

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Tehachapi Unified School District		
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2017-20 Plan Summary

THE STORY

Describe the students and community and how the LEA serves them.

The Tehachapi Unified School District encompasses an area of 522 square miles and offers an excellent and diverse educational program to students living within the area. Student enrollment is approximately 4,392 students in Kindergarten through the 12th grade.

The district operates three elementary schools, one middle school, an alternative education school, one comprehensive high school, and one home based independent learning academy. Tehachapi is well known for their diverse and excellent academic and athletic programs.

Tehachapi High School offers an extensive variety of academic courses and extracurricular activities. Tehachapi Education Center houses Monroe High School and Tehachapi Adult School. Jacobsen Middle School includes sixth through eighth grade students and provides a strong academic base to students through a team-teaching interdisciplinary program. There are three elementary schools within the Tehachapi Unified School District; Tompkins, Golden Hills and Cummings Valley.

LCAP HIGHLIGHTS

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

The 2018-2019 Tehachapi Unified School District (TUSD) Local Control and Accountability Plan (LCAP) is the result of the discussions, program evaluations, and consultations with teachers, administrators and community members on how to best address the student achievement and allocate funds received by the district from the Local Control Funding Formula (LCFF) and Supplemental funds allotted to the Local Educational Agency (LEA). The intent of the TUSD LCAP is to provide students with a broad course of study that will promote college/career and military readiness, as they work to acquire knowledge to meet or exceed academic expectations as determined by the State of California's Common Core State Standards and the State assessments that measure their progress. Parent meetings, stakeholder surveys, and ongoing requests for input from the community were weighed heavily in the development of this plan. All expenditures outlined within this document are supplemental and/or enhancements to the basic required expenditures for the district to conduct educational services under California Education Code. This supplemental funding allows the district to principally direct and support students in the Low Socioeconomic, English Learner, and Homeless/Foster Youth student subgroups.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon

that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Tehachapi Unified School District showed great improvement in many areas of the California Dashboard of Fall 2017, including two of our key LCAP focus areas: Suspension Rates and Graduation Rates. In Suspension Rates, EL Progress, and Graduation Rates, "all students performance" fell into the green range, with the following improvements:

- Suspension Rate: declined by 0.7% to a "medium" rating of 3.4%
- EL Progress: increased by 5.8% to a "high" rating of 77%
- Graduation Rate: "high" at 92.9% and maintained with an increase of 0.9% from 2016

Additionally, for the key metrics of Suspension Rates and Graduation Rates, improvements for targeted subgroups were more significant. Suspension Rates Declined Significantly for:

- Foster Youth (decrease of 16.6% to 8%)
- Students with Disabilities (decrease of 2.7% to 8.3%)
- African Americans (decrease of 6.7% to 11.6%)
- American Indians (decrease of 3.2% to 5.9%)
- Two or More Races (decrease of 4.4% to 1.5%)

Graduation Rates increased significantly for:

- Students with Disabilities (increase of 9% to 78.8%)
- Hispanic (increase of 5.1% to 94%)

Programs supported by the 2016-17 LCAP are demonstrating effectiveness in local performance indicators, including scores on interim assessments, that put TUSD in a position to anticipate positive increases in CAASPP scores during the 2018 testing cycle at most grade levels. The LCAP Advisory Committee is pleased with the actions in Goal 1 of the LCAP, in particular, professional development and the "Instructional Leadership Teams" that provide teachers with the opportunity to collaborate and identify and develop best-practices for student success in English Language Arts, Math and Science.

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

GREATEST NEEDS

The Tehachapi Unified School District has selected four indicators to focus on: Suspension, Graduation, English Language Arts (ELA), and Mathematics. As described in the Greatest Progress section, the Graduation Rate metric demonstrated a significant improvement over the prior year. Although Suspension Rates revealed improvement in many subgroups, changes in two subgroups placed them into the "orange" range: Homeless students increased in suspension rates by 0.5% to 5.1% in 2017 and Asian students increased by 2.1% to 2.1% in 2017.

Unfortunately, overall progress in Graduation Rates and Suspension Rates was not mirrored by student performance as measured by the CAASPP. In English Language Arts, the "all students" group was classified into the "orange range" for their performance on the 2017 CAASPP (18 points below level 3, "maintained" from 2016). In Mathematics, a similar result revealed the "all students" group to be classified into the "orange range" as well (44.3 points below level 3, "maintained" from 2016).

Breaking down academic performance for English Language Arts by subgroup, the following subgroups demonstrated a lack of progress ("maintained") or a decline in performance :

- Homeless (declined 9.2 points to 36.2 points below level 3)
- Socioeconomically Disadvantaged (maintained +2.5 points to 47.5 points below level 3)
- Students with Disabilities (declined 9.3 points to 111 points below level 3)
- White (declined 4.6 points to 8.1 points below level 3)

Similarly, viewing results in Mathematics, the following subgroups demonstrated a lack of progress ("maintained") or a decline in performance :

- Homeless (declined 28.2 points to 68.5 below level 3)
- Socioeconomically Disadvantaged (maintained +1.4 points to 72.9 points below level 3)
- Students with Disabilities (maintained +2.2 to 129 points below level 3)
- White (maintained -2.6 to 32.8 points below level 3)

The lack of growth in academic performance has prompted the District to investigate resources for universal assessment and progress monitoring as well as for data analysis, both to assist in identifying and targeting individual student needs. Professional Development in the use of these tools, PBIS implementation, and equitable classroom practices have been planned for the 2018-19 school year. Restructuring of certificated staff will occur to provide programs that address the academic and social needs of all students, but these efforts will be principally directed to benefit low income and English Learner student populations. Filling vacant positions will assist in implementing actions and strategies outlined in this LCAP.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The California Dashboard identified performance gaps for student subgroups in Suspension Rates. The data indicated that Homeless students had a "high" incidence of suspensions at 5.1%, reflecting an increase of 0.5% and, although Asian students had a "low" incidence at 2.1%, this was the result of a significant

increase of 2.1%. Both subgroups were identified to have an "orange" range for student performance in Suspension Rates, placing these subgroups two performance levels below the "all students" group rating of "green."

To address overall suspension rates and to reduce/eliminate performance gaps in this category, for the 2018-19 school year, TUSD is planning to expand implementation of Positive Behavioral Intervention Supports (PBIS) throughout the District; utilize Multi-Tiered Systems of Supports to identify and address student needs; and adopt Alternative to Suspension practices to provide targeted intervention for at-risk students. The District will be providing professional development in these initiatives.

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

INCREASED OR IMPROVED SERVICES

Based on a review of the data, research, and stakeholder feedback Tehachapi Unified School District is implementing actions to increase and improve services for low income, English learner, and foster youth students. The actions and services expressed by stakeholders of Tehachapi Unified School District have remained constant for implementing these actions and services. Increase have been made in funding for the following areas:

1. Student Social and Emotional Needs: The social and emotional wellness of children is imperative to support academic success and helping students to become college, career, and military ready. Restructuring of certificated and classified staff will provide TUSD the flexibility to put personnel in place to support students and families of the district's Low Socioeconomic, English Learner, Foster, and Homeless students. The goal of the Tehachapi Unified School District is to identify the need for services and provide services to eliminate barriers to student achievement.
2. Restructuring of certificated staff to allow for implementation of additional services to students in the area of Mathematics. The district will be purchasing supplemental materials in English Language Arts and Mathematics for the 2018-2019 school year to address the needs of students in the Response to Intervention (RTI) program and English Language Learners (EL).
3. The district will continue to support teachers and provide Instructional Leadership Teams (ILT) with a focus on addressing the needs of EL Students. Teacher surveys indicated that they would like further collaboration time and professional development in differentiation of instruction, instructional strategies to assist English Learners, and the use of technology in the classroom. This support for teachers has been scheduled the 2018--2019 school year and will continue to be driven by data gathered from formative assessments. Principals and teachers will use that data to inform and direct the instruction and special LCAP and categorical funded programs offered to English Learners.
4. It has been Tehachapi Unified School District's experience that low income students do not have reliable access to technology; and to fully prepare students for college, career, and the military it is necessary to include consistent use of technology in our classrooms. The district will continue to assess technology needs and develop a district-wide plan for base services, on-going replacement, and expansion of new technology; and provide a computer lab attendant in each elementary school lab and provide them with professional development and software for instruction. The district will also explore hiring a confidential management position to direct and support student access and annual replacement plan.



BUDGET SUMMARY

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

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 46,450,795

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

\$ 24,450,718

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

General fund expenditures specified above include salaries, and benefits for all certificated teachers, classified personnel, and administrative staff members, and books and supply services.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 38,128,053

ANNUAL UPDATE

LCAP YEAR REVIEWED: 2017-2018

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

GOAL 1

All students will make progress in meeting/exceeding standards in all core areas by increasing at least one performance level on relevant assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1,2,4

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
<p>Priority 1(a) – Basic Services Fully Credentialed Teachers: 91% Teacher Misassignments: 0</p> <p>Priority 1(b) – Basic Services: Instructional materials: 100% compliance on Williams</p> <p>Priority 1(c)- Basic Services FIT: Good/exemplary ratings all sites</p> <p>Priority 2 (a) - Implementation of State Standards: Pacing Guides aligned to CCSS were implemented in 100% of K- 12 District classrooms for ELA and Math. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. Benchmark assessments administered in 100% of ELA and Math classrooms. All</p>	<p>Priority 1(a) – Basic Services Fully Credentialed Teachers: 93% Teacher Misassignments: 0</p> <p>Priority 1(b) – Basic Services: Instructional materials: 100% compliance on Williams</p> <p>Priority 1(c)- Basic Services FIT: Good/exemplary ratings all sites</p> <p>Priority 2 (a and b) - Implementation of State Standards: Pacing Guides aligned to CCSS maintained 100% implementation in K- 12 District classrooms for ELA and Math. Maintained 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency was not completed due to lack of staffing. Benchmark assessments were</p>

other state adopted content standards are fully implemented. NGSS standard metrics were created through an Instructional Leadership team.

Priority 2 (b) - Implementation of State Standards:

100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency was not completed due to lack of staffing. Benchmark assessments were administered in 100% of ELA and Math classrooms. All other state adopted content standards are fully implemented. NGSS standard metrics were created through an

administered in 100% of ELA and Math classrooms. All other state adopted content standards are maintained full implementation. NGSS standard metrics were created through an Instructional Leadership team in the 2017-2018 school year.

Priority 4(a) - Pupil Achievement:

Students will show continual academic progress in reaching proficiency, evidenced by the following percentage of students scoring proficient.

15/16 ELA - 47% Met or Exceeded Standards
15/16 Math - 33% Met or Exceeded Standards
15/16 Science - 61.58% Met or Exceeded Standards

Priority 4(a) - Pupil Achievement:

Students demonstrated a slight decrease in reaching proficiency, as evidenced by the following percentage of students scoring Met or Exceeded standards.

16/17 ELA - 45% Met or Exceeded Standards
16/17 Math - 30% Met or Exceeded Standards
16/17 Science (CAST) - n/a (scores not reported)

Priority 4(b)- Pupil Achievement:

API-N/A

Priority 4(b)- Pupil Achievement:

API – N/A

Priority 4(c)- Pupil Achievement:

Total Grads with UC/CSU Required Courses will increase by 3% The total for students in UC/CSU Required Courses will increase by 3%

Priority 4(c)- Pupil Achievement:

A-G Course Access and Completion: Total Grads with UC/CSU Required Courses decreased to 25.3%

Priority 4(d) - Pupil Achievement:

Percentage of EL pupils making progress toward English proficiency will increase by 3%.

Priority 4(d)- Pupil Achievement:

Percentage of EL pupils making progress toward English proficiency, as measured by student advancement in CELDT scores between 2015 and 2016 testing. – 33.5% (a decrease of 33.9%).

Priority 4(e) – Pupil Achievement:

The Reclassification Rate Reclassification rate will increase by 3%

Priority 4(e) – Pupil Achievement:

The Reclassification Rate Reclassification rate decreased to 11.6%. The

	District met all AMAO Targets under Title III.
Priority 4(f) – Pupil Achievement: Percentage of total AP Students with Scores 3+ will increase by 3%	Priority 4(f) – Pupil Achievement: Advanced Placement: % of Total AP Student with Scores 3+ decreased to 32.96% (a decrease of 23.91%).
Priority 4(g) – Pupil Achievement: Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.	Priority 4(g) – Pupil Achievement: EAP Results: % of Total Students passing the EAP decreased to ELA – 17.6% & Math – 2.5%

ACTIONS / SERVICES

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide highly qualified teachers; ensure teachers not highly qualified acquire necessary	In 2017-18, TUSD provided highly qualified teachers and ensured that teachers not highly	Amount: \$19,536,117	Amount: \$18,557,054

authorizations and/or certifications.	qualified acquired necessary authorizations and/or certifications.	Source: Base \$10,482,770 EPA \$5,570,783 Special Education \$3,482,564 Budget Reference: Base: 1000-1999 Certificated Salaries \$7,390,274 3000-3999 Employee Benefits \$3,092,496 EPA: 1000-1999 Certificated Salaries \$3,941,905 3000-3999 Employee Benefits \$1,628,878 Special Education: 1000-1999 Certificated Salaries \$2,452,505 3000-3999 Employee Benefits \$1,030,059	Source: Base \$9,391,544 EPA \$5,523,621 Special Education \$3,641,889 Budget Reference: Base: 1000-1999 Certificated Salaries \$6,862,185 3000-3999 Employee Benefits \$2,529,359 EPA: 1000-1999 Certificated Salaries \$4,002,300 3000-3999 Employee Benefits \$1,521,321 Special Education: 1000-1999 Certificated Salaries \$2,652,673 3000-3999 Employee Benefits \$989,216
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement pacing guides and administer Interim Assessments in core subjects. Conduct data analysis after each Interim Assessment to monitor academic student achievement for all students, create a feedback loop for updating and revising pacing guides and based on data analysis.	In 2017-18, TUSD continued to implement pacing guides and administered Interim Assessments in core subjects. Interim Assessments were administered three times each in Math and English Language Arts. Teachers and administrators conducted data analysis after each Interim Assessment to monitor academic student achievement for all students in addition to creating a feedback	Amount: \$190,323 Source: Supplemental \$20,000 Educator Effectiveness Grant \$47,667 Base \$122,656 Budget Reference:	Amount: \$134,726 Source: Supplemental \$12,588 Educator Effectiveness Grant \$94,454 Base \$27,684 Budget Reference: Supplemental:

loop for updating and revising pacing guides based on data analysis.

Supplemental:
1000-1999 Certificated Salaries \$14,579
3000-3999 Employee Benefits \$5,421

Educator Effectiveness Grant:
1000-1999 Certificated Salaries \$15,000
3000-3999 Employee Benefits \$2,667
4000-4999 Books & Supplies \$5,000
5000-5999 Services & Other Operating Expenses \$25,000

Base:
1000-1999 Certificated Salaries \$89,255
3000-3999 Employee Benefits \$18,401
4000-4999 Books & Supplies \$15,000

1000-1999 Certificated Salaries \$10,799
3000-3999 Employee Benefits \$1,789
Educator Effectiveness Grant:
1000-1999 Certificated Salaries \$0
3000-3999 Employee Benefits \$0
4000-4999 Books & Supplies \$53,938
5000-5999 Services & Other Operating Expenses \$40,516
Base:
1000-1999 Certificated Salaries \$21,571
3000-3999 Employee Benefits \$6,113
4000-4999 Books & Supplies \$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to fund Student Study Team Positions at all elementary sites. At the Middle and High school level, Student Study Teams will be coordinated by a site administrator.	In 2017-18, TUSD funded Student Study Teams at all elementary sites. At the Middle and High School level, Student Study Teams were coordinated by a site administrator. This action was principally directed toward low income and English Learner student populations.	<p>Amount: \$55,863</p> <p>Source: Supplemental \$55,863</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated</p>	<p>Amount: \$28,952</p> <p>Source: Supplemental \$28,952</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$22,772</p>

		Salaries \$42,385 3000-3999 Employee Benefits \$13,478	3000-3999 Employee Benefits \$6,180
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Utilizing certificated and classified staff, provide Response to Intervention (RTI), professional development, and classroom support in reading and math at each elementary school.	In 2017-18, TUSD utilized certificated and classified staff to provide Response to Intervention (RTI), professional development, and classroom support in reading and math at each elementary school. This action was principally directed toward low income and English Learner student populations.	Amount: \$560,371 Source: Supplemental \$502,712 Title II \$57,659 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$257,794 2000-2999 Classified Salaries \$111,378 3000-3999 Employee Benefits \$133,540 Title II: 1000-1999 Certificated Salaries \$40,915 3000-3999 Employee Benefits \$16,744	Amount: \$639,312 Source: Supplemental \$573,324 Title II \$65,988 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$329,900 2000-2999 Classified Salaries \$112,245 3000-3999 Employee Benefits \$131,156 4000-4999 Books & Supplies \$23 Title II: 1000-1999 Certificated Salaries \$49,787 3000-3999 Employee Benefits \$15,932 4000-4999 Books & Supplies \$269

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to provide high quality staff development in best practices to support instruction in common core standards. Utilizing certificated staff to support in delivering the Common Core State Standards in the area of	In 2017-18, TUSD continued to provide high quality staff development in best practices to support instruction in common core standards. TUSD utilized certificated staff to support in delivering the Common Core State Standards	Amount: \$23,556 Source: Educator Effectiveness Grant \$23,556 Budget Reference:	Amount: \$35,460 Source: Educator Effectiveness Grant \$35,460

ELA/ELD, RTI, and Math.	in the area of ELA/ELD, RTI, and Math.	Educator Effectiveness Grant: 1000-1999 Certificated Salaries \$20,000 3000-3999 Employee Benefits \$3,556	Budget Reference: Educator Effectiveness Grant: 1000-1999 Certificated Salaries \$25,242 3000-3999 Employee Benefits \$7,200 4000-4999 Books & Supplies \$3,018
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Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to work on a system to providing professional development in equitable classroom practices and utilize Classroom Walkthroughs as a means to provide consistent feedback on instructional practices.	In 2017-18, TUSD provided professional development in equitable classroom practices. The Chief Administrator conducted classroom walkthroughs with site administration. This action was principally directed toward low income and English Learner student populations.	Amount: \$40,000 Source: Educator Effectiveness Grant \$20,000 Supplemental \$20,000 Budget Reference: Educator Effectiveness Grant: 5000-5999 Services & Other Operating Expenses \$20,000 Supplemental: 5000-5999 Services & Other Operating Expenses \$20,000	Amount: \$23,266 Source: Educator Effectiveness Grant \$10,518 Supplemental \$12,748 Budget Reference: Educator Effectiveness Grant: 5000-5999 Services & Other Operating Expenses \$10,518 Supplemental: 5000-5999 Services & Other Operating Expenses \$12,748

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Instructional Leadership Team (ILT) to provide professional development in the Science state framework, and adopt Standards-based materials in Science. Identify essential standards, and create new pacing guides and benchmarks.	In 2017-18, TUSD continued Instructional Leadership Team (ILT) adoption committee progress in professional development for and implementation of the Science state framework. ILT members identified essential standards, created new pacing guides, purchased supplemental materials, and	Amount: \$21,778 Source: Educator Effectiveness Grant \$21,778 Budget Reference: Educator Effectiveness Grant:	Amount: \$35,246 Source: Educator Effectiveness Grant \$35,246 Budget Reference: Educator Effectiveness Grant:

continued transition process.

1000-1999 Certificated Salaries \$10,000
3000-3999 Employee Benefits \$1,778
5000-5999 Services & Other Operating Expenses \$10,000

1000-1999 Certificated Salaries \$10,615
3000-3999 Employee Benefits \$984
4000-4999 Books & Supplies \$17,794
5000-5999 Services & Other Operating Expenses \$5,853

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to use library system to barcode all teacher and student materials. Maintain library staffing and library hours for student access. Maintain budget for library books per student at all sites. Maintain the subscription to World Book Online and provide training to all staff to include best practices that support metacognition.	In 2017-18, TUSD continued to use the library system to barcode all teacher and student materials. Library staffing and library hours were maintained for student access. Budget for library books, per student, and subscription to World Book Online were maintained at all sites. Training was provided for all staff including best practices that support metacognition. This action was principally directed toward low income and English Learner student populations.	<p>Amount: \$101,809</p> <p>Source: Base \$71,809 Supplemental \$30,000</p> <p>Budget Reference: Base: 2000-2999 Classified Salaries \$6,000 3000-3999 Employee Benefits \$1,739 4000-4999 Books & Supplies \$48,892 5000-5999 Services & Other Operating Expenses \$15,178</p> <p>Supplemental: 1000-1999 Certificated Salaries \$21,791 3000-3999 Employee Benefits \$8,209</p>	<p>Amount: \$100,242</p> <p>Source: Base \$55,023 Supplemental \$45,219</p> <p>Budget Reference: Base: 2000-2999 Classified Salaries \$1,432 3000-3999 Employee Benefits \$329 4000-4999 Books & Supplies \$44,426 5000-5999 Services & Other Operating Expenses \$8,836</p> <p>Supplemental: 1000-1999 Certificated Salaries \$34,107 3000-3999 Employee Benefits \$11,112</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual
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			Expenditures
Provide ELA and math intervention at the middle and high school utilizing computer programs such as APEX/PLATO during the school day. In addition, research best practices for restructuring the secondary RTI program.	In 2017-18, TUSD provided ELA and Math intervention at the middle and high school utilizing computer programs such as APEX/PLATO during the school day. Additionally, TUSD continued to research best practices for restructuring secondary RTI program. This action was principally directed toward low income and English Learner student populations.	Amount: \$478,000 Source: Supplemental \$478,000 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$332,358 3000-3999 Employee Benefits \$145,642 5000-5999 Services & Other Operating Expenses \$0	Amount: \$528,212 Source: Supplemental \$528,212 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$375,495 3000-3999 Employee Benefits \$133,857 5000-5999 Services & Other Operating Expenses \$18,860

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to assess technology needs and develop a district wide plan for base services, on- going replacement, and expansion of new technology. Provide a computer lab attendant in each elementary school lab and provide them with professional development and software for instruction	In 2017-18, TUSD continued to assess technology needs and refine a district wide plan for base services, on-going replacement, and expansion of new technology. TUSD provided a computer lab attendant in each elementary school lab and provided them with professional development and software for instruction. This action was principally directed toward low income and English Learner student populations.	Amount: \$195,131 Source: Base \$140,736 Supplemental \$54,395 Budget Reference: Base: 4000-4999 Books & Supplies \$140,736 Supplemental: 2000-2999 Classified Salaries \$43,489 3000-3999 Employee Benefits \$10,906	Amount: \$278,064 Source: Base \$214,139 Supplemental \$63,925 Budget Reference: Base: 4000-4999 Books & Supplies \$204,709 5000-5999 Services and Other Operating Expenses \$9,430 Supplemental: 2000-2999 Classified Salaries \$50,014 3000-3999 Employee Benefits \$13,911

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual
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			Expenditures
Utilizing certificated and classified staff to provide high quality professional development in instructional technologies on different computer applications and support training in digital citizenship and 21st Century skills for all stakeholders.	In 2017-18, TUSD utilized certificated and classified staff to provide high quality professional development in instructional technologies on different computer applications. Additionally, training in digital citizenship and 21st Century skills was provided for various stakeholders. This action was principally directed toward low income and English Learner student populations.	Amount: \$5,070 Source: Title II, Part A \$5,070 Budget Reference: Title II, Part A: 1000-1999 Certificated Salaries \$4,305 3000-3999 Employee Benefits \$765	Amount: \$11,468 Source: Title II, Part A \$11,468 Budget Reference: Title II, Part A: 1000-1999 Certificated Salaries \$5,088 3000-3999 Employee Benefits \$6,380

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide tutoring before/after school for all schools. Provide an online program for assessing and targeting the needs of the tutoring students.	In 2017-18, TUSD provided tutoring before/after school for all school sites. TUSD continued to provide an online program for assessing and targeting the needs of the tutoring students. This action was principally directed toward low income and English Learner student populations.	Amount: \$43,673 Source: Base \$9,500 Supplemental \$34,173 Budget Reference: Base: 5000-5999 Services and Other Operating Expenses \$9,500 Supplemental: 1000-1999 Certificated Salaries \$29,000 3000-3999 Employee Benefits \$5,173	Amount: \$21,145 Source: Base \$286 Supplemental \$20,859 Budget Reference: Base: 5000-5999 Services and Other Operating Expenses \$286 Supplemental: 1000-1999 Certificated Salaries \$17,444 3000-3999 Employee Benefits \$3,415

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Home Based Independent Study Program (TILA) to continue to offer A-G requirements, community outreach, and enrichment programs; evaluate effectiveness of effort. Continue contract with Plato computer online subscription.	In 2017-18, TUSD's Home Based Independent Study Program (TILA) continued to offer A-G requirements, community outreach, and enrichment programs; with ongoing evaluation of effectiveness of effort. TUSD continued assignment of one administrator to TILA and allowed APEX computer online subscription to expire in order to facilitate full adoption of PLATO computer online subscription.	Amount: \$176,278 Source: \$176,278 Budget Reference: Base: 1000-1999 Certificated Salaries \$76,720 2000-2999 Classified Salaries \$33,087 3000-3999 Employee Benefits \$51,471 5000-5999 Services & Other Operating Expenses \$15,000	Amount: \$31,321 Source: Base \$31,321 Budget Reference: Base: 1000-1999 Certificated Salaries \$0 2000-2999 Classified Salaries \$19,480 3000-3999 Employee Benefits \$11,841 5000-5999 Services & Other Operating Expenses \$0
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Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Evaluate summer school course offerings and outcomes. Continue to research acceleration model, front-loading next year essential standards to better prepare students for the content and rigor of CCSS. Maintain credit recovery model as needed.	In 2017-18, TUSD Summer School offerings was credit recovery model. The Coordinator of Curriculum and Instruction position was not filled - unable to implement and research essential standards and acceleration model.	Amount: \$165,006 Source: Base \$92,015 Special Education \$72,991 Budget Reference: Base: 1000-1999 Certificated Salaries \$56,000 2000-2999 Classified Salaries \$20,000 3000-3999 Employee Benefits \$15,615 4000-4999 Books & Supplies \$400 Special Education: 1000-1999 Certificated	Amount: \$95,352 Source: Base \$40,513 Special Education \$54,839 Budget Reference: Base: 1000-1999 Certificated Salaries \$10,935 2000-2999 Classified Salaries \$22,376 3000-3999 Employee Benefits \$7,554 4000-4999 Books & Supplies -\$352 Special Education: 1000-1999 Certificated Salaries \$23,978 2000-2999 Classified Salaries \$21,406 3000-3999 Employee Benefits \$9,364

		Salaries \$30,863 2000-2999 Classified Salaries \$27,350 3000-3999 Employee Benefits \$13,226 4000-4999 Books & Supplies \$500 5000-5999 Services & Other Operating Expenses \$1,052	4000-4999 Books & Supplies \$0 5000-5999 Services & Other Operating Expenses \$91
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Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Co-Administrator positions at elementary sites for monitoring student achievement, RTI, and support to teachers	In 2017-18, TUSD continued utilizing Co-Administrator positions at elementary sites to monitor student achievement and RTI, and to support teachers. This action was principally directed toward low income and English Learner student populations.	Amount: \$355,930 Source: Title I \$355,930 Budget Reference: Title I: 1000-1999 Certificated Salaries \$263,668 3000-3999 Employee Benefits \$92,262	Amount: \$389,730 Source: Title I \$389,730 Budget Reference: Title I: 1000-1999 Certificated Salaries \$288,287 3000-3999 Employee Benefits \$101,443

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Addition of certificated staff to support teachers in RTI, Science, and Math	In 2017-18, TUSD did not add certificated staff to support teachers in RTI, Science, and Math.	Amount: \$152,841 Source: Supplemental \$152,841 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$115,726	Amount: \$104,497 Source: Supplemental \$104,497 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$77,674

		3000-3999 Employee Benefits \$37,115	3000-3999 Employee Benefits \$26,823
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In 2017-18, TUSD implemented most action items/services under Goal 1. However, due to staffing issues, the Coordinator of Instructional Services and Technology position was not filled. Neither were the classified staff positions for support of teachers in RTI, Science, and Math. Due to these staffing deficits, actions 1.6, 1.8, 1.13, and 1.16 were not fully implemented.

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

Overall, the implementation of the above actions/services in 2017-18 enabled TUSD to build a foundation upon which further gains can be made in striving towards Goal 1. Those action items that were implemented generally resulted in increased collaboration, targeted interventions, and district-wide implementation of the Common Core State Standards, Interim Assessments, and data-driven instruction. However, staffing issues prevented effective widespread implementation of targeted actions/services and will continue to hamper substantial growth towards achieving this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences in the amounts budgeted and spent for the following action items:

1.06- Provide professional development on equitable classroom practices. This action expended less than the budgeted. The position that was dedicated to provide the professional development and follow-up on best practices at school sites was left unfilled for the 2017-2018 School Year.

1.07- Instructional Leadership Team identify essential standards for NGSS standards. This action exceeded the amount budgeted. TUSD utilized Educator Effectiveness Grant funding to send Science Teachers to additional professional development workshops.

1.10- TUSD to continue to assess technology needs. This action exceeded the budgeted amount. TUSD upgraded the technology infrastructure for THS and JMS. In addition, Chromebooks and iPads were purchased for THS, JMS, THS, and TILA to increase student access to supplemental materials and increase CAASPP testing ability.

1.14- Summer School offerings. This action expended less than the budgeted. TUSD decided to continue to offer summer school for student at risk for failing, English Learners, Foster Youth and Low Income students for credit recovery in grade 8-11.

1.15 Continue Co-Administrator positions. This action exceeded the budgeted amount due to negotiation of increase salary, health and welfare benefits.

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

Goals remained the same. Plans have been put in place to fill the positions that were vacant in the 2018 - 2019 school year.

» GOAL 2

All English Learners will show progress towards attaining English language proficiency in the four domains of reading, writing, speaking, and listening across all content areas

State and/or Local Priorities Addressed by this goal:

State Priorities: 4

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
<p>Priority 4(a) - Pupil Achievement: Students will show continual academic progress in reaching proficiency, evidenced by the following percentage of students scoring proficient.</p> <p>15/16 ELA - 47% Met or Exceeded Standards 15/16 Math -33% Met or Exceeded Standards 15/16 Science - 61.58% Met or Exceeded Standards</p> <p>Priority 4(b)- Pupil Achievement API – N/A</p>	<p>Priority 4(a) - Pupil Achievement: Students will show continual academic progress in reaching proficiency, evidenced by the following percentage of students scoring proficient.</p> <p>16/17 ELA - 45% Met or Exceeded Standards 16/17 Math - 30% Met or Exceeded Standards 16/17 CAST - n/a (scores not reported)</p> <p>Priority 4(b)- Pupil Achievement API – N/A</p>
<p>Priority 4(c)- Pupil Achievement Total Grads with UC/CSU Required Courses will increase by 3% The total for students in UC/CSU Required Courses will increase by 3%</p>	<p>Priority 4(c)- Pupil Achievement A-G Course Access and Completion: Total Grads with UC/CSU Required Courses decreased to 25.3% The total for students in UC/CSU Required Courses: 32%</p>
<p>Priority 4(d) – Pupil Achievement Percentage of EL pupils making progress toward English proficiency will increase by 3%.</p>	<p>Priority 4(d) – Pupil Achievement Percentage of EL pupils making progress toward English proficiency, as measured by student advancement in CELDT scores between 2015 and 2016 testing. – 33.5% (a decrease of 33.9%).</p>
<p>Priority 4(e) – Pupil Achievement: Percentage of total AP Students with Scores 3+ will increase by 3%.</p>	<p>Priority 4(e) – Pupil Achievement: The Reclassification Rate Reclassification rate decreased to 11.6%.</p>
<p>Priority 4(f) – Pupil Achievement: Percentage of total AP Students with Scores 3+ will increase by 3%.</p>	<p>Priority 4(f) – Pupil Achievement: Advanced Placement: % of Total AP Student with Scores 3+ decreased</p>

	to 32.96% (a decrease of 23.91%).
Priority 4(g) – Pupil Achievement: Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.	Priority 4(g) – Pupil Achievement: EAP Results: % of Total Students passing the EAP decreased to ELA – 17.6% & Math – 2.5%

ACTIONS / SERVICES

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review and revise essential standards, pacing guides and benchmarks for designated and integrated ELD. Identify curricular gaps in ELD and adopt supplemental materials if needed.	In 2017-18, TUSD adopted and integrated ELD supplemental materials to meet the needs of English Learners and Long Term English Learner students. This action is principally directed toward low income and English learner student populations.	Amount: \$14,244 Source: Title III \$14,244 Budget Reference: Title III: 1000-1999 Certificated Salaries \$7,000 3000-3999 Employee Benefits \$1,244 4000-4999 Books & Supplies \$6,000	Amount: \$0 Source: Title III \$0 Budget Reference: Title III: 1000-1999 Certificated Salaries \$0 3000-3999 Employee Benefits \$0 4000-4999 Books & Supplies \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure all EL students are scheduled for designated ELD instruction. Utilize Classroom Walkthroughs as a means to provide consistent feedback to teachers by teachers and administration during designated ELD. Provide	In 2017-18, TUSD ensured that all EL students were scheduled designated ELD instruction. Using Classroom Walkthroughs, Learning Directors and TOSA's provided follow-up coaching and support as needed. This action is principally directed toward low income and English learner student populations.	Amount: \$133,547 Source: Title III \$14,846 Supplemental \$30,000 Title I - District PD Funds	Amount: \$9,708 Source: Title III \$0 Supplemental \$9,708 Title I - District PD Funds \$0 Budget Reference:

follow up coaching, support and professional development as needed.		<p>\$88,701</p> <p>Budget Reference:</p> <p>Title III:</p> <p>1000-1999 Certificated Salaries \$10,880</p> <p>3000-3999 Employee Benefits \$3,966</p> <p>Supplemental:</p> <p>1000-1999 Certificated Salaries \$21,951</p> <p>3000-3999 Employee Benefits \$8,049</p> <p>Title I - District PD Funds:</p> <p>5000-5999 Services & Other Operating Expenses \$88,701</p>	<p>Title III:</p> <p>1000-1999 Certificated Salaries \$0</p> <p>3000-3999 Employee Benefits \$0</p> <p>Supplemental:</p> <p>1000-1999 Certificated Salaries \$7,530</p> <p>3000-3999 Employee Benefits \$2,178</p> <p>Title I - District PD Funds:</p> <p>5000-5999 Services & Other Operating Expenses \$0</p>
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Certificated and classified trained school personnel, provide targeted counseling for English learners and Long Term ELs to ensure they are meeting academic requirements and working toward English language proficiency.	In 2017-18, TUSD utilized trained certificated and classified school personnel to provide targeted counseling for English Learners and Long Term ELs to ensure they are meeting academic requirements and working toward English language proficiency. This action is principally directed toward low income and English learner student populations.	<p>Amount:</p> <p>\$30,342</p> <p>Source:</p> <p>Supplemental \$30,342</p> <p>Budget Reference:</p> <p>Supplemental:</p> <p>1000-1999 Certificated Salaries \$21,691</p> <p>3000-3999 Employee Benefits \$8,651</p>	<p>Amount:</p> <p>\$45,665</p> <p>Source:</p> <p>Supplemental \$45,665</p> <p>Budget Reference:</p> <p>Supplemental:</p> <p>1000-1999 Certificated Salaries \$33,259</p> <p>3000-3999 Employee Benefits \$12,406</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Bilingual Paraprofessional to provide increased communication and collaboration with parents and students, resulting in more frequent monitoring of student achievement.	In 2017-18, TUSD provided Bilingual Paraprofessionals to provide increased communication and collaboration with parents and students, resulting in more frequent monitoring of student achievement. This action is principally directed toward low income and English learner student populations.	Amount: \$56,065 Source: Supplemental \$56,065 Budget Reference: Supplemental: 2000-2999 Classified Salaries \$44,070 3000-3999 Employee Benefits \$11,995	Amount: \$54,058 Source: Supplemental \$54,058 Budget Reference: Supplemental: 2000-2999 Classified Salaries \$43,219 3000-3999 Employee Benefits \$10,839

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide English Learner (EL) paraprofessionals to support English Learners (EL) students in core curricular areas and provide translation services for meetings and conferences.	In 2017-18, TUSD provided English Learner paraprofessionals to support English Learner students in core curricular areas and provide translation services for meetings and conferences. This action is principally directed toward low income and English learner student populations.	Amount: \$99,457 Source: Supplemental \$99,457 Budget Reference: Supplemental: 2000-2999 Classified Salaries \$73,747 3000-3999 Employee Benefits \$25,710	Amount: \$70,604 Source: Supplemental \$70,604 Budget Reference: Supplemental: 2000-2999 Classified Salaries \$56,447 3000-3999 Employee Benefits \$14,157

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to evaluate relative ELD assessment administration, and include in the district assessment plan and pacing guides.	In 2017-18, TUSD implemented the ELPAC for ongoing assessment and re-designation of EL students. The District offered high quality training to staff at all school sites in administration of the assessment. The ELPAC has been incorporated into the District	Amount: \$61,206 Source: Supplemental \$61,206 Budget Reference:	Amount: \$74,028 Source: Supplemental \$74,028 Budget Reference: Supplemental:

	assessment plan and pacing guides. This action is principally directed toward low income and English learner student populations.	Supplemental: 2000-2999 Classified Salaries \$39,195 3000-3999 Employee Benefits \$22,011	2000-2999 Classified Salaries \$43,027 3000-3999 Employee Benefits \$30,482 5000-5999 Services & Other Operating Expenses \$519
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In 2017-18, Actions and Services associated with this goal yielded gains in English Learner student performance. Improvement in student outcomes is attributed to adoption and integration of ELD focused curriculum and supplemental materials. Additionally, coaching and ongoing support from Learning Directors and TOSAs have propagated best practices for equitable instruction within school sites.

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

Overall, the actions/services to achieve "Goal 2" have seen not been successfully implemented for the 2017-18 school year. This is demonstrated by the decrease of the of English Learners of the number of English Learners making progress towards English proficiency, this number decrease by 33.9%. In addition, the number of English Learner students who were reclassified in the 2017-2018 school year has decrease by 3.83%. Stakeholder input indicated that greater gains could be accomplished with increased fidelity and appropriate staffing to support full implementation of the actions/services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences in the amounts budgeted and spent for the following actions:

2.1 TUSD to adopt integrated ELD supplemental materials. There was no funds expected for this action. The position that was to facilitate the adoption of supplemental was unfilled for the 2017-2018 school year.

2.2 Conduct Classroom Walk-throughs and provide coaching and feedback. There was no funds expected for this action. The position that was to provide

professional development and feedback of best practice for classroom instruction was unfilled for the 2017-2018 school year.

2.3 Provide counseling for English Learner Students. This action expended more funds than was allocated. The material differences in 2.3 was due to a negotiated increased to certificated staff salaries and benefits.

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

Action items have remained the same. Plans have been put in place to fill the positions that were vacant in the 2017 - 2018 school year.

» GOAL 3

Upon graduation, all students will be career, college, or military ready by providing all students the opportunities to participate in wide-ranging articulated educational programs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3,7,8

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
Priority 3 (a) – Parent Involvement: 100% of District Schools will held School Site Council and ELAC a	Priority 3 (a) – Parent Involvement: In 2017-18, 100% of TUSD Schools held School Site Council meetings.

minimum of 3 times per year. The District will hold DELAC a minimum of 3 times per year. The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision-making process.

Priority 3 (b)-Parental Involvement:

100% of all District meeting and parent education correspondences will be translated into Spanish. The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths). Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1- 4. Response rates on parent surveys will increase by 5%. Attendance at meetings and website response rates will be measured and increase by 5%.

Priority 3 (c)-Parental Involvement

Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.

Priority 7 (a)-Access to a broad course of study

100% of students had access to broad course of study that includes all of the subject areas described in Section 51210.

Priority 7 (b)-Access to a broad course of study

100% of students have access to broad course of study that includes all of the subject areas described in Section 51210 (including for unduplicated pupils). 100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).

Priority 7 (c)-Access to a broad course of study

Implement Inclusion Model for 65% of District students receiving Resource Specialist Services. Programs and services are developed for this 14.36%.

THS, Tompkins, and JMS held ELAC meetings. The District held grade span LCAP stakeholder meetings for parent input at one elementary school, the middle school, and one high school. In addition, the district conducted three LCAP Advisory Meetings to increase stakeholder input in the LCAP process.

Priority 3 (b)-Parental Involvement:

In 2017-18, 100% of District meeting and parent education correspondences were translated into Spanish. The District funded eight site level Parent Education meetings focusing on Language Arts and Mathematics, principally directing these meetings to support parents of unduplicated pupils (low income, ELs, foster, and homeless youth).

Priority 3 (c)-Parental Involvement

In 2017-18, parent attendance at Special Education TASK meetings increased by 5%.

Priority 7 (a)-Access to a broad course of study

100% of students had access to broad course of study that includes all of the subject areas described in Section 51210.

Priority 7 (b)-Access to a broad course of study

100% of students have access to broad course of study that includes all of the subject areas described in Section 51220.

Priority 7 (c)-Access to a broad course of study

In 2017-18, TUSD continued to implement the Inclusion Model for 70% of District students receiving Resource Specialist Services.

Priority 8 - Other Pupil Outcomes: Course offerings/extracurricular activities and student participation will increase by 2%. Senior project/portfolio completion will maintain 85%.	Priority 8 - Other Pupil Outcomes: Course offerings/extracurricular activities and student participation increased by 5%.

ACTIONS / SERVICES

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide access for students and parents to the THS Career Center, which would provide resources for college and career planning. Topics for parent education may include: career pathways, career fairs, college and career plans/field trips, FAFSA, Scholarships, ASVAB testing information, information on College Readiness and college application night.	In 2017-18, TUSD continued to provide access for students and parents to the THS Career Center, which provides resources for college and career planning. Topics for parent education included: career pathways, career fairs, college and career plans/field trips, FAFSA, scholarships, and college application night.	Amount: \$48,302 Source: Base \$48,302 Budget Reference: Base: 2000-2999 Classified Salaries \$26,729 3000-3999 Employee Benefits \$21,573	Amount: \$33,158 Source: Base \$33,158 Budget Reference: Base: 2000-2999 Classified Salaries \$23,420 3000-3999 Employee Benefits \$9,738

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Increase A-G course offerings at THS and TILA, and increase Career Technical Education (CTE) pathways, APEX/PLATO, dual enrollment and concurrent enrollment opportunities at THS.	In 2017-18, TUSD increased A-G course offerings at THS and TILA, and increased CTE Pathways, PLATO, dual enrollment, and concurrent enrollment opportunities at THS. This action is principally directed toward low income and English learner student populations.	Amount: \$16,130 Source: Supplemental \$16,130 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$12,319 3000-3999 Employee Benefits \$3,811	Amount: \$17,276 Source: Supplemental \$17,726 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$13,400 3000-3999 Employee Benefits \$3,876
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Will coordinate, recruit/retain participants, and lead the Career Technical Education (CTE) Advisory Committee.	In 2017-18, TUSD coordinated, recruited/retained participants and led the Career and Technical Education (CTE) Advisory Committee.	Amount: \$10,919 Source: CCPT \$10,919 Budget Reference: CCPT: 2000-2999 Classified Salaries \$6,010 3000-3999 Employee Benefits \$4,909	Amount: \$11,032 Source: CCPT \$11,032 Budget Reference: CCPT: 2000-2999 Classified Salaries \$6,284 3000-3999 Employee Benefits \$4,748

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Middle school and high school counselors will provide targeted counseling for at-risk students with focus on decreasing drop-out rate and increasing graduation rate.	In 2017-18, middle school and high school counselors provided targeted counseling for at-risk students with a focus on decreasing drop-out rates and increasing graduation rates. This action is principally directed toward low income and English learner student	Amount: \$284,195 Source: Supplemental \$284,195 Budget Reference: Supplemental:	Amount: \$305,071 Source: Supplemental \$305,071 Budget Reference: Supplemental:

	populations.	1000-1999 Certificated Salaries \$208,136 3000-3999 Employee Benefits \$76,059	1000-1999 Certificated Salaries \$225,558 3000-3999 Employee Benefits \$79,179 5000-5999 Services & Other Operating Expenses \$334
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Administrators will provide targeted counseling for at-risk 4th and 5th grade students with focus on decreasing drop-out rate and increasing graduation rate.	In 2017-18, TUSD Learning Directors provided targeted counseling for at-risk 4th and 5th grade students with a focus on decreasing dropout rates and increasing graduation rates. This action is principally directed toward low income and English learner student populations.	Amount: \$750 Source: Supplemental \$750 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$750	Amount: \$0 Source: Supplemental \$0 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
At the middle and high school level, provide a wide range of electives for students to select including, but not limited to Science, Technology, Engineering, and Math (STEM), Visual and Performing Arts (VAPA), and athletics.	In 2017-18, TUSD provided a wide range of electives for students to select at the middle and high school level; including, but not limited to, Science, Technology, Engineering, and Math (STEM), Visual and Performing Arts (VAPA) and athletics.	Amount: No Cost Source: Budget Reference:	

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a variety of activities and clubs for students to	In 2017-18, TUSD provided a variety of activities and clubs for students to choose and	Amount: \$1,500 Source:	Amount: \$542

choose and become involved, including Math Field Day.	become involved. The Math Field Day was not implemented for the 2017-18 school year.	Base \$1,500 Budget Reference: Base: 4000-4999 Books & Supplies \$1,500	Source: Base \$542 Budget Reference: Base: 4000-4999 Books & Supplies \$0 5000-5999 Services & Other Operating Expenses \$542
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding for Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintain elementary music and P.E. paraprofessional staffing.	In 2017-18, TUSD provided funding for Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level and maintained elementary music and P.E. paraprofessional staffing.	Amount: \$106,287 Source: Base \$106,287 Budget Reference: Base: 1000-1999 Certificated Salaries \$57,072 2000-2999 Classified Salaries \$18,794 3000-3999 Employee Benefits \$30,421	Amount: \$107,576 Source: Base \$107,576 Budget Reference: Base: 1000-1999 Certificated Salaries \$64,034 2000-2999 Classified Salaries \$12,834 3000-3999 Employee Benefits \$30,708

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to develop cohesive district STEM program by developing an after school STEM club at all	In 2017-18, TUSD continued to develop a cohesive District STEM program by working towards development of after school	Amount: \$16,656 Source:	Amount: \$3,756 Source:

elementary sites, seeking funding option to assist with staffing and materials.	STEM clubs at all elementary sites. TUSD sought funding to assist with staffing and materials.	Base \$16,656 Budget Reference: Base: 1000-1999 Certificated Salaries \$6,500 3000-3999 Employee Benefits \$1,156 4000-4999 Books & Supplies \$9,000	Base \$3,756 Budget Reference: Base: 1000-1999 Certificated Salaries \$919 3000-3999 Employee Benefits \$163 4000-4999 Books & Supplies \$2,674
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In 2017-18, TUSD implemented the actions/services aligned with Goal 3. Most action items have been addressed without significant attention or purpose and have the potential for increased fidelity with which they are implemented. Continued vacancies in District positions have constrained human capital to the detriment of full implementation of these actions/services. We saw an increased number in student participants in clubs, and STEM mentoring programs such as Hour of Code increasing our overall effectiveness by having more meaningful opportunities for our students to achieve and gain recognition. Such as the Tehachapi High Robotics team qualifying for the national competition in Houston. We saw an increased number in student participants in clubs, Math Field Day, and STEM mentoring programs such as Hour of Code increasing our overall effectiveness by having more meaningful opportunities for our students to achieve and gain recognition. Such as the Tehachapi High Robotics team qualifying for the national competition in Houston.

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

Overall, the implementation of the above actions/services in 2017-18 enabled TUSD to build a foundation upon which further gains can be made in striving towards Goal 3. Those action items that were implemented have maintained programs and shown minimal increases in participation. Staffing issues have prevented effective widespread implementation of targeted actions/services and will continue to hamper substantial growth towards achieving this goal until addressed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences in the amounts budgeted and spent for the following actions:

3.2 – TUSD increase the A-G course offerings at THS and TILA. This action exceed the amount allocated for this action. Additional PLATO licenses and electives libraries were purchased to support increased student access to A-G course offerings.

3.3- TUSD to coordinate recruit/retain participants for CTE. This action exceed the amount allocated for this action. The material differences in 3.3 was due to a negotiated increased to certificated staff salaries and benefits.

3.4- Provide counselors to decrease dropout rate. This action exceed the amount allocated for this action. The material differences in 3.4 was due to a negotiated increased to certificated staff salaries and benefits.

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

Action items have remained the same. Plans have been put in place to fill the positions that were vacant in the 2017 - 2018 school year.



GOAL 4

Utilizing student parent and staff surveys to assess the school climate, all students will be educated in a safe and positive learning environment.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1,5,6

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
Priority 1(a) – Basic Services Fully Credentialed Teachers: 91% Teacher Misassignments: 0	Priority 1(a) – Basic Services Fully Credentialed Teachers: 93% Teacher Misassignments: 0
Priority 1(b) – Basic Services: Instructional materials: 100% compliance on Williams	Priority 1(b) – Basic Services: Instructional materials: 100% compliance on Williams
Priority 1(c)- Basic Services FIT: Good/exemplary ratings all sites	Priority 1(c)- Basic Services FIT: Good/exemplary ratings all sites
Priority 5 (a) – Pupil Engagement: School Attendance Rate will maintain 95.5% at the District Level. Cummings Valley Elementary - 94.52% Golden Hills Elementary - 95.08% Tompkins Elementary - 95.19% Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 84.90%	Priority 5 (a) – Pupil Engagement: School Attendance goal for the attendance is 95.5%. For the 2016-17 school year, the School Attendance rates for TUSD were as follows: <ul style="list-style-type: none"> • Tehachapi Unified School District - 95.67% • Cummings Valley Elementary - 94.50% • Golden Hills Elementary - 95.04% • Tompkins Elementary - 95.21% • Jacobsen Middle School - 97.48% • Tehachapi High School - 95.93% • Monroe Continuation High School - 84.45%
Priority 5 (b)-Pupil Engagement:	Priority 5 (b)-Pupil Engagement: For the 2016-17 school year, Chronic Absenteeism rates for TUSD were as

<p>District Level - 11.53%</p> <p>Cummings Valley Elementary - 11.33%</p> <p>Golden Hills Elementary - 9.53%</p> <p>Tompkins Elementary - 10.14%</p> <p>Jacobsen Middle - 12.09%</p> <p>Tehachapi High - 11.34%</p> <p>Monroe Continuation High - 52.49%</p>	<p>follows:</p> <ul style="list-style-type: none"> • Tehachapi Unified School District - 14.4% • Cummings Valley Elementary - 11.9% • Golden Hills Elementary - 10.8% • Tompkins Elementary - 11.3% • Jacobsen Middle School - 13.6% • Tehachapi High School - 17.4% • Monroe Continuation High School - 63.3%
<p>Priority 5 (c)-Pupil Engagement</p> <p>Jacobsen Middle - 0.50%</p>	<p>Priority 5 (c)-Pupil Engagement</p> <p>2016-17 Dropout Rate for Jacobsen Middle School - 0.2%</p>
<p>Priority 5 (d)-Pupil Engagement</p> <p>Tehachapi High - 1.62%</p> <p>Monroe Continuation High - 41.26%</p>	<p>Priority 5 (d)-Pupil Engagement</p> <p>2016-17 Dropout Rate for Tehachapi High School - 8.2%</p> <p>2016-17 Dropout Rate for Monroe Continuation High School - 15%</p>
<p>Priority 5 (e)-Pupil Engagement</p> <p>High School Graduation Rate -80.8%</p>	<p>Priority 5 (e)-Pupil Engagement</p> <p>2016-17 Graduation Rate - 87%</p>
<p>Priority 6 (a) – School Climate: Suspension Rates</p> <p>District 4.21%</p> <p>Cummings Valley Elementary 5.31%</p> <p>Golden Hills Elementary 1.15%</p> <p>Tompkins Elementary 5.26%</p> <p>Jacobsen Middle 6.19%</p>	<p>Priority 6 (a) – School Climate: Suspension Rates</p> <p>For the 2016-17 school year, suspension rates for TUSD were as follows:</p> <ul style="list-style-type: none"> • Tehachapi Unified School District 3.4% • Cummings Valley Elementary 1.6% • Golden Hills Elementary 1.6% • Tompkins Elementary 2.9% • Jacobsen Middle School 4.7% • Tehachapi High School 4.4%

<p>Tehachapi High 4.02%</p> <p>Monroe Continuation High 8.33%</p>	<ul style="list-style-type: none"> • Monroe Continuation High School - 6.7%
<p>Priority 6 (b) – School Climate: Expulsion Rates District - 0.23%</p> <p>Cummings Valley Elementary - 0%</p> <p>Golden Hills Elementary - 0%</p> <p>Tompkins Elementary - 0%</p> <p>Jacobsen Middle - 0%</p> <p>Tehachapi High - 0.45%</p> <p>Monroe Continuation High - 0.6%</p>	<p>Priority 6 (b) – School Climate: Expulsion Rates For the 2016-17 school year, expulsion rates for TUSD were as follows:</p> <ul style="list-style-type: none"> • Tehachapi Unified School District - 0.04% • Cummings Valley Elementary - 0% • Golden Hills Elementary - 0% • Tompkins Elementary - 0% • Jacobsen Middle School - 0% • Tehachapi High School - 0.15% • Monroe Continuation High School - 0%
<p>Priority 6 (c) – School Climate: Other Local Measure on sense of safety and school Connectedness- Students will report higher levels of feeling safe at school; increase from 73% in 5th grade, increase from 58% in 7th and an increase from 62% in 9th grade.</p>	<p>Priority 6 (c) – School Climate: In the 2017 administration of the California Healthy Kids Survey, students reported the following with regards to school safety:</p> <ul style="list-style-type: none"> • 5th Grade - 80% responded "Most of the time" or "All of the time" to the question, "Do you feel safe at school?" • 7th Grade - 64% responded "Safe" or "Very safe" to the question, "How safe do you feel when you are at school?" • 9th Grade - 41% responded "Safe" or "Very safe" to the question, "How safe do you feel when you are at school?"

ACTIONS / SERVICES

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation PBIS (Positive Behavior Interventions and Supports) at all sites, and train all administrators, teachers, and classified staff in utilizing Aeries for documentation of restorative practices.	In 2017-18, TUSD continued implementation of PBIS at all sites and continued training of all administrators, teachers, and classified staff in application of PBIS. Administrators utilize Aeries for documentation of restorative practices. This action is principally directed toward low income and English learner student populations.	Amount: \$37,191 Source: Supplemental \$37,191 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$28,196 3000-3999 Employee Benefits \$8,995	Amount: \$44,999 Source: Supplemental \$44,999 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$24,902 2000-2999 Classified Salaries \$101 3000-3999 Employee Benefits \$7698 4000-4999 Books & Supplies \$7551 5000-5999 Services & Other Operating Expenses \$4747

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue SSA at the High School and implement the Safe School Ambassadors (SSA) program at middle school, increasing the number of trained staff, and providing elementary school assemblies/workshops.	In 2017-18, TUSD continued Safe School Ambassadors at Tehachapi High School and Jacobsen Middle School. This action is principally directed toward low income and English learner student populations.	Amount: \$38,616 Source: Base \$10,000 Supplemental \$28,616 Budget Reference: Base:	Amount: \$46,989 Source: Base \$15,564 Supplemental \$31,425 Budget Reference: Base: 4000-4999 Books & Supplies \$6033

		4000-4999 Books & Supplies \$5,733 5000-5999 Services & Other Operating Expenses \$4,267 Supplemental: 1000-1999 Certificated Salaries \$21,374 3000-3999 Employee Benefits \$7,242	5000-5999 Services & Other Operating Expenses \$9531 Supplemental: 1000-1999 Certificated Salaries \$23,720 2000-2999 Classified Salaries \$158 3000-3999 Employee Benefits \$7,547 Styles
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide funding for Warrior Crew, Freshmen Day and 6th grade orientation at THS and JMS.	In 2017-18, TUSD continued to provide funding for Warrior Crew, Warrior Welcome, and 6th Grade Orientation at Tehachapi High School and Jacobsen Middle School.	Amount: \$750 Source: Base \$750 Budget Reference: Base: 4000-4999 Books & Supplies \$750	Amount: \$0 Source: Base \$0 Budget Reference: Base: 4000-4999 Books & Supplies \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement and train staff on Student Listening Circles annually through site administration in regularly scheduled meetings.	In 2017-18, TUSD continued to implement and train staff on Student Listening Circles.	Amount: No Cost Source: Budget Reference:	Amount: \$964 Source: Unknown Budget Reference: Unknown: 4000-4999 Books & Supplies \$964

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Conduct and review data as well as increase the meaningful participation in the annual student surveys in grades 5-12, staff, and parents annually.	In 2017-18, TUSD conducted and reviewed data from annual student surveys in grades 5-12, staff and parents. Additionally, District evaluated and identified strategies for increasing participation rates.	Amount: \$800 Source: Base \$800 Budget Reference: Base: 4000-4999 Books & Supplies \$800	Amount: \$0 Source: Base \$0 Budget Reference: Base: 4000-4999 Books & Supplies \$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review and train staff to utilize discipline data and attendance data monthly to identify priority needs to be addressed and support school sites with developing interventions.	In 2017-18, TUSD reviewed and trained staff to utilize discipline data and attendance data monthly to identify priority needs to be addressed and support school sites with developing interventions. This action is principally directed toward low income and English learner student populations.	Amount: \$59,021 Source: Supplemental \$59,021 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$12,319 2000-2999 Classified Salaries \$36,884 3000-3999 Employee Benefits \$9,818	Amount: \$69,534 Source: Supplemental \$69,534 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$13,400 2000-2999 Classified Salaries \$38,683 3000-3999 Employee Benefits \$17,451

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation of Safe & Inclusive Schools	In 2017-18, TUSD continued implementation of Safe & Inclusive Schools Curriculum at	Amount: \$1,500 Source:	Amount: \$0

Curriculum at grades TK-12 and train all new district staff.	grades TK-12 and trained all new District staff.	Base \$1,500 Budget Reference: Base: 4000-4999 Books & Supplies \$1,500	Source: Base \$0 Budget Reference: Base: 4000-4999 Books & Supplies \$0
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Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to evaluate and revise Comprehensive School Site Safety Plans, including maintaining the TUSD Safety Collaborative, updating the Vulnerability Assessment, increasing security cameras on campuses and buses, purchasing of radios and replacements, and providing professional development. Include in Vulnerability Assessment a plan for maintaining AEDs.	In 2017-18, TUSD continued to evaluate and revise Comprehensive School Site Safety Plans, including maintaining the TUSD Safety Collaborative, updating the Vulnerability Assessment, increasing security cameras on campuses and buses, purchasing of radios and replacements, and providing professional development. The Vulnerability Assessment includes a plan for maintaining AEDs.	Amount: \$25,000 Source: Base \$25,000 Budget Reference: Base: 5000-5999 Services & Other Operating Expenses \$25,000	Amount: \$61,090 Source: Base \$61,090 Budget Reference: Base: 1000-1999 Certificated Salaries \$52 3000-3999 Employee Benefits \$9 5000-5999 Services & Other Operating Expenses \$61,029

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide additional staff for increased counseling and psychology services, and continue providing in-school suspension class for middle and high school staffed by additional school counselor position. In addition, work on the structure of the ATS class to focus on restorative practices.	In 2017-18, TUSD provided additional staff for increased counseling and psychology services, and continued providing in-school suspension class for middle and high school, staffed by additional school counselor position. Additionally, District continued to work on structure of ATS class, with projected implementation of ATS curriculum in Fall 2018. This action is principally directed toward low income and English learner student populations.	Amount: \$208,978 Source: Supplemental \$208,978 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$145,636 3000-3999 Employee Benefits \$63,342	Amount: \$170,382 Source: Supplemental \$170,382 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$123,827 3000-3999 Employee Benefits \$46,555

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to network with community agencies through the Safety Collaborative, and make referrals for students and families as needed. To include Foster and Homeless youth.	In 2017-18, TUSD continued to network with community agencies through the Safety Collaborative, and made referrals for students and families as needed. These actions included Foster and Homeless youth. This action is principally directed toward low income and English learner student populations.	Amount: No Cost Source: Budget Reference:	

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain current levels of staffing for campus supervisors, noon supervisors, crossing guards, P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officers. Continue to provide classified substitutes to ensure appropriate level of supervision at all times.	In 2017-18, TUSD continued to maintain current levels of staffing for campus supervisors, noon supervisors, crossing guards, P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officers. Additionally, TUSD continued to provide classified substitutes to ensure appropriate levels of supervision at all times. This action is principally directed toward low income and English learner student populations.	Amount: \$545,456 Source: Base \$477,866 Supplemental \$67,590 Budget Reference: Base: 2000-2999 Classified Salaries \$380,047 3000-3999 Employee Benefits \$97,819 Supplemental: 5000-5999 Services & Other Operating Expenses \$67,590	Amount: \$510,174 Source: Base \$479,703 Supplemental \$30,741 Budget Reference: Base: 2000-2999 Classified Salaries \$403,795 3000-3999 Employee Benefits \$75,908 Supplemental: 5000-5999 Services & Other Operating Expenses \$30,741

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to implement Attention to Attendance truancy reduction program, and refer students to SART for chronic absenteeism/truancy. Implement a Saturday School program option for students to recovery truancy status and loss of classroom instructional time due to discipline.	In 2017-18, TUSD continued to implement the Attendance to Attention truancy reduction program and referred students to SART for chronic absenteeism/truancy. Additionally, the District implemented a Saturday School program option for students to recover truancy status and loss of classroom instructional time due to discipline. This action is principally directed toward low income and English learner student populations.	Amount: \$39,223 Source: Base \$39,223 Budget Reference: Base: 1000-1999 Certificated Salaries \$3,500 3000-3999 Employee Benefits \$623 5000-5999 Services & Other Operating Expenses \$35,100	Amount: \$42,178 Source: Base \$42,178 Budget Reference: Base: 1000-1999 Certificated Salaries \$1,547 3000-3999 Employee Benefits \$275 5000-5999 Services & Other Operating Expenses \$40,365
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ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In 2017-18, TUSD implemented most action items/services under Goal 4. As indicated by a decrease of district suspensions by .81% and a decrease in district expulsions by .19%. However, based on stakeholder input more support is needed for the school site for this goal to have a larger impact of student being educated in a safe learning environment. There were a number of school break ins, in particular at Golden Hills Elementary. Numerous stakeholder provided feedback that a security system should be installed at Golden Hills to support students and teachers having a safe learning environment. As a result of stakeholder input a security system was installed at Golden Hills Elementary. In addition, the Coordinator of Instructional Services and Technology position was not filled, preventing full implementation of PBIS, ATS, and greater coordination of services to provide all schools with a safe learning environment.

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

Although the above actions and services were implemented, and priority-related metrics demonstrate improvement (graduation rate, attendance, suspension/expulsion rates), excessive rates of chronic absenteeism and survey data (including LCAP surveys and CHKS responses) reveal a decline in student connectedness and perception of safety on secondary campuses. TUSD site support staff (Learning Directors, Psychologist, Vice Principals, Intervention Specialists, and Counselors) was able to identify actions and services for implementation of PBIS and a safe learning environment. All school sites developed and implemented overarching student behavior expectations. Each school site conducted lessons with students on student behavior expectations,

as well as displayed posters and/or videos demonstrating these student expectations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were material differences in the amounts budgeted and spent for the following actions:

4.1 TUSD to conduct implementation of PBS at all sites. . This action expended more funds than was allocated. The material differences in 4.1 was due to a negotiated increased to certificated staff salaries and benefits.

4.2 Continue training and implementation of Safe School Ambassadors. This action expended more funds than was allocated. This action expended more funds than was allocated. The material differences in 4.2 was due to a negotiated increased to certificated staff salaries and benefits.

4.6 Train staff on utilizing student data. This action expended more funds than was allocated. The material differences in 2.3 was due to a negotiated increased to certificated staff salaries and benefits.

4.7 Additional Training on Safe and Inclusive . There was no funds expected for this action. The training was conducted by the Chief Administrator of Instructional Services and Technology. The position that was to facilitate the adoption of supplemental was unfilled for the 2017-2018 school year.

4.8 Comprehensive School Safety- This action expended more funds than was allocated. Security System installed at Golden Hills Elementary to support students and staff in feeling that there learning environment was safe.

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

Advisory committee concluded that the current goals were sufficient and need meaningful work towards accomplishing them. Plans have been put in place to fill the positions that were vacant in the 2017 - 2018 school year. Action items have remained the same due to feedback from the LCAP Advisory Committee.

Provide supportive opportunities for parents to meaningfully participate in the education of all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3

Local Priorities:

ANNUAL MEASURABLE OUTCOMES

Expected	Actual
<p>Priority 3 (a) – Parent Involvement: 100% of District Schools held School Site Council meetings. THS, Tompkins, and JMS held ELAC Meetings. The District held 1 LCAP meeting at each school site to increase parent input into the LCAP decision-making process</p>	<p>Priority 3 (a) – Parent Involvement: In 2017-18, 100% of TUSD Schools held School Site Council meetings. THS, Tompkins, and JMS held ELAC meetings. The District held grade span LCAP meetings for parent input at one elementary school, the middle school, and one high school.</p>
<p>Priority 3 (b)-Parental Involvement: 100% of all District meeting and parent education correspondences will be translated into Spanish. The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths). Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1- 4. Response rates on parent surveys will increase by 5%. Attendance at meetings and website response rates will be measured and increase by 5%.</p>	<p>Priority 3 (b)-Parental Involvement: In 2017-18, 100% of District meeting and parent education correspondences were translated into Spanish. The District funded eight site level Parent Education meetings focusing on Language Arts and Mathematics, targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youth).</p>
<p>Priority 3 (c)-Parent Involvement Parent attendance at Special Education BRIDGES meetings increased by 5%. These meetings promote the participation of parents of pupils with exceptional needs.</p>	<p>Priority 3 (c)-Parental Involvement In 2017-18, parent attendance at Special Education TASK meetings increased by 5%.</p>

ACTIONS / SERVICES

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain existing parent advisory, decision-making, and booster/PTO organizations. Develop a series of Parent Education Workshops (in English and Spanish) to engage and educate parents at all levels in meaningful ways. The district will calendar eight meeting dates, and topic will include social, emotional, physical, and educational needs, as well as using Aeries for monitoring student work and achievement.	In 2017-18, TUSD maintained existing parent advisory, decision-making, and booster/PTO organizations. The District hosted Parent Education Workshops (in English and Spanish) to engage and educate parents at all levels, including using Aeries for monitoring student work and achievement. This action was principally directed toward low income and English learner student populations.	Amount: \$9,000 Source: Base \$5,000 Supplemental \$4,000 Budget Reference: Base: 4000-4999 Books & Supplies \$5,000 Supplemental: 4000-4999 Books & Supplies \$4,000	Amount: \$107 Source: Base \$107 Supplemental \$0 Budget Reference: Base: 4000-4999 Books & Supplies \$107 Supplemental: 4000-4999 Books & Supplies \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development for teachers in parent education, engagement, and empowerment, centered around student achievement and A-G requirements.	In 2017-18, TUSD provided professional development for teachers in parent education, engagement, and empowerment, centered around student achievement and A-G requirements.	Amount: \$5,000 Source: Base \$5,000 Budget Reference: Base: 4000-4999 Books & Supplies \$5,000	Amount: \$178 Source: Base \$178 Budget Reference: Base: 4000-4999 Books & Supplies \$0 2000-2999 Classified Salaries \$146 3000-3999 Certificated Salaries \$32

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to	In 2017-18, TUSD provided professional	Amount:	Amount:

administrators and staff on utilizing district and school site websites, Aeries, mobile app and teleparent to effectively communicate information and achievement to parents. Continue to implement technology advancements that will effectively reach parents.	development to administrators and staff on utilizing District and school site websites, Aeries, mobile apps, and teleparent to effectively communicate information and achievement to parents. District is continuing to research and evaluate effective communication systems.	\$28,347 Source: Base \$28,347 Budget Reference: Base: 4000-4999 Books & Supplies \$2,000 5000-5999 Services & Other Operating Expenses \$26,347	\$0 Source: Base \$0 Budget Reference: Base: 4000-4999 Books & Supplies \$0 5000-5999 Services & Other Operating Expenses \$0
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide parent education and support for parents of students with special needs through Tehachapi Area Special Kids (TASK) meetings on social/emotional, physical, and educational needs of special education students.	In 2017-18, TUSD provided parent education and support for parents of students with special needs through the Tehachapi Area Special Kids (TASK) meetings.	Amount: \$2,000 Source: Special Education \$2,000 Budget Reference: Special Education: 4000-4999 Books & Supplies \$2,000	Amount: \$0 Source: Special Education \$0 Budget Reference: Special Education: 4000-4999 Books & Supplies \$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide consultation/training for caregivers on creating effective homework routines, interfacing with schools to increase accountability, and basic problem solving.	In 2017-18, TUSD provided consultation/training for caregivers on creating effective homework routines, interfacing with schools to increase accountability and basic solving problems. This action is principally directed toward low income and English learner student populations.	Amount: \$5,000 Source: Supplemental \$5,000 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$3,768 3000-3999 Employee Benefits \$1,232	Amount: \$793 Source: Supplemental \$793 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$638 3000-3999 Employee Benefits \$155

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In 2017-18, all action items were substantially completed utilizing pre-purchased supplies or donations. Formal surveys were collected at some events, with overall positive feedback both through surveys and anecdotally.

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

Although formal surveys and anecdotal feedback suggest that parents and stakeholders value the experiences, additional data from the CHKS and LCAP Surveys indicate that additional measures are necessary to increase parental/stakeholder involvement and contributions to District and school site activities/decisions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While actions and services were conducted, sites did not utilize the funding provided. While actions and services were conducted, sites did not utilize the funding provided. While actions and services were conducted, sites did not utilize the funding provided.

There were material differences in the amounts budgeted and spent for the following actions:

5.1 Maintain existing parent advisory groups. There \$107.00 expected for this action. Based on feedback from Site Administration, they did not realize that they have these funds available to them.

5.2 Provide teacher and parent professional development on A-G requirements. There was no funds expected for this action. This action did not occur the position that was to provide professional development on A-G requirements for teachers and parents was unfilled for the 2017-2018 school year.

5.3 Provide teacher and parent professional development on AREIES and the district website. There was no funds expected for this action. This action did not occur the position that was to provide professional development on AREIES and the district website for teachers and parents was unfilled for the 2017-2018 school year.

5.4 Provide TASK meetings for special education parents. There was no funds expected for this action. These meetings were conducted. Based on feedback from Administration, they did not realize that they have these funds available to them.

5.5 Provide training for care givers on creating effective routines for student. There was no funds expected for this action. These meetings were conducted. Based on feedback from Administration, they did not realize that they have these funds available to them.

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

No changes have been made to this goal. However, the Chief Administrator of instructional Services and Technology and the Chief Business Officer will be working closely with Site Administration to ensure that all funds are utilized and that surveys are conducted at every event.

STAKEHOLDER ENGAGEMENT

LCAP YEAR: 2018-2019

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The District began the process to engage our stakeholders in the development of our Local Control and Accountability Plan (LCAP) when we received the draft template in January 2014 and have asked for feedback on our identified needs and draft LCAP goals. The District encouraged parents, community, Board of Trustees, staff, bargaining units, and students to participate in the development of the LCAP through surveys, public meetings at the site and district level, district website, personal invites from site administrators, through automated phone messages and personal invitations.

Stakeholders were involved from the beginning in reviewing the LCAP goals and then gave suggestions on the actions/services. The district advisory committee reviewed all data including survey data to confirm that our goals are meeting the identified needs. In addition, the district advisory committee reviewed the actions/services and related expenditures to ensure that the appropriate priorities were addressed.

Stakeholder engagement was encouraged at a variety of levels:

8/8/17 (Administrative Review)

The LCAP-at-a-Glance was reviewed with all site administrators and classified administrators were tasked with reviewing the LCAP with staff, students and parents.

8/14/2017 (Cummings Valley-Teacher and Administrators)

The LCAP goals and actions were discussed at the CV staff meeting. LCAP goals and actions were discussed at the CV Leadership meeting and at the CV Staff meeting in August. There was discussion on how the LCAP goals and the SPSA goals are aligned.

8/14/2017 (Golden Hills-Teachers)

The LCAP-at-a-Glance was reviewed with the Golden Hills teaching staff at the Welcome Back Meeting. Teachers were given two copies of the LCAP-at-a-Glance. One copy was laminated for them, and they were instructed to post this in their classrooms. There was discussion on how the LCAP goals and the SPSA goals are aligned. Participants also reviewed the LCAP stakeholder meeting schedule, and each teacher was given a copy of this schedule. Both of these items were also posted on the front office bulletin board and in the teacher's lounge.

8/14/2017 (Tompkins-Teachers)

On opening day, faculty reviewed the LCAP-at-a-Glance with a jigsaw protocol. On August 31, faculty reviewed the LCAP again as they worked on school-wide goals. There was also discussion on how the LCAP goals and the SPSA goals are aligned.

8/14/2017 (Tehachapi High School-Teachers)

During the back-to-school staff meeting, teachers were tasked to read the LCAP-at-a-Glance aloud. As a group, the staff read the document. There was also

discussion on how the LCAP goals and the SPSA goals are aligned. The staff did not have any comments and/or concerns.

8/14/2017 (Jacobson Middle School-Teachers)

The LCAP-at-a-Glance was reviewed with the JMS teaching staff at the Welcome Back Meeting.

8/15/2017 (Cummings Valley-Parents, Community, Certificated Staff, Classified Staff)

The LCAP goals and actions were discussed at each meeting. The process of developing the LCAP was also discussed. Principal invited interested parents to notify principal if they would like to be on the LCAP committee.

8/24/2017 (Golden Hills-Parents, Community, Certificated Staff, Classified Staff)

The principal presented for 15 minutes on Title I and how it relates to LCAP. Both the LCAP goals and SPSA goals for 2017-2018 were reviewed with parents. There was also discussion on how the LCAP goals and the SPSA goals are aligned. Since the School Site Council parent election took place the same evening (Back to School Night) they also discussed the purpose of School Site Council, and encouraged parents to cast a vote. Next, the Learning Director presented for 15 minutes on PBIS and how it is implemented at Golden Hills. This school site had significantly better attendance at this parent meeting than in the past. The sign-in sheets are also attached.

8/24/2017 (Tompkins -Parents, Community, Certificated Staff, Classified Staff)

The principal presented for 15 minutes on Title I and how it relates to LCAP. Both the LCAP goals and SPSA goals for 2017-2018 were reviewed with parents. There was also discussion on how the LCAP goals and the SPSA goals are aligned. The School Site Council parent election took place the same evening (Back to School Night) so the principal also discussed the purpose of School Site Council, and encouraged parents to cast a vote.

9/14/2017 (Tehachapi High School- Parents, Students, Community Members, Certificated and Classified Staff)

At the 9-14-2107 School Site Council meeting, the LCAP-at-a-Glance was read aloud by members of the SSC. Some members had questions about professional development and parent engagement in Goal 5. They were in need of clarification. The members to attend the October 17th LCAP advisory committee. Some members had questions as to whether or not their input would be seriously considered. Current members of the advisory committee corroborated that all input is taken into account when revising the LCAP. The SSC discussed the how the LCAP is implemented and how the SPSA is created based on the LCAP.

9/21/2017 (Golden Hills-Parents, Community Members, Certificated and Classified Staff)

At the 9-21 SSC meeting, the team reviewed the LCAP-at-a-Glance. The SSC discussed the state priority areas, how they relate to the LCAP, and then how the Golden Hills (GH) SPSA is designed to further support and address those critical priority areas at GH. Additionally, the LCAP-at-a-Glance was handed out to all parents who attended the Title I meeting at Back-to-School Night on August 24th. The principal presented for 15 minutes on Title I and how it relates to LCAP. The LCAP goals and SPSA goals for 2017-2018 were also reviewed with parents. There was discussion on how the LCAP goals and the SPSA goals are aligned. Since the School Site Council parent election took place the same evening (Back to School Night) the participants discussed the purpose of School Site Council, and encouraged parents to cast a vote. Administration reviewed it during that presentation as well.

10/11/17 (Monroe High School- Parents, Community Members, Certificated and Classified Staff)

During the MHS SSC meetings on 10/11/17 the LCAP-at-a-Glance was read by members of the SSC. Time was allowed for questions from the committee participants. There were questions concerning LCAP Goals 2 and 4 and discussion on how the LCAP goals and the SPSA goals are aligned.

10/12/2017 (Golden Hills-Students)

The site principal attended the Student Council meeting on 10/12/2017 and talked to this student leadership team comprised of 20 3rd, 4th and 5th graders

about the LCAP-at-a-Glance. The principal sought to provide context by talking to students about state priorities, and how the goals reflect state priorities. The participants reviewed the goals and then discussed how these goals are used to make a plan for the school. The principal explained that we have goals here at Golden Hills for their education, and that they are very similar to the LCAP. The students were engaged and asked a few questions.

12/7/17 (Monroe High School- Parents, Community Members, Certificated and Classified Staff)

During the MHS SSC meetings on 12/7/17 the LCAP-at-a-Glance was read by members of the SSC. The staff and parents had several questions about the safety of the campus with all the foot traffic related to the numerous programs taking place at TEX. The SSC discussed how the LCAP is implemented and how the SPSA is created based on the LCAP goals.

10/16/2017 (Cummings Valley-Students)

The Student Council met with the principal and discussed the purpose of the LCAP, reviewed the TUSD LCAP goals, and reviewed and discussed action steps. The participants also discussed attendance and how to improve our attendance at CV.

10/17/2017 (LCAP Advisory- Parents, Community, Administration Certificated and Classified Staff)

Discussed the LCFF/LCAP process, including the current LCAP Goals and the new template. Reviewed the CA Schools Dashboards. Reviewed CAASPP data, Attendance, PBIS, and Parent Involvement Data. Local Indicators for the CA Dashboard were determined, written and discussed by the advisory group. Principals, bargaining units, and other school personnel were invited to collaborate and participate.

1/30/2018 (LCAP Advisory- Parents, Community, Administration Certificated and Classified Staff)

Discussed progress on LCAP goals, recommendations on how LCAP goals could be adjusted help schools with progress towards LCAP goals. Recommendations were made to increase security at sites and funding for Response for Intervention. Principals, bargaining units, and other school personnel were invited to collaborate and participate.

02/06/18 (District LCAP Stakeholder Meeting- Parents, Students, Community Members, Certificated and Classified Staff-Held at Golden Hills)

Review of the LCFF/LCAP process, CA Schools Dashboards. Comments-The district needs to address the snacks served to the students after school in day care.

3/06/18 (District LCAP Stakeholder Meeting- Parents, Students, Community Members, Certificated and Classified Staff – Held at JMS)

Review of the LCFF/LCAP process, CA Schools Dashboards. Comments-none

02/0618 (District LCAP Stakeholder Meeting- Parents, Students, Community Members, Certificated and Classified Staff- THS)

Review of the LCFF/LCAP process, CA Schools Dashboards. Comments-We need to provide more opportunities for GATE students. Not all elementary sties give 1st grade the same number of hours for RTI. We need to make sure that we are providing services to students and families to address the drug issue in the community. The district need to provide equal access for AP testing. The district needs to address the restroom issues, the restrooms are in disrepair and are dirty and students do not want to use them.

5/15/2018 (LCAP Advisory- Parents, Community, Administration Certificated and Classified Staff)

Discussed progress on LCAP goals, recommendations on how LCAP goals could be adjusted help schools with progress towards LCAP goals. Recommendations were made to increase security at sites and funding for Response for Intervention, increase college and career awareness, increase access to counselors, improve access to technology, and revise the LCAP-at-a-Glance so that it is easier to understand. Principals, bargaining units, and other school personnel were invited to collaborate and participate.

Results from the LCAP Survey opened from April 3, 2018 to May 1, 2018 (All Sites, Parents, Students, Community Members, Certificated/Classified Staff, Administration)

Goals 1 and 2: All students will make progress in meeting/exceeding standards in all core areas by increasing at least one performance level on relevant assessments. -- and -- All English Learners will show progress towards attaining English language proficiency in the four domains of reading, writing, speaking, and listening across all content areas.

From all 442 respondents, overall is 2.95, from 1 is Strongly Agree to 5 is Strongly Disagree that the District is making progress towards achieving the above mentioned goal.

Goal 3: Upon graduation, all students will be career, college, or military ready by providing all students the opportunities to participate in wide ranging articulated educational programs.

From all 448 respondents, overall is 3.08, from 1 is Strongly Agree to 5 is Strongly Disagree that the District is making progress towards achieving the above mentioned goal.

Goal 4: Utilizing student, parent, and staff surveys to assess the school climate, all students will be educated in a safe and positive learning environment.

From all 466 respondents, overall is 3.06, from 1 is Strongly Agree to 5 is Strongly Disagree that the District is making progress towards achieving the above mentioned goal.

Goal 5: Provide supportive opportunities for parents to meaningfully participate in the education of all students.

From all 460 respondents, overall is 3.00, from 1 is Strongly Agree to 5 is Strongly Disagree that the District is making progress towards achieving the above mentioned goal.

Parent Specific Questions:

Do you feel that Tehachapi Unified School District seeks input from parents/guardians in school and district decision making?

From all 341 respondents, overall is 3.28, from 1 is Strongly Agree to 5 is Strongly Disagree.

Do you feel that Tehachapi Unified School District promotes parental participation in school and/or district programs?

From all 341 respondents, overall is 3.13, from 1 is Strongly Agree to 5 is Strongly Disagree.

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

Stakeholders were involved in the Annual Update, and the District reported out on progress toward the established metrics. Metrics were made available to all stakeholders related to the state priorities and used to inform the LCAP monitoring process. They were STAR results, API/AYP, Proficiency of EL's, graduation rates, dropout rates, a-g rates, AP results, EAP results, completion of career plans, school facility information, suspension and expulsion rates, teacher assignments, attendance rates, CTE enrollment and program completion disaggregated where appropriate. Data analysis, identified needs, and specific suggestions from stakeholders assisted in the development and revision of our LCAP actions under all 5 District goals.

Stakeholder input resulted in the consolidation and revisions of actions under various goals, in addition to the addition of services and supports to meet areas of identified need:

1. Student Achievement is a concern, in particular the area of Math. With the move to CCSS, and parents want to see differentiation, intervention, and tutoring opportunities for students at all levels. Technology was also a priority, as well as offering STEM and enrichment opportunities, and parent education. As such increased funding was added to actions for professional development, pacing guides, interim assessment administration with data analysis, increased classified staffing for intervention, parent education, and the expansion of extracurricular and enrichment and STEM opportunities. In addition to the restructuring of certificated staff to include elementary TOSA positions to provide intervention in both ELA and math.
2. Student achievement is a concern; parents want to see more tutoring and homework help. More translation services for parents at the school sites are needed, especially with the high school counseling office.. Parents also felt additional counseling services were needed at the THS.
3. More clubs/enrichment activities, technology access, campus security, increased elective offerings were needed for students. As such, additional funds were allocated plan to address these concerns.
4. Technology access and connectivity is a concern, as is student engagement and support for CCSS. As such, additional funds were allocated to provide professional development around CCSS. additional software and increase staffing at school site computer labs.

GOALS, ACTIONS, & SERVICES

Strategic Planning Details and Accountability

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

GOAL 1

Unchanged

All students will make progress in meeting/exceeding standards in all core areas by increasing at least one performance level on relevant assessments.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1,2,4

Local Priorities:

Identified Need: Not all students currently perform at or exceeding standards in mathematics and English Language Arts. An achievement gap exists for "at-risk" students, including English Learners, Foster Youth, and Low Income students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Priority 1 (a)- Basic Services-Teachers Appropriately Credentialed and Assigned	Fully Credentialed Teachers: 91% Teacher Misassignments: 0	Fully Credentialed Teachers: 92% Teacher Misassignments: 0	Fully Credentialed Teachers: 93% Teacher Misassignments: 0	Fully Credentialed Teachers: 94% Teacher Misassignments: 0
Priority 1 (b)-Basic Services-Instructional Materials Priority	100% compliance on Williams On instructional materials	100% compliance on Williams	100% compliance on Williams	100% compliance on Williams
1 (c)-Basic Services-Facilities in good repair	Good/Exemplary ratings for all schools	Good/Exemplary ratings for all schools	Good/Exemplary ratings for all schools	Good/Exemplary ratings for all schools
Priority 2 (a) Implementation of State Standards ELA Math	Pacing Guides aligned to CCSS implemented in 100%	Pacing Guides aligned to CCSS implemented in 100%	Pacing Guides aligned to CCSS implemented in 100%	Pacing Guides aligned to CCSS implemented in 100%

NGSS Priority 2 (b) Implementation State Standards EL access to core	of K-12 District classrooms for ELA and Math. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. Benchmark assessments administered in 100% of ELA and Math classrooms. All other state adopted content standards are fully implemented.	of K-12 District classrooms for ELA and Math. Maintained 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. Maintained benchmark assessments administered in 100% of ELA and Math classrooms. All other state adopted content standards are fully implemented. NGSS standard metrics were created through an Instructional Leadership team.	of K-12 District classrooms for ELA and Math. Maintain 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. Maintain benchmark assessments administered in 100% of ELA and Math classrooms. All other state adopted content standards are fully implemented. NGSS standard metrics were created through an Instructional Leadership team.	of K-12 District classrooms for ELA and Math. Maintain 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. Maintain benchmark assessments administered in 100% of ELA and Math classrooms. All other state adopted content standards are fully implemented. NGSS standard metrics were created through an Instructional Leadership team.
Priority 4 (a)-Pupil Achievement CAASPP-ELA CAASPP-Math CAASPP-	15/16 ELA - 47% Met or Exceeded Standards 15/16 Math - 33% Met or Exceeded Standards 15/16 Science - 61.58% Met or Exceeded Standards	16/17 ELA - 45% Met or Exceeded Standards 16/17 Math - 30% Met or Exceeded Standards 16/17 CAST (Science) – Not Applicable	17/18 ELA - 47% Met or Exceeded Standards 17/18 Math - 35% Met or Exceeded Standards 16/17 CAST - 40% Met or Exceeded Standards	18/19 ELA - 52% Met or Exceeded Standards 17/18 Math - 40% Met or Exceeded Standards 15/16 CAST - 45% Met or Exceeded Standards
Science Priority 4 (b)-Pupil Achievement AYP	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Priority 4 (c)-Pupil Achievement A-G Completion/CTE Coursework	Total Grads with UC/CSU Required Courses will increase from 28.24% The total for students in UC/CSU Required Courses will increase from: 32%	Total Grads with UC/CSU Required Courses will increase by 3% The total for students in UC/CSU Required Courses will increase by 3%	Total Grads with UC/CSU Required Courses will increase by 5% The total for students in UC/CSU Required Courses will increase by 5%	Total Grads with UC/CSU Required Courses will increase by 7% The total for students in UC/CSU Required Courses will increase by 7%
Priority 4 (d)-Pupil Achievement English Learners making Progress	Percentage of EL pupils making progress toward English proficiency - 67.4%.	Percentage of EL pupils making progress toward English proficiency will increase by 3%.	Percentage of EL pupils making progress toward English proficiency will increase by 5%.	Percentage of EL pupils making progress toward English proficiency will increase by 7%.

Priority 4 (e)-Pupil Achievement English Learner Reclassification Rate	The Reclassification Rate Reclassification rate will increase from 15.43%	The Reclassification Rate Reclassification rate will increase by 3%	The Reclassification Rate Reclassification rate will increase by 5%	The Reclassification Rate Reclassification rate will increase by 7%
Priority 4 (f)-Pupil Achievement Percentage of Students that scored 3 or higher on AP Exam	Percentage of total AP Students with Scores 3+ will increase from 56.87%	Percentage of total AP Students with Scores 3+ will increase by 3%	Percentage of total AP Students with Scores 3+ will increase by 5%	Percentage of total AP Students with Scores 3+ will increase by 5%
Priority 4 (g)-Pupil Achievement Percentage of Students that scored 4 on EAP	Percentage of Students that scored 4 on EAP will increase from: ELA - 36.4% Math - 8.8%	Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.	Percentage of Students that scored 4 on EAP in ELA and Math will increase by 6%.	Percentage of Students that scored 4 on EAP in ELA and Math will increase by 7%.

Planned Actions / Services

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

ACTION 1

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services**Unchanged****Unchanged****Unchanged****2017-2018 Actions/Services****2018-2019 Actions/Services****2019-2020 Actions/Services**

Provide highly qualified teachers; ensure teachers not highly qualified acquire necessary authorizations and/or certifications.

Provide highly qualified teachers; ensure teachers not highly qualified acquire necessary authorizations and/or certifications.

Provide highly qualified teachers; ensure teachers not highly qualified acquire necessary authorizations and/or certifications

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$19,536,117	\$19,512,400	\$19,512,400
Source	Base \$10,482,770 EPA \$5,570,783 Special Education \$3,482,564	Base \$10,308,569 EPA \$5,732,473 Special Education \$3,471,358	Base \$10,308,569 EPA \$5,732,473 Special Education \$3,471,358
Budget Reference	Base: 1000-1999 Certificated Salaries \$7,390,274 3000-3999 Employee Benefits \$3,092,496 EPA: 1000-1999 Certificated Salaries \$3,941,905 3000-3999 Employee Benefits \$1,628,878 Special Education: 1000-1999 Certificated Salaries \$2,452,505 3000-3999 Employee Benefits \$1,030,059	Base: 1000-1999 Certificated Salaries \$7,266,696 3000-3999 Employee Benefits \$3,041,873 EPA: 1000-1999 Certificated Salaries \$4,028,420 3000-3999 Employee Benefits \$1,704,053 Special Education: 1000-1999 Certificated Salaries \$2,434,740 3000-3999 Employee Benefits \$1,036,618	Base: 1000-1999 Certificated Salaries \$7,266,696 3000-3999 Employee Benefits \$3,041,873 EPA: 1000-1999 Certificated Salaries \$4,028,420 3000-3999 Employee Benefits \$1,704,053 Special Education: 1000-1999 Certificated Salaries \$2,434,740 3000-3999 Employee Benefits \$1,036,618

ACTION 2

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

Students to be Served**Location(s)**

NA

NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools
Actions/Services		
Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
<p>Continue to implement pacing guides and administer Interim Assessments in core subjects. Conduct data analysis after each Interim Assessment to monitor academic student achievement for all students, create a feedback loop for updating and revising pacing guides and based on data analysis.</p>	<p>Provide ongoing support for the Common Core State Standards in ELA and Math, and history-social science and science, targeting low income students, foster youth, and English Learners by implementing pacing guides and administering Interim Assessments in core subjects. Conduct data analysis after each Interim Assessment to monitor academic student achievement for all students, create a feedback loop for updating and revising pacing guides based on data analysis. Additionally, each school site will be provided additional funding for classroom supplies to ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward low income, homeless, foster and English learner student populations.</p>	<p>Provide ongoing support for the Common Core State Standards in ELA and Math, and history-social science and science, targeting low income students, foster youth, and English Learners by implementing pacing guides and administering Interim Assessments in core subjects. Conduct data analysis after each Interim Assessment to monitor academic student achievement for all students, create a feedback loop for updating and revising pacing guides based on data analysis. Additionally, each school site will be provided additional funding for classroom supplies to ensure students living in poverty have access to supplemental instructional supplies. This action is principally directed toward low income, homeless, foster and English learner student populations.</p>

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$190,323	\$270,357	\$270,357
Source	Supplemental \$20,000 Educator Effectiveness Grant \$47,667 Base \$122,656	Supplemental \$270,357	Supplemental \$270,357
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$14,579 3000-3999 Employee Benefits \$5,421 Educator Effectiveness Grant: 1000-1999 Certificated Salaries \$15,000 3000-3999 Employee Benefits \$2,667 4000-4999 Books & Supplies \$5,000 5000-5999 Services & Other Operating Expenses \$25,000 Base: 1000-1999 Certificated Salaries \$89,255 3000-3999 Employee Benefits \$18,401 4000-4999 Books & Supplies \$15,000	Supplemental: 1000-1999 Certificated Salaries \$119,389 3000-3999 Employee Benefits \$25,798 4000-4999 Books & Supplies \$84,654 5000-5999 Services & Other Operating Expenses \$40,516	Supplemental: 1000-1999 Certificated Salaries \$119,389 3000-3999 Employee Benefits \$25,798 4000-4999 Books & Supplies \$84,654 5000-5999 Services & Other Operating Expenses \$40,516

ACTION 3

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to fund Student Study Team Positions at all elementary sites. At the Middle and High school level, Student Study Teams will be coordinated by a site administrator.	Tehachapi Unified School District's low income, foster, and English learner populations are some of the lowest performing student groups on state and local assessments. The District will continue to fund Student Success Team positions at all elementary sites and will evaluate the possibility of funding positions at Middle and High school levels. This action is principally directed toward low income, homeless, foster and English learner student populations.	Tehachapi Unified School District's low income, foster, and English learner populations are some of the lowest performing student groups on state and local assessments. The District will continue to fund Student Success Team positions at all elementary sites and will evaluate the possibility of funding positions at Middle and High school levels. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$55,863	\$25,287	\$25,287
Source	Supplemental \$55,863	Supplemental \$25,287	Supplemental \$25,287
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$42,385 3000-3999 Employee Benefits \$13,478	Supplemental: 1000-1999 Certificated Salaries \$18,643 3000-3999 Employee Benefits \$6,644	Supplemental: 1000-1999 Certificated Salaries \$18,643 3000-3999 Employee Benefits \$6,644

ACTION 4

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Low Income, Foster Youth	LEA Wide	Specific Schools: All Elementary Schools

Actions/Services			
Modified		Modified	Unchanged
2017-2018 Actions/Services		2018-2019 Actions/Services	2019-2020 Actions/Services
Utilizing certificated and classified staff, provide Response to Intervention (RTI), professional development, and classroom support in reading and math at each elementary school.		Tehachapi Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments. Utilizing certificated and classified staff, the District will provide Response to Intervention (RTI), professional development, and classroom support in reading and math at each elementary school. The goal of RTI is to provide intervention to for students where students are able to reach a point at which they can independently sustain growth in relation to their peers and close the achievement gap. According to Hattie 2010, RTI has an effect size of 1.07 over a two year period, when implemented with fidelity. This action is principally directed toward low income and English learner student populations.	Tehachapi Unified School District's low income and English learner populations are some of the lowest performing student groups on state and local assessments. Utilizing certificated and classified staff, the District will provide Response to Intervention (RTI), professional development, and classroom support in reading and math at each elementary school. The goal of RTI is to provide intervention to for students where students are able to reach a point at which they can independently sustain growth in relation to their peers and close the achievement gap. According to Hattie 2010, RTI has an effect size of 1.07 over a two year period, when implemented with fidelity. This action is principally directed toward low income and English learner student populations.
Budgeted Expenditures			
Year	2017-2018	2018-2019	2019-2020
Amount	\$560,371	\$695,359	\$695,359
Source	Supplemental \$502,712 Title II \$57,659	Supplemental \$622,745 Title II \$72,614	Supplemental \$622,745 Title II \$72,614
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$257,794 2000-2999 Classified Salaries \$111,378 3000-3999 Employee Benefits \$133,540 Title II: 1000-1999 Certificated Salaries \$40,915 3000-3999 Employee Benefits \$16,744	Supplemental: 1000-1999 Certificated Salaries \$339,792 2000-2999 Classified Salaries \$119,232 3000-3999 Employee Benefits \$154,221 4000-4999 Books & Supplies \$9,500 Title II: 1000-1999 Certificated Salaries \$52,553 3000-3999 Employee Benefits \$20,061	Supplemental: 1000-1999 Certificated Salaries \$339,792 2000-2999 Classified Salaries \$119,232 3000-3999 Employee Benefits \$154,221 4000-4999 Books & Supplies \$9,500 Title II: 1000-1999 Certificated Salaries \$52,553 3000-3999 Employee Benefits \$20,061

ACTION 5

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to provide high quality staff development in best practices to support instruction in common core standards. Utilizing certificated staff to support in delivering the Common Core State Standards in the area of ELA/ELD, RTI, and Math.	Continue to provide high quality staff development in best practices to support instruction in common core standards. Utilizing certificated staff to support in delivering the Common Core State Standards in the area of ELA/ELD, RTI, and Math. This action is principally directed toward low income, homeless, foster and English learner student populations.	Continue to provide high quality staff development in best practices to support instruction in common core standards. Utilizing certificated staff to support in delivering the Common Core State Standards in the area of ELA/ELD, RTI, and Math. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$23,556	\$13,857	\$13,857
Source	Educator Effectiveness Grant \$23,556	Title II \$13,857	Title II \$13,857
Budget Reference	Educator Effectiveness Grant: 1000-1999 Certificated Salaries \$20,000 3000-3999 Employee Benefits \$3,556	Title II 1000-1999 Certificated Salaries \$10,000 3000-3999 Employee Benefits \$3,857	Title II 1000-1999 Certificated Salaries \$10,000 3000-3999 Employee Benefits \$3,857

ACTION 6

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All schools

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to work on a system to providing professional development in equitable classroom practices and utilize Classroom Walkthroughs as a means to provide consistent feedback on instructional practices.	The District will provide supplemental ongoing professional development support for the Common Core State Standards in ELA and Math, and history-social science and science, targeting low income students, foster youth, and English Learners. The District will continue to work on a system to providing professional development in equitable classroom practices and utilize Classroom Walkthroughs as a means to provide consistent feedback on instructional practices.	The District will provide supplemental ongoing professional development support for the Common Core State Standards in ELA and Math, and history-social science and science, targeting low income students, foster youth, and English Learners. The District will continue to work on a system to providing professional development in equitable classroom practices and utilize Classroom Walkthroughs as a means to provide consistent feedback on instructional practices.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$40,000	\$13,000	\$40,000
Source	Educator Effectiveness Grant \$20,000 Supplemental \$20,000	Title II \$0 Supplemental \$13,000	Title II \$0 Supplemental \$13,000
Budget Reference	Educator Effectiveness Grant: 5000-5999 Services & Other Operating Expenses \$20,000 Supplemental: 5000-5999 Services & Other Operating Expenses \$20,000	Title II: 5000-5999 Services & Other Operating Expenses \$0 Supplemental: 5000-5999 Services & Other Operating Expenses \$13,000	Title II: 5000-5999 Services & Other Operating Expenses \$0 Supplemental: 5000-5999 Services & Other Operating Expenses \$13,000

ACTION 7

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue Instructional Leadership Team (ILT) to provide professional development in the Science state framework, and adopt Standards-based materials in Science. Identify essential standards, and create new pacing guides and benchmarks.	The District will continue to provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income, foster youth and ELs. Also, the District will continue Instructional Leadership Team (ILT) to provide professional development in the Science state framework, and adopt Standards-based materials in Science. The team will identify essential standards and review pacing guides and benchmarks for possible revision.	The District will continue to provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income, foster youth and ELs. Also, the District will continue Instructional Leadership Team (ILT) to provide professional development in the Science state framework, and adopt Standards-based materials in Science. The team will identify essential standards and review pacing guides and benchmarks for possible revision.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$21,778	\$27,928	\$27,928
Source	Educator Effectiveness Grant \$21,778	Title II \$27,928	Title II \$27,928
Budget Reference	Educator Effectiveness Grant: 1000-1999 Certificated Salaries \$10,000 3000-3999 Employee Benefits \$1,778 5000-5999 Services & Other Operating Expenses \$10,000	Title II: 1000-1999 Certificated Salaries \$10,000 3000-3999 Employee Benefits \$1,928 4000-4999 Books & Supplies \$10,000 5000-5999 Services & Other Operating Expenses \$6,000	Title II: 1000-1999 Certificated Salaries \$10,000 3000-3999 Employee Benefits \$1,928 4000-4999 Books & Supplies \$10,000 5000-5999 Services & Other Operating Expenses \$6,000

ACTION 8

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All schools

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to use library system to barcode all teacher and student materials. Maintain library staffing and library hours for student access. Maintain budget for library books per student at all sites. Maintain the subscription to World Book Online and provide training to all staff to include best practices that support metacognition.	The District will maintain library staffing and library hours for student access and maintain budget for library books and subscription to World Book Online for student at all sites, with an emphasis to support low income, foster youth, and English Learners that may not have access to books and Internet or wi-fi at home. Principally directed to support unduplicated students.	The District will maintain library staffing and library hours for student access and maintain budget for library books and subscription to World Book Online for student at all sites, with an emphasis to support low income, foster youth, and English Learners that may not have access to books and Internet or wi-fi at home. Principally directed to support unduplicated students.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$101,809	\$166,279	\$166,279
Source	Base \$71,809 Supplemental \$30,000	Supplemental \$166,279	Supplemental \$166,279
Budget Reference	Base: 2000-2999 Classified Salaries \$6,000 3000-3999 Employee Benefits \$1,739 4000-4999 Books & Supplies \$48,892 5000-5999 Services & Other Operating Expenses \$15,178 Supplemental: 1000-1999 Certificated Salaries \$21,791 3000-3999 Employee Benefits \$8,209	Supplemental: 1000-1999 Certificated Salaries \$75,504 2000-2999 Classified Salaries \$6,000 3000-3999 Employee Benefits \$30,258 4000-4999 Books & Supplies \$45,443 5000-5999 Services & Other Operating Expenses \$9,074	Supplemental: 1000-1999 Certificated Salaries \$75,504 2000-2999 Classified Salaries \$6,000 3000-3999 Employee Benefits \$30,258 4000-4999 Books & Supplies \$45,443 5000-5999 Services & Other Operating Expenses \$9,074

ACTION 9

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	Specific Schools: ALL Secondary Schools

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide ELA and math intervention at the middle and high school utilizing computer programs such as APEX/PLATO during the school day. In addition, research best practices for restructuring the secondary RTI program.	Tehachapi Unified School District's low income, foster, and English learner populations are some of the lowest performing student groups on state and local assessments. The district will continue to provide ELA and math intervention at the middle and high school, utilizing computer programs such as PLATO during the school day. In addition, the District will research best practices for restructuring the secondary RTI program. Principally directed to support unduplicated students.	Tehachapi Unified School District's low income, foster, and English learner populations are some of the lowest performing student groups on state and local assessments. The district will continue to provide ELA and math intervention at the middle and high school, utilizing computer programs such as PLATO during the school day. In addition, the District will research best practices for restructuring the secondary RTI program. Principally directed to support unduplicated students.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$478,000	\$555,785	\$555,785
Source	Supplemental \$478,000	Supplemental \$555,785	Supplemental \$555,785
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$332,358 3000-3999 Employee Benefits \$145,642 5000-5999 Services & Other Operating Expenses \$0	Supplemental: 1000-1999 Certificated Salaries \$382,347 3000-3999 Employee Benefits \$157,038 5000-5999 Services & Other Operating Expenses \$16,400	Supplemental: 1000-1999 Certificated Salaries \$382,347 3000-3999 Employee Benefits \$157,038 5000-5999 Services & Other Operating Expenses \$16,400

ACTION 10

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools

Actions/Services		
Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to assess technology needs and develop a district wide plan for base services, on- going replacement, and expansion of new technology. Provide a computer lab attendant in each elementary school lab and provide them with professional development and software for instruction	It has been Tehachapi Unified School District's experience that English Learners, Foster Youth, Low Income students do not have reliable access to technology; and to fully prepare students for college, career, and the military, it is necessary to include consistent use of technology in our classrooms. The District will continue to assess technology needs and develop a district-wide plan for base services, on-going replacement, and expansion of new technology. The District will provide a computer lab attendant in each elementary school lab to support English Learners, Foster Youth, Low Income students. In addition, the district will also explore hiring a confidential management position to direct and support student access and develop and implement an annual replacement plan.	It has been Tehachapi Unified School District's experience that English Learners, Foster Youth, Low Income students do not have reliable access to technology; and to fully prepare students for college, career, and the military, it is necessary to include consistent use of technology in our classrooms. The District will continue to assess technology needs and develop a district-wide plan for base services, on-going replacement, and expansion of new technology. The District will provide a computer lab attendant in each elementary school lab to support English Learners, Foster Youth, Low Income students. In addition, the district will also explore hiring a confidential management position to direct and support student access and develop and implement an annual replacement plan.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$195,131	\$360,590	\$360,590
Source	Base \$140,736 Supplemental \$54,395	Base \$173,557 Supplemental \$187,033	Base \$173,557 Supplemental \$187,033
Budget Reference	Base: 4000-4999 Books & Supplies \$140,736 Supplemental: 2000-2999 Classified Salaries \$43,489 3000-3999 Employee Benefits \$10,906	Base: 2000-2999 Classified Salaries \$54,472 3000-3999 Employee Benefits \$24,643 4000-4999 Books & Supplies \$84,442 5000-5999 Services & Other Operating Expenses \$10,000 Supplemental: 2000-2999 Classified Salaries \$95,892 3000-3999 Employee Benefits \$34,847 4000-4999 Books & Supplies \$56,294	Base: 2000-2999 Classified Salaries \$54,472 3000-3999 Employee Benefits \$24,643 4000-4999 Books & Supplies \$84,442 5000-5999 Services & Other Operating Expenses \$10,000 Supplemental: 2000-2999 Classified Salaries \$95,892 3000-3999 Employee Benefits \$34,847 4000-4999 Books & Supplies \$56,294

ACTION 11

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Utilizing certificated and classified staff to provide high quality professional development in instructional technologies on different computer applications and support training in digital citizenship and 21st Century skills for all stakeholders.	The District will utilize certificated and classified staff to provide high quality professional development in instructional technologies on different computer applications and support training in digital citizenship and 21st Century skills for all stakeholders.	The District will utilize certificated and classified staff to provide high quality professional development in instructional technologies on different computer applications and support training in digital citizenship and 21st Century skills for all stakeholders.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$5,070	\$3,520	\$3,520
Source	Title II, Part A \$5,070	Title II, Part A \$3,520	Title II, Part A \$3,520
Budget Reference	Title II, Part A: 1000-1999 Certificated Salaries \$4,305 3000-3999 Employee Benefits \$765	Title II, Part A: 1000-1999 Certificated Salaries \$2,951 3000-3999 Employee Benefits \$569	Title II, Part A: 1000-1999 Certificated Salaries \$2,951 3000-3999 Employee Benefits \$569

ACTION 12

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools

Actions/Services

Modified	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide tutoring before/after school for all schools. Provide an online program for assessing and targeting the needs of the tutoring students.	The District will provide tutoring for "At-Risk" students, with an emphases on English Learners, Foster Youth, and low income students before/during/after school for all schools. Additionally, the District will provide an online program for assessing and targeting the needs of the tutoring students.	The District will provide tutoring for "At-Risk" students, with an emphases on English Learners, Foster Youth, and low income students before/during/after school for all schools. Additionally, the District will provide an online program for assessing and targeting the needs of the tutoring students.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$43,673	\$48,387	\$48,387
Source	Base \$9,500 Supplemental \$34,173	Base \$9,500 Supplemental \$38,887	Base \$9,500 Supplemental \$38,887
Budget Reference	Base: 5000-5999 Services and Other Operating Expenses \$9,500 Supplemental: 1000-1999 Certificated Salaries \$29,000 3000-3999 Employee Benefits \$5,173	Base: 5000-5999 Services and Other Operating Expenses \$9,500 Supplemental: 1000-1999 Certificated Salaries \$32,600 3000-3999 Employee Benefits \$6,287	Base: 5000-5999 Services and Other Operating Expenses \$9,500 Supplemental: 1000-1999 Certificated Salaries \$32,600 3000-3999 Employee Benefits \$6,287

ACTION 13

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All Schools

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Home Based Independent Study Program (TILA) to continue to offer A-G requirements, community outreach, and enrichment programs; evaluate effectiveness of effort. Continue contract with Plato computer online subscription.	TUSD's Home Based Independent Study Program (TILA) will continue to offer A-G requirements, community outreach, and enrichment programs. The District will evaluate effectiveness of effort; consider adding a non-A-G track to service more English Learners, Foster Youth, Low Income students; and continue contract with Plato computer online subscription. This action is principally directed to support unduplicated students.	TUSD's Home Based Independent Study Program (TILA) will continue to offer A-G requirements, community outreach, and enrichment programs. The District will evaluate effectiveness of effort; consider adding a non-A-G track to service more English Learners, Foster Youth, Low Income students; and continue contract with Plato computer online subscription. This action is principally directed to support unduplicated students.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$176,278	\$61,497	\$61,497
Source	\$176,278	Base \$36,899 Supplemental \$24,598	Base \$36,899 Supplemental \$24,598
Budget Reference	Base: 1000-1999 Certificated Salaries \$76,720 2000-2999 Classified Salaries \$33,087 3000-3999 Employee Benefits \$51,471 5000-5999 Services & Other Operating Expenses \$15,000	Base: 2000-2999 Classified Salaries \$15,409 3000-3999 Employee Benefits \$12,490 5000-5999 Services & Other Operating Expenses \$9,000 Supplemental: 2000-2999 Classified Salaries \$10,272 3000-3999 Employee Benefits \$8,326 5000-5999 Services & Other Operating Expenses \$6,000	Base: 2000-2999 Classified Salaries \$15,409 3000-3999 Employee Benefits \$12,490 5000-5999 Services & Other Operating Expenses \$9,000 Supplemental: 2000-2999 Classified Salaries \$10,272 3000-3999 Employee Benefits \$8,326 5000-5999 Services & Other Operating Expenses \$6,000

ACTION 14

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All Sites

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Evaluate summer school course offerings and outcomes. Continue to research acceleration model, front- loading next year essential standards to better prepare students for the content and rigor of CCSS. Maintain credit recovery model as needed.	The District will evaluate summer school course offerings and outcomes; continue to research acceleration model, front- loading next year essential standards to better prepare students for the content and rigor of CCSS; and maintain credit recovery model as needed. This action is principally directed toward low income, homeless, foster and English learner student populations.	The District will evaluate summer school course offerings and outcomes; continue to research acceleration model, front- loading next year essential standards to better prepare students for the content and rigor of CCSS; and maintain credit recovery model as needed. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$165,006	\$167,080	\$167,080
Source	Base \$92,015 Special Education \$72,991	Supplemental \$93,224 Special Education \$73,856	Supplemental \$93,224 Special Education \$73,856
Budget Reference	Base: 1000-1999 Certificated Salaries \$56,000 2000-2999 Classified Salaries \$20,000 3000-3999 Employee Benefits \$15,615 4000-4999 Books & Supplies \$400 Special Education: 1000-1999 Certificated Salaries \$30,863 2000-2999 Classified Salaries \$27,350 3000-3999 Employee Benefits \$13,226 4000-4999 Books & Supplies \$500 5000-5999 Services & Other Operating Expenses \$1,052	Supplemental: 1000-1999 Certificated Salaries \$56,000 2000-2999 Classified Salaries \$20,000 3000-3999 Employee Benefits \$16,824 4000-4999 Books & Supplies \$400 Special Education: 1000-1999 Certificated Salaries \$34,563 2000-2999 Classified Salaries \$23,650 3000-3999 Employee Benefits \$14,191 4000-4999 Books & Supplies \$400 5000-5999 Services & Other Operating Expenses \$1,052	Supplemental: 1000-1999 Certificated Salaries \$56,000 2000-2999 Classified Salaries \$20,000 3000-3999 Employee Benefits \$16,824 4000-4999 Books & Supplies \$400 Special Education: 1000-1999 Certificated Salaries \$34,563 2000-2999 Classified Salaries \$23,650 3000-3999 Employee Benefits \$14,191 4000-4999 Books & Supplies \$400 5000-5999 Services & Other Operating Expenses \$1,052

ACTION 15

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

Students to be Served	Location(s)
All	All Sites

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue Co-Administrator positions at elementary sites for monitoring student achievement, RTI, and support to teachers	The District will continue Co-Administrator positions at elementary sites for monitoring student achievement, RTI, and support to teachers. This action is principally directed toward low income, homeless, foster and English learner student populations.	The District will continue Co-Administrator positions at elementary sites for monitoring student achievement, RTI, and support to teachers. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$355,930	\$375,476	\$375,476
Source	Title I \$355,930	Title I \$375,475	Title I \$375,476
Budget Reference	Title I: 1000-1999 Certificated Salaries \$263,668 3000-3999 Employee Benefits \$92,262	Title I: 1000-1999 Certificated Salaries \$272,892 3000-3999 Employee Benefits \$102,584	Title I: 1000-1999 Certificated Salaries \$272,892 3000-3999 Employee Benefits \$102,584

ACTION 16

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools

Actions/Services			
Unchanged		Modified	Unchanged
2017-2018 Actions/Services		2018-2019 Actions/Services	2019-2020 Actions/Services
Addition of certificated staff to support teachers in RTI, Science, and Math		The District will provide differentiated professional learning on strengthening PLCs, emphasizing student data analysis principally directed to support low income, foster youth and ELs; and continue to evaluate if certificated staffing is adequate to support teachers in RTI, Science, and Math.	The District will provide differentiated professional learning on strengthening PLCs, emphasizing student data analysis principally directed to support low income, foster youth and ELs; and continue to evaluate if certificated staffing is adequate to support teachers in RTI, Science, and Math.
Budgeted Expenditures			
Year	2017-2018	2018-2019	2019-2020
Amount	\$152,841	\$104,615	\$104,615
Source	Supplemental \$152,841	Supplemental \$104,615	Supplemental \$104,615
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$115,726 3000-3999 Employee Benefits \$37,115	Supplemental: 1000-1999 Certificated Salaries \$74,194 3000-3999 Employee Benefits \$30,421	Supplemental: 1000-1999 Certificated Salaries \$74,194 3000-3999 Employee Benefits \$30,421

» GOAL 2

Unchanged

All English Learners will show progress towards attaining English language proficiency in the four domains of reading, writing, speaking, and listening across all content areas

State and/or Local Priorities Addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need: Not all English Language learners are acquiring English language proficiency. In addition, an achievement gap exist between English Language Learners and their English only speaking peers in the areas of mathematics and English Language Arts. CAASPP and Local data indicate that there is a lack of achievement of English Learners in core curriculum subjects as well as language acquisition progress point to a continuing need to focus on institutional supports for district English learners. Goal Two focus on providing professional development opportunities for teachers to

receive feedback on implementation of best practices throughout the school year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Priority 4 (a)-Pupil Achievement CAASPP-ELA CAASPP-Math CAASPP-Science	15/16 ELA - 47% Met or Exceeded Standards 15/16 Math - 33% Met or Exceeded Standards 15/16 Science - 61.58% Met or Exceeded Standards	16/17 ELA - 45% Met or Exceeded Standards 16/17 Math - 30% Met or Exceeded Standards 17/18 CAST (Science) Not Applicable	17/18 ELA - 47% Met or Exceeded Standards 17/18 Math - 35% Met or Exceeded Standards 17/18 CAST- 40 Met or Exceeded Standards	18/19 ELA - 52% Met or Exceeded Standards 18/19 Math - 40% Met or Exceeded Standards 18/19 CAST 45% Met or Exceeded Standards
Priority 4 (b)-Pupil Achievement AYP	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Priority 4 (c)-Pupil Achievement A-G Completion/CTE Coursework	Total Grads with UC/CSU Required Courses will increase from 28.24%	Total Grads with UC/CSU Required Courses will increase by 3%	Total Grads with UC/CSU Required Courses will increase by 5%	Total Grads with UC/CSU Required Courses will increase by 7%
	The total for students in UC/CSU Required Courses will increase from: 32%	The total for students in UC/CSU Required Courses will increase by 3%	The total for students in UC/CSU Required Courses will increase by 5%	The total for students in UC/CSU Required Courses will increase by 7%
Priority 4 (d)-Pupil Achievement English Learners making Progress	Percentage of EL pupils making progress toward English proficiency - 67.4%.	Percentage of EL pupils making progress toward English proficiency will increase by 3%.	Percentage of EL pupils making progress toward English proficiency will increase by 5%.	Percentage of EL pupils making progress toward English proficiency will increase by 7%.
Priority 4 (e)-Pupil Achievement English Learner Reclassification Rate Priority	The Reclassification Rate Reclassification rate will increase from 15.43%	The Reclassification Rate Reclassification rate will increase by 3%.	The Reclassification Rate Reclassification rate will increase by 5%.	The Reclassification Rate Reclassification rate will increase by 7%.
Priority4 (f)-Pupil Achievement Percentage of Students that scored 3 or	Percentage of total AP Students with Scores 3+ will increase from 56.87%	Percentage of total AP Students with Scores 3+ will increase by 3%.	Percentage of total AP Students with Scores 3+ will increase by 5%.	Percentage of total AP Students with Scores 3+ will increase by 7%.

higher on AP Exam				
Priority 4 (g)-Pupil Achievement Percentage of Students that scored 4 on EAP	Percentage of Students that scored 4 on EAP will increase from: ELA - 36.4% Math - 8.8%	Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.	Percentage of Students that scored 4 on EAP in ELA and Math will increase by 6%.	Percentage of Students that scored 4 on EAP in ELA and Math will increase by 7%.

Planned Actions / Services

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

ACTION 1

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

Students to be Served	Location(s)
English Learners	All Schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Modified	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Review and revise essential standards, pacing guides and benchmarks for designated and integrated ELD. Identify curricular gaps in ELD and adopt supplemental materials if needed.	Tehachapi Unified School District will provide ongoing professional development support for the Common Core State Standards in ELA/ELD, targeting English Learners; review and revise essential standards, pacing guides and benchmarks for designated and integrated ELD; and identify curricular gaps in ELD and adopt supplemental materials if needed.	Tehachapi Unified School District will provide ongoing professional development support for the Common Core State Standards in ELA/ELD, targeting English Learners; review and revise essential standards, pacing guides and benchmarks for designated and integrated ELD; and identify curricular gaps in ELD and adopt supplemental materials if needed.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$14,244	\$14,350	\$14,350
Source	Title III \$14,244	Title III \$14,350	Title III \$14,350
Budget Reference	Title III: 1000-1999 Certificated Salaries \$7,000 3000-3999 Employee Benefits \$1,244 4000-4999 Books & Supplies \$6,000	Title III: 1000-1999 Certificated Salaries \$7,000 3000-3999 Employee Benefits \$1,350 4000-4999 Books & Supplies \$6,000	Title III: 1000-1999 Certificated Salaries \$7,000 3000-3999 Employee Benefits \$1,350 4000-4999 Books & Supplies \$6,000

ACTION 2

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners	LEA Wide	All schools

Actions/Services			
Modified		Modified	Unchanged
2017-2018 Actions/Services		2018-2019 Actions/Services	2019-2020 Actions/Services
Ensure all EL students are scheduled for designated ELD instruction. Utilize Classroom Walkthroughs as a means to provide consistent feedback to teachers by teachers and administration during designated ELD. Provide follow up coaching, support and professional development as needed.		The District will ensure all EL students are scheduled for designated ELD instruction. In addition, TUSD will provide additional professional development principally directed towards the specific need of EL students and strengthening equitable classroom practices; and provide consistent feedback, follow up coaching and support.	The District will ensure all EL students are scheduled for designated ELD instruction. In addition, TUSD will provide additional professional development principally directed towards the specific need of EL students and strengthening equitable classroom practices; and provide consistent feedback, follow up coaching and support.
Budgeted Expenditures			
Year	2017-2018	2018-2019	2019-2020
Amount	\$133,547	\$162,171	\$162,171
Source	Title III \$14,846 Supplemental \$30,000 Title I - District PD Funds \$88,701	Title III \$14,830 Supplemental \$48,828 Title I - District PD Funds \$98,513	Title III \$14,830 Supplemental \$48,828 Title I - District PD Funds \$98,513
Budget Reference	Title III: 1000-1999 Certificated Salaries \$10,880 3000-3999 Employee Benefits \$3,966 Supplemental: 1000-1999 Certificated Salaries \$21,951 3000-3999 Employee Benefits \$8,049 Title I - District PD Funds: 5000-5999 Services & Other Operating Expenses \$88,701	Title III: 1000-1999 Certificated Salaries \$10,658 3000-3999 Employee Benefits \$4,172 Supplemental: 1000-1999 Certificated Salaries \$35,820 3000-3999 Employee Benefits \$13,008 Title I - District PD Funds: 5000-5999 Services & Other Operating Expenses \$98,513	Title III: 1000-1999 Certificated Salaries \$10,658 3000-3999 Employee Benefits \$4,172 Supplemental: 1000-1999 Certificated Salaries \$35,820 3000-3999 Employee Benefits \$13,008 Title I - District PD Funds: 5000-5999 Services & Other Operating Expenses \$98,513

ACTION 3

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners	LEA Wide	Specific Schools: JMS, THS, MHS, Specific Grade spans:6-12

Actions/Services

Modified	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Certificated and classified trained school personnel, provide targeted counseling for English learners and Long Term ELs to ensure they are meeting academic requirements and working toward English language proficiency.	Certificated and classified trained school personnel will provide targeted counseling for English learners and Long Term ELs to ensure they are meeting academic requirements and working toward English language proficiency.	Certificated and classified trained school personnel will provide targeted counseling for English learners and Long Term ELs to ensure they are meeting academic requirements and working toward English language proficiency.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$30,342	\$44,737	\$44,737
Source	Supplemental \$30,342	Supplemental \$44,737	Supplemental \$44,737
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$21,691 3000-3999 Employee Benefits \$8,651	Supplemental: 1000-1999 Certificated Salaries \$31,599 3000-3999 Employee Benefits \$13,138	Supplemental: 1000-1999 Certificated Salaries \$31,599 3000-3999 Employee Benefits \$13,138

ACTION 4

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners	LEA-Wide	All schools

Actions/Services

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide a Bilingual Paraprofessional to provide increased communication and collaboration with parents and students, resulting in more frequent monitoring of student achievement.	The District will provide a Bilingual Paraprofessional to provide increased communication and collaboration with parents and students, resulting in more frequent monitoring of student achievement, emphasizing student data analysis for ELs.	The District will provide a Bilingual Paraprofessional to provide increased communication and collaboration with parents and students, resulting in more frequent monitoring of student achievement, emphasizing student data analysis for ELs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$56,065	\$57,146	\$57,146
Source	Supplemental \$56,065	Supplemental \$57,146	Supplemental \$57,146
Budget Reference	Supplemental: 2000-2999 Classified Salaries \$44,070 3000-3999 Employee Benefits \$11,995	Supplemental: 2000-2999 Classified Salaries \$44,125 3000-3999 Employee Benefits \$13,021	Supplemental: 2000-2999 Classified Salaries \$44,125 3000-3999 Employee Benefits \$13,021

ACTION 5

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners	LEA-Wide	All schools

Actions/Services

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide English Learner (EL) paraprofessionals to support English Learners (EL) students in core curricular areas and provide translation services for meetings and conferences.	The District will provide English Learner (EL) paraprofessionals to provide additional support English Learner (EL) students in core curricular areas and provide translation services for meetings and conferences, emphasizing student data analysis for ELs.	The District will provide English Learner (EL) paraprofessionals to provide additional support English Learner (EL) students in core curricular areas and provide translation services for meetings and conferences, emphasizing student data analysis for ELs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$99,457	\$101,772	\$101,772
Source	Supplemental \$99,457	Supplemental \$101,772	Supplemental \$101,772
Budget Reference	Supplemental: 2000-2999 Classified Salaries \$73,747 3000-3999 Employee Benefits \$25,710	Supplemental: 2000-2999 Classified Salaries \$74,266 3000-3999 Employee Benefits \$27,456 5000-5999 Services & Other Operating Expenses \$50	Supplemental: 2000-2999 Classified Salaries \$74,266 3000-3999 Employee Benefits \$27,456 5000-5999 Services & Other Operating Expenses \$50

ACTION 6

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to evaluate relative ELD assessment administration, and include in the district assessment plan and pacing guides.	The District will provide ongoing professional development to support ELD assessment administration, and include ELD assessment in the district assessment plan and pacing guides, emphasizing student data analysis for ELs.	The District will provide ongoing professional development to support ELD assessment administration, and include ELD assessment in the district assessment plan and pacing guides, emphasizing student data analysis for ELs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$61,206	\$66,381	\$66,381
Source	Supplemental \$61,206	Base \$66,381	Base \$66,381
Budget Reference	Supplemental: 2000-2999 Classified Salaries \$39,195 3000-3999 Employee Benefits \$22,011	Base: 2000-2999 Classified Salaries \$41,583 3000-3999 Employee Benefits \$24,298 5000-5999 Services & Other Operating Expenses \$500	Base: 2000-2999 Classified Salaries \$41,583 3000-3999 Employee Benefits \$24,298 5000-5999 Services & Other Operating Expenses \$500



GOAL 3

Unchanged

Upon graduation, all students will be career, college, or military ready by providing all students the opportunities to participate in wide-ranging articulated educational programs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3,7,8

Local Priorities:

Identified Need: The connectedness of parents and students was identified as an area of concern through stakeholder input in the LCAP Advisory Meetings and the 2018 LCAP Survey. Citing the instructional of students in preparation for graduation and career readiness as a need, especially for s English Language Learner and low socioeconomic students. TUSD support personnel, particularly school counselors, program specialist, and Learning Directors at every school have been identified as a continuing important action item of the LCAP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Priority 3 (c)- Parental Engagement Involvement of Parents of Exceptional Needs Pupils	Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.	Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.	Parent attendance at Special Education BRIDGES meetings increase by 2 to 10 parents. These meetings promote the participation of parents of pupils with exceptional needs.	Parent attendance at Special Education BRIDGES meetings by 10 to 20 parents. These meetings promote the participation of parents of pupils with exceptional needs.
Priority 7 (a)- Access to a broad course of study For all students	100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).	100% of students have access to broad course of study that includes all of the subject areas described in Section 51210 (a).	Maintain 100% of students who have access to broad course of study that includes all of the subject areas described in Section 51210 (a).	Maintain 100% of students have access to broad course of study that includes all of the subject areas described in Section 51210(a).
Priority 7 (b)-	100% of students have	100% of unduplicated students have	Maintain 100% of unduplicated	Maintain 100% of unduplicated

Access to a broad course of study For unduplicated students	access to broad course of study that includes all of the subject areas described in Section 51210 (including for unduplicated pupils). 100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).	access to broad course of study that includes all of the subject areas described in Section 51210.	students who have access to broad course of study that includes all of the subject areas described in Section 51210.	students who have access to broad course of study that includes all of the subject areas described in Section 51210.
Priority 7 (c)- Access to a broad course of study For students with exceptional needs	<p>Implement Inclusion Model for 65% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).</p>	<p>Implement Inclusion Model for 65% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).</p>	<p>Implement Inclusion Model for 70% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).</p>	<p>Implement Inclusion Model for 75% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).</p>
Priority 8 (a) Other Pupil Outcomes-	Course offerings/extracurricular activities and student participation	Course offerings/extracurricular activities and student participation will increase by 2%, as measured by activity rosters.	Course offerings/extracurricular activities and student participation will increase by 3%, as measured by activity rosters.	Course offerings/extracurricular activities and student participation will increase by 5%, as measured by activity rosters.

	will increase by 2%, as measured by activity rosters.			
Priority 3 (a)- Parental Engagement- Decision Making of Parents	<p>100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year.</p> <p>The District will hold DELAC a minimum of 3 times per year.</p> <p>The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision-making process.</p>	<p>100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year.</p> <p>The District will hold DELAC a minimum of 3 times per year.</p> <p>The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision-making process.</p>	<p>Maintain -100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year.</p> <p>The District will hold DELAC a minimum of 3 times per year.</p> <p>The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision-making process.</p>	<p>Maintain -100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year.</p> <p>The District will hold DELAC a minimum of 3 times per year.</p> <p>The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision-making process.</p>
Priority 3 (b)- Parental Engagement Involvement of Parents of Unduplicated Pupils	<p>100% of all District meeting and parent education correspondences will be translated into Spanish.</p> <p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths). Evaluations from Parent Education sessions will average "Good" or "3" on a scale of 1-4. Response rates on parent surveys will increase by 5%.</p>	<p>100% of all District meeting and parent education correspondences will be translated into Spanish.</p> <p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths). Evaluations from Parent Education sessions will average "Good" or "3" on a scale of 1-4. Response rates on parent surveys will increase by 5%.</p>	<p>Maintain-100% of all District meeting and parent education correspondences will be translated into Spanish.</p> <p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths). Evaluations from Parent Education sessions will average "Good" or "3" on a scale of 1-4. Response rates on parent surveys will increase by 7%.</p>	<p>Maintain-100% of all District meeting and parent education correspondences will be translated into Spanish.</p> <p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths). Evaluations from Parent Education sessions will average "Good" or "3" on a scale of 1-4. Response rates on parent surveys will increase by 10%.</p>

	<p>"3" on a scale of 1-4. Response rates on parent surveys will increase by 5%.</p> <p>Attendance at meetings and website response rates will be measured and increase by 5%.</p>	Attendance at meetings and website response rates will be measured and increase by 5%.	Attendance at meetings and website response rates will be measured and increase by 7%.	Attendance at meetings and website response rates will be measured and increase by 10%.
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Planned Actions / Services

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

ACTION 1

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	JMS, THS, MHS, Specific Grade spans:6-12

Actions/Services**Unchanged****2017-2018 Actions/Services**

Provide access for students and parents to the THS Career Center, which would provide resources for college and career planning. Topics for parent education may include: career pathways, career fairs, college and career plans/field trips, FAFSA, Scholarships, ASVAB testing information, information on College Readiness and college application night.

Unchanged**2018-2019 Actions/Services**

Tehachapi Unified School District will provide access for students and parents to the THS Career Center, which will provide resources for college and career planning. Topics for parent education may include: career pathways, career fairs, college and career plans/field trips, FAFSA, Scholarships, ASVAB testing information, College Readiness and college applications. This service emphasizes student data analysis and is principally directed to support low income, foster youth and ELs.

Unchanged**2019-2020 Actions/Services**

Tehachapi Unified School District will provide access for students and parents to the THS Career Center, which will provide resources for college and career planning. Topics for parent education may include: career pathways, career fairs, college and career plans/field trips, FAFSA, Scholarships, ASVAB testing information, College Readiness and college applications. This service emphasizes student data analysis and is principally directed to support low income, foster youth and ELs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$48,302	\$47,861	\$47,861
Source	Base \$48,302	Supplemental \$47,861	Supplemental \$47,861
Budget Reference	Base: 2000-2999 Classified Salaries \$26,729 3000-3999 Employee Benefits \$21,573	Supplemental: 2000-2999 Classified Salaries \$26,729 3000-3999 Employee Benefits \$21,132	Supplemental: 2000-2999 Classified Salaries \$26,729 3000-3999 Employee Benefits \$21,132

ACTION 2

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

Students to be Served**Location(s)**

NA

NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	THS MHS
Actions/Services		
Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Increase A-G course offerings at THS and TILA, and increase Career Technical Education (CTE) pathways, APEX/PLATO, dual enrollment and concurrent enrollment opportunities at THS.	Tehachapi Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. The District will increase A-G course offerings at THS and TILA, and increase Career Technical Education (CTE) Pathways, PLATO, dual enrollment, concurrent enrollment, and AP opportunities, such as no-cost AP Testing. This action is principally directed toward low income, homeless, foster and English learner student populations.	Tehachapi Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study. The District will increase A-G course offerings at THS and TILA, and increase Career Technical Education (CTE) Pathways, PLATO, dual enrollment, concurrent enrollment, and AP opportunities, such as no-cost AP Testing. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$16,130	\$46,893	\$46,893
Source	Supplemental \$16,130	Supplemental \$46,893	Supplemental \$46,893
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$12,319 3000-3999 Employee