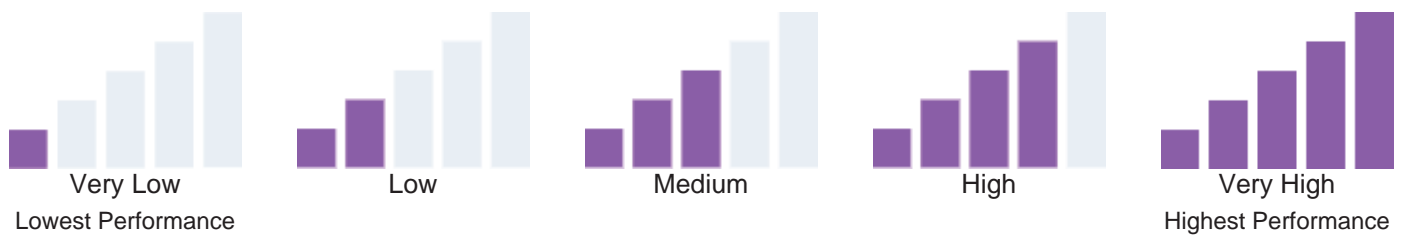
- Performance levels are all low due to alternative curriculum needed to meet the needs of individual students and in accordance to individual IEP's.

School and Student Performance Data

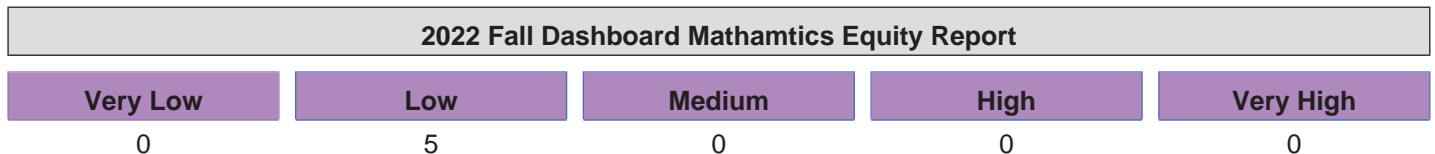
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

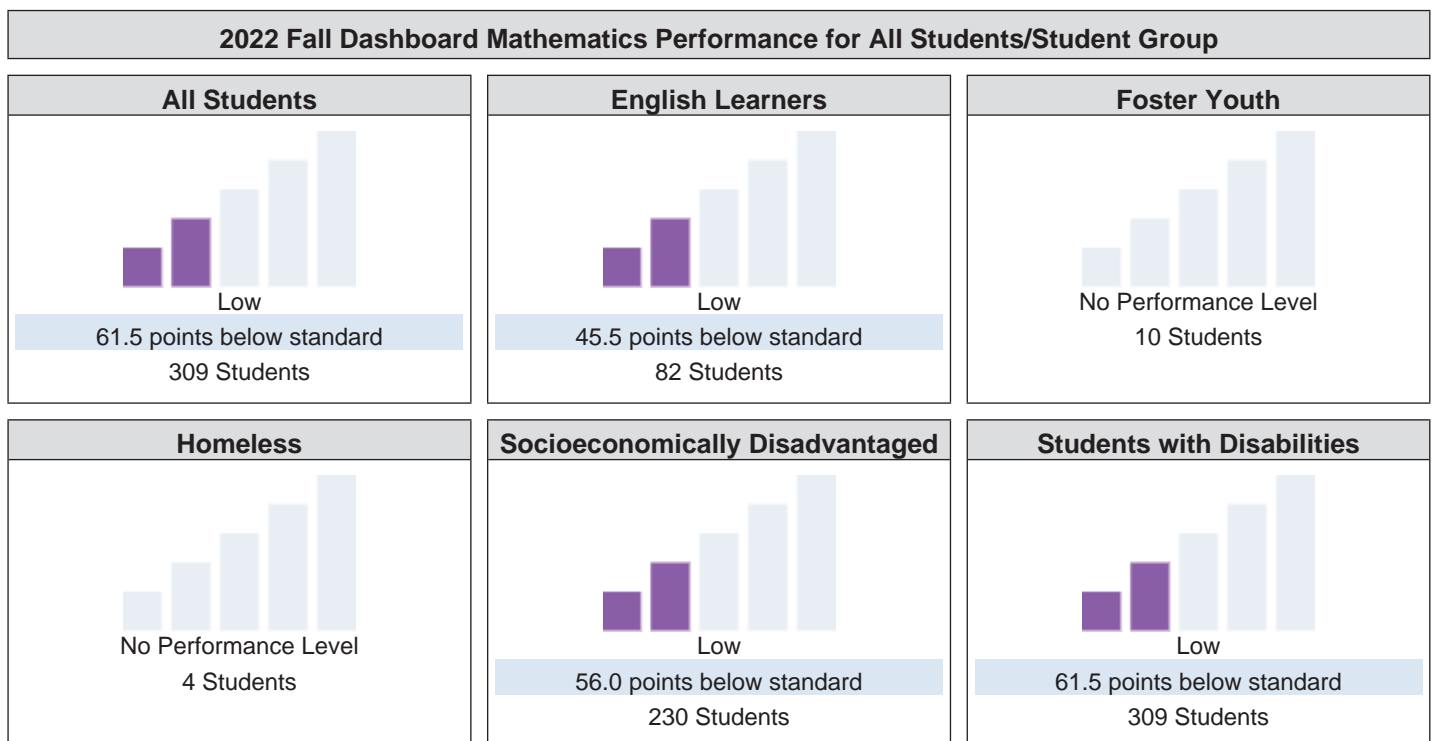
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



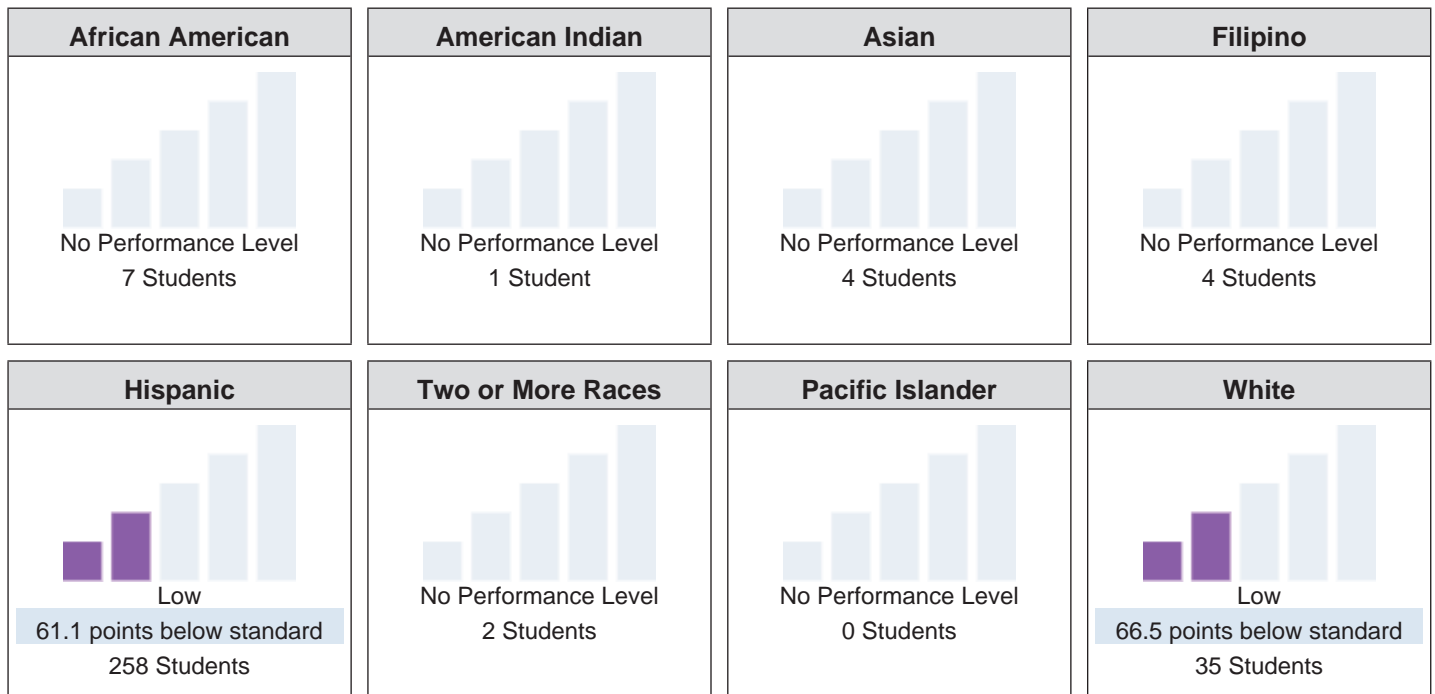
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51.0 points below standard 30 Students	46.1 points below standard 53 Students	70.6 points below standard 203 Students

Conclusions based on this data:

- Performance levels are all low due to alternative curriculum needed to meet the needs of individual students and in accordance to individual IEP's.

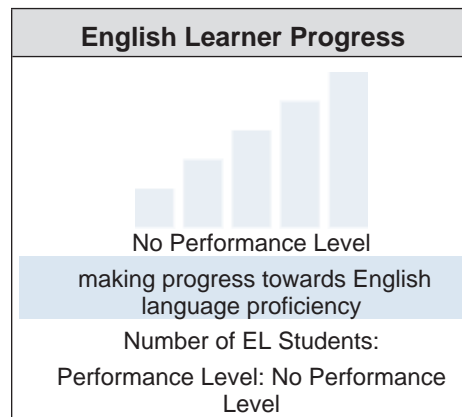
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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

Conclusions based on this data:

1. There is insufficient data to draw conclusions.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

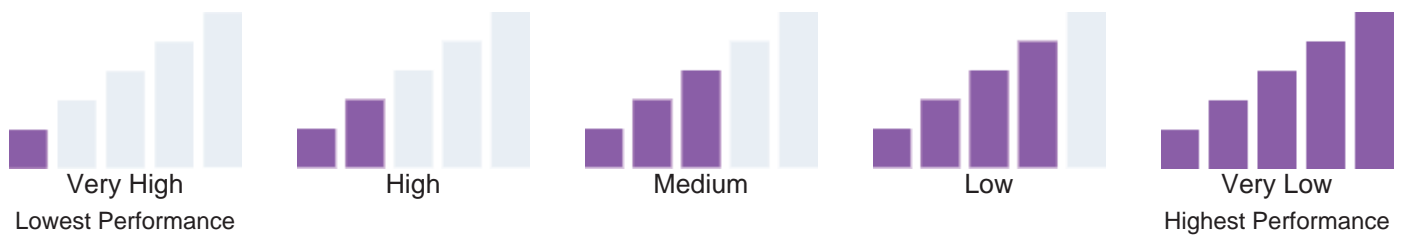
1. Due to the nature of our program and the students we serve with exceptional needs, most of our students do not access our College/Career program.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



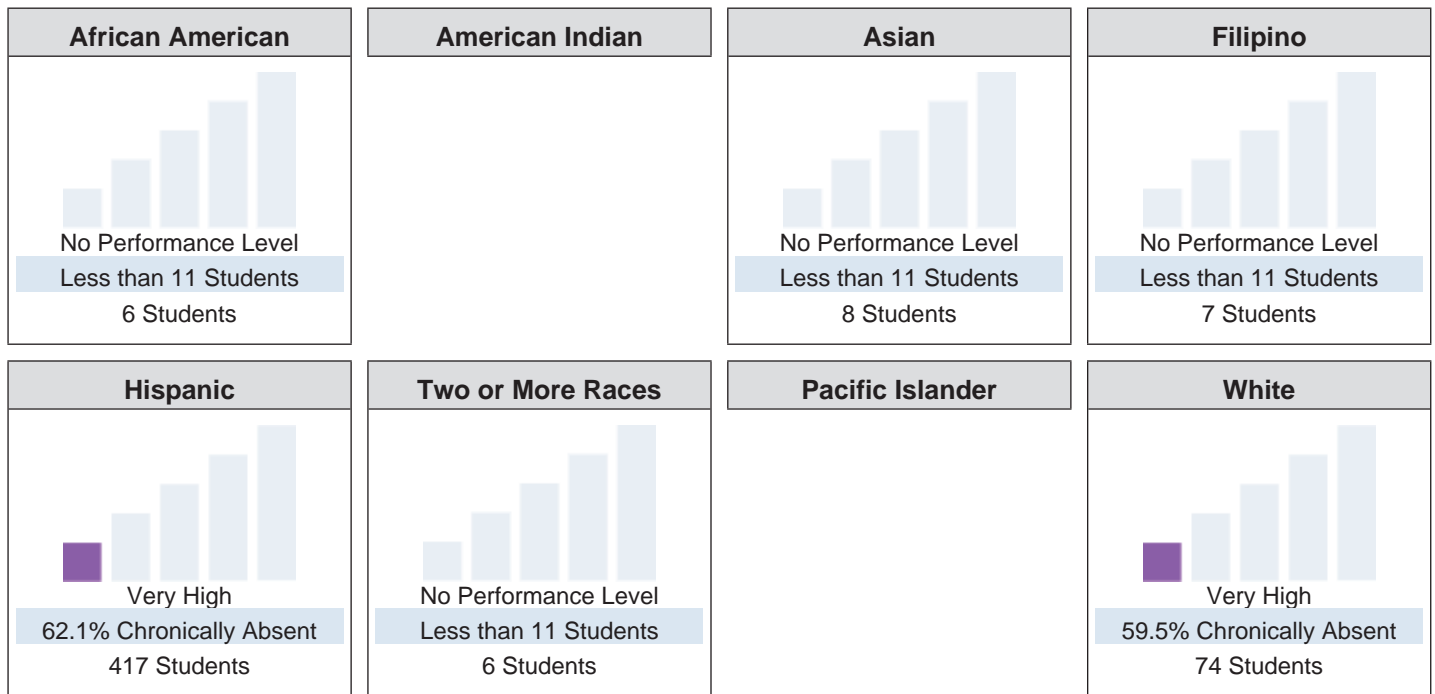
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>62% Chronically Absent</p> <p>518 Students</p>	<p>Very High</p> <p>56.3% Chronically Absent</p> <p>71 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Very High</p> <p>62.8% Chronically Absent</p> <p>363 Students</p>	<p>Very High</p> <p>62.1% Chronically Absent</p> <p>517 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



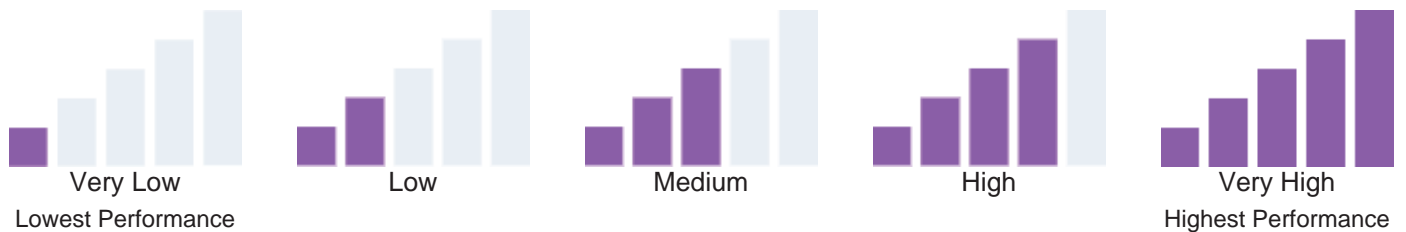
Conclusions based on this data:

1. A large number of our Chronic Absenteeism issues/concerns are due to health issues/concerns and doctors orders requesting Home and Hospital instruction during the school year.

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



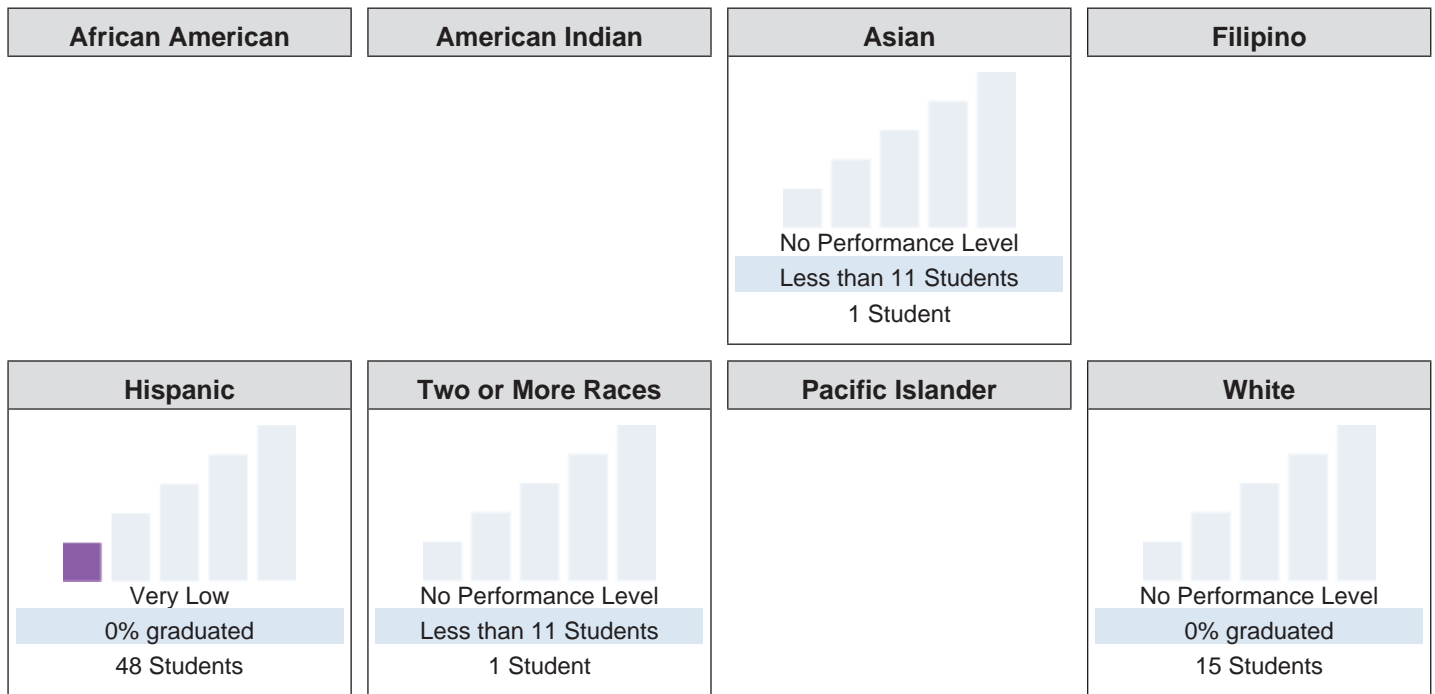
This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
3	0	0	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<p>Very Low 0% graduated 65 Students</p>	<p>No Performance Level 0% graduated 13 Students</p>	<p>No Performance Level Less than 11 Students 3 Students</p>	<p>Very Low 0% graduated 65 Students</p>	<p>Very Low 0% graduated 60 Students</p>
Students with Disabilities				
<p>Very Low 0% graduated 65 Students</p>				

2022 Fall Dashboard Graduation Rate by Race/Ethnicity



Conclusions based on this data:

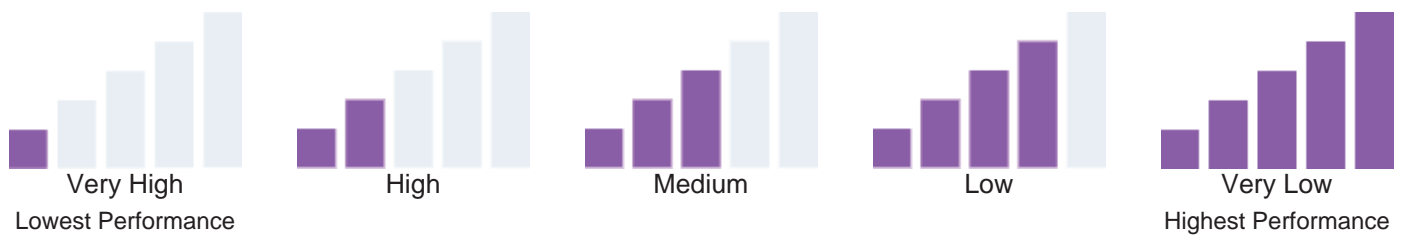
1. 100% of the students we serve within our program are non diploma track; all receiving a Certificate of Completion at the age of 22.

School and Student Performance Data

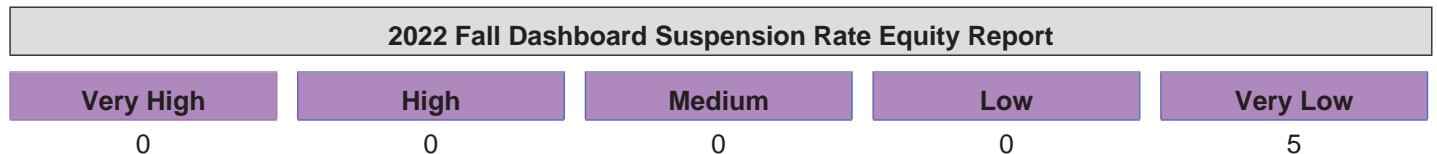
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

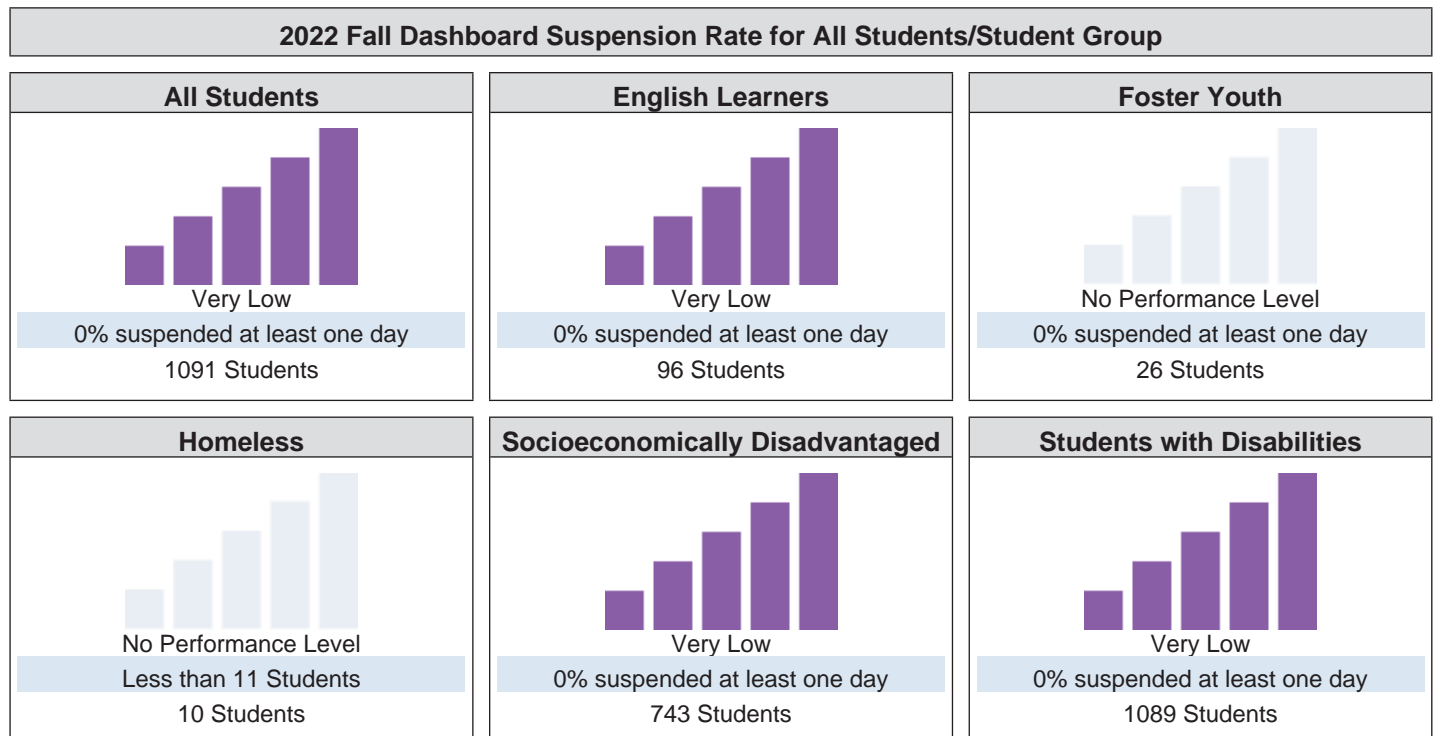
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



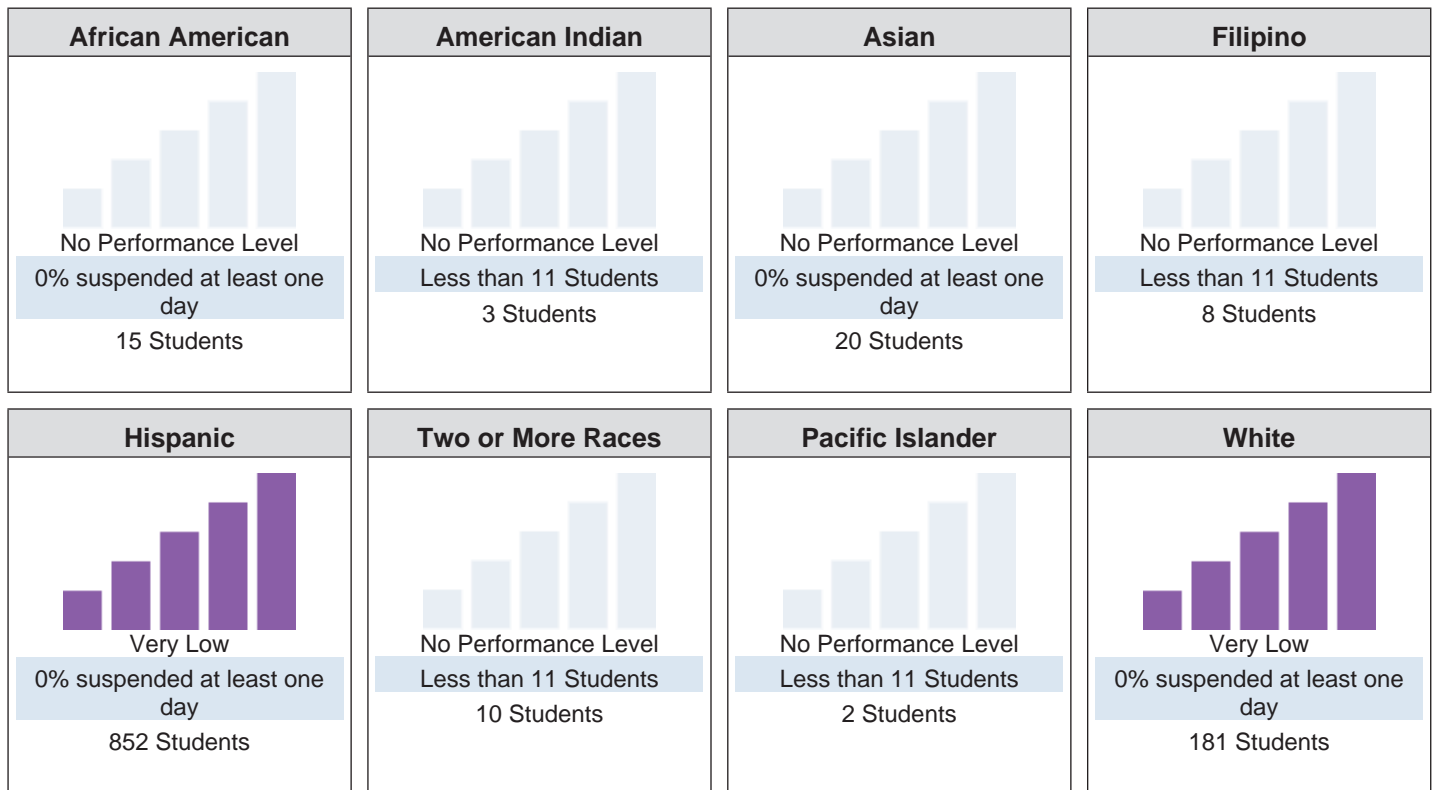
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates continue to decline 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 Subject

Student achievement

LEA/LCAP Goal

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.

Goal 1

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

Identified Need

Increased assessment scores and progress on individual goals/objectives per each student individualized education plan or IEP. New teachers and intern teachers require a high level of supervision and guidance to develop skills in classroom management, classroom organization, and development of individualized education plans (IEPs) for students. In order to train and retain highly effective educators, supports are required beyond what a site manager can provide. The use of Teachers on Special Assignment (TOSA) to provide this training and guidance will benefit both new and veteran educators and ultimately improve educational outcomes for all special education students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA Proficiency-State Assessment	116.6 points below standard	7 % of students will meet the ELA standard on the state assessment
Math Proficiency-State Assessment	179.1 points below standard	5% of students will meet the Math standard on the state assessment
English Learner Progress Toward English Language Proficiency	35.7% making progress towards English language proficiency - 2022	40% of ELs will show 1 year's growth based on ELPAC results
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.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Supplemental curriculum to increase student achievement in all academic areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

88,133

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies
Supplemental reading/ELA curriculum

23,293

Title IV Part A: Student Support and Academic
Enrichment
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Teachers on Special Assignment will be utilized to provide training to new and veteran educators in order to improve educational outcomes for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

354,102

Source(s)

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Educational technology which will provide students access to curriculum and instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

5,823

Source(s)

Title IV Part A: Student Support and Academic Enrichment
4000-4999: Books And Supplies

8,416

Title I Part A: Allocation
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Supplemental materials to reinforce learning with hands-on manipulatives and realia.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

75,000

Source(s)

Comprehensive Support and Improvement (CSI)
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This is a new goal, no comparative data available.

Briefly 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 table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$554,767
Total Federal Funds Provided to the School from the LEA for CSI	\$163,133
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$554,767.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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)	\$163,133.00
Title I Part A: Allocation	\$362,518.00
Title IV Part A: Student Support and Academic Enrichment	\$29,116.00

Subtotal of additional federal funds included for this school: \$554,767.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$554,767.00

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)	163,133.00
Title I Part A: Allocation	362,518.00
Title IV Part A: Student Support and Academic Enrichment	29,116.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	354,102.00
4000-4999: Books And Supplies	200,665.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	163,133.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	354,102.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,416.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	29,116.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	554,767.00

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:

- Sarah Hamilton School Principal
- Tiffany Stark Parent or Community Members
- Brice Meek Secondary Students

Name of Members	Role
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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, Sarah Hamilton on
SSC Chairperson, Malinda Furtado on

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

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

SUBMITTED BY:

Jody Arriaga, Director
Internal Business

SUBJECT:

Education Protection Account (EPA) - Fiscal Year 2023-2024
Resolution No. 22/23-26

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 2023-2024 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
2023-2024 Fiscal Year

RESOLUTION No. 22/23-26

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 30th 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 2023-2024 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 2023-2024 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 14, 2023, 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 14th day of June, 2023.

Tim A. Hire, Ex-Officio Secretary
Tulare County Board of Education

TULARE COUNTY OFFICE OF EDUCATION

Budget through: June 30, 2024 (Estimate)

For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,258,605.00
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
TOTAL AVAILABLE		2,258,605.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		Function Codes
Instruction	1000-1999	0.00
Instruction-Related Services		
Instructional Supervision and Administration (Goal 8600)	2100-2150	718,239.00
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	1,540,366.00
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
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,258,605.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

EPA Funds to be expended as follows:

Salary and benefits for Instructional Consultants- providing services to school districts.

Salary and benefits for Nurses- providing services to school districts.

University Preparatory High School

Budget through: June 30, 2024 (Estimate)

For Fund 091, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	778,549.00
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
TOTAL AVAILABLE		778,549.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		Function Codes
Instruction	1000-1999	778,549.00
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
TOTAL EXPENDITURES AND OTHER FINANCING USES		778,549.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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, 2024 (Estimate)

For Fund 090, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	660,852.00
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
TOTAL AVAILABLE		660,852.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		Function Codes
Instruction	1000-1999	660,852.00
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
TOTAL EXPENDITURES AND OTHER FINANCING USES		660,852.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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
BOARD ENCLOSURE FORM**

SUBMITTED BY:

Fernie Marroquin, Ed.D., Assistant Superintendent
Business Services

SUBJECT:

Consideration and Adoption of the 2023-2024 Tulare County Office of Education Budget

DESCRIPTION/SUMMARY:

This board held a public hearing on May 10, 2023 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, 2023.

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, 2023-2024 and 2024-2025 (Resolution No. 22/23-27 and Resolution No. 22/23-28)

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 (2023-2024). Resolution No. 22/23-27 authorizes loans to school districts and charter schools for 2023-2024 up to a maximum of \$300,000.

Education Code 42622 specifies repayment to the County School Service Fund in the next

FINANCING: succeeding fiscal year (2024-2025). Resolution No. 22/23-28 authorizes loans to school districts and charter schools for 2024-2025 up to a maximum of \$300,000.

Districts obtaining such loans will be charged interest at the rate earned by the County Treasury for the corresponding period.

RECOMMENDATION:

It is recommended that said resolutions authorizing temporary loans to school districts and charter schools be adopted 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 2023-2024 School Year
(Ed. Code 42621)

RESOLUTION NO. 22/23-27

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 2023-2024 fiscal year.
2. Said loans are to be repaid by school districts or charter schools before June 30, 2024.

THE FOREGOING RESOLUTION was adopted upon motion of Trustee _____,
seconded by Trustee _____, at a regular meeting held this 14th day of June,
2023, 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 14th day of June, 2023.

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 2024-2025 (Ed. Code 42622)

RESOLUTION NO. 22/23-28

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 2023-2024 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 2024-2025 fiscal year.

THE FOREGOING RESOLUTION was adopted upon motion of Trustee _____,
seconded by Trustee _____, at a regular meeting held this 14th day of June,
2023, 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 14th day of June, 2023.

Tim A. Hire, Ex-Officio Secretary,
Tulare County Board of Education

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

SUBMITTED BY:

Jeff Ramsay, Director, General Services

SUBJECT:

Public Hearing per Government Code Section 4217.10-4217.18, regarding proceeding with a Solar Generation, Battery Storage System, and Electric Vehicle Charging program.

DESCRIPTION/SUMMARY:

Public Hearing per Government Code Section 4217 .10 -4217 .18, regarding proceeding with a Solar Generation, Battery Storage System, and Electric Vehicle Charging program.

FINANCING:

None

RECOMMENDATION:

None

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

SUBMITTED BY:

Jeff Ramsay, Director, General Services

SUBJECT:

Resolution approving the findings for Government Code Section 4217 and approval of facility solutions agreement with SiteLogiq.

DESCRIPTION/SUMMARY:

Government Code Section 4217 allows a public agency to enter into contract that is in the best interest of the public agency if the determination is made at a regularly scheduled public hearing, public notice of which is given at least two weeks in advance, and if the governing body finds that funds for the repayment of the financing or the cost of design, construction, and operation of the energy conservation facility, or both, as required by the contract, are projected to be available from revenues resulting from sales of electricity.

FINANCING:

Project will be paid using a 0% interest loan from the CEC funded by the energy savings.

RECOMMENDATION:

Adopt the resolution

RESOLUTION No. 22/23-29
BEFORE THE BOARD OF TRUSTEES OF THE
TULARE COUNTY OFFICE OF EDUCATION
TULARE COUNTY, CALIFORNIA

In the Matter of Authorizing TCOE to) RESOLUTION AUTHORIZING THE APPROVAL
Enter into an agreement for the) OF FINDINGS FOR GOVT. CODE SECTION 4217
Installation of solar generation, battery) AND FACILITY SOLUTIONS AGREEMENT
Energy storage and electric vehicle)
Charging measures at County Office sites)

Whereas, the California Energy Commission provides loans to schools, hospitals, local governments, special districts, and public care institutions to finance energy efficiency improvements;

Whereas, the County Office Board of Trustees ("Board") has endorsed the goal of energy efficiency and directed staff to develop energy efficient practices for use at existing County Office sites; and

Whereas, the County Office approved an agreement to enter into negotiations with SitelogIQ and its associated entities which proposed energy efficiency projects for the County Office to include solar generation improvements, battery energy storage, and electric vehicle charging to the sites; and

Whereas, the Board has received and reviewed information and data presented by County Office staff demonstrating that the cost to the County Office for Supplier to provide conservation measures pursuant to the Agreement will be less than the anticipated benefits received by the County Office; and

Whereas, in order to maximize the cost savings from the energy project, the County Office desires to improve the building energy efficiency at specified sites with the scope of work; and

Whereas, the Board of Trustees is authorized pursuant to Sections 4217.10 through 4217.18 of the California Government Code (the "Act") to enter into energy conservation contracts pursuant to which the County Office may acquire equipment and services to reduce energy use.

Be It Resolved that based on comments, staff reports and documentation reviewed by the Board, the Board makes the formal findings that the cost of the project will be offset by the anticipated savings; and

Now, Therefore, Be It Resolved, as follows:

Section 1. The Board of Trustees hereby finds, determines and declares as follows:

(a) The anticipated cost to the County Office for "Conservation Services" as defined in Section 4217.11(c) of the Act and as provided for by the SitelogIQ Contract, the Lease and/or the Project will be less than the anticipated marginal cost to the County Office of energy that would have been consumed by the County Office in the absence of the Project.

(b) To the extent that the SitelogIQ Contract and/or the Lease grant easements, rights-of-way, licenses, rights of access, or other rights in the real property of the County Office upon which the Project will be constructed and installed, the difference, if any, between the fair rental value of such rights and the portion of the rent under the Lease attributable to such rights, is anticipated to be offset by benefits provided to the County Office under the SitelogIQ Contract and the Lease.

(c) Funds for the payment of amounts due under any Lease are projected to be available from funding which otherwise would have been used for the purchase of energy required by the County Office in the absence of the Project.

Be It Further Resolved, that the Board hereby approves the Agreement;

Be It Further Resolved, that the County Office’s Superintendent or his designee is authorized to take such actions and execute such agreements and documentation necessary to affect the intent of this Resolution.

* * * * *

THE FOREGOING RESOLUTION was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular meeting held on June 14, 2023, by the following vote:

AYES: _____
NOES: _____
ABSENT: _____

I, Tim 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 14th day of June 2023.

Tim Hire, Ex-Officio Secretary,
Tulare County Board of Education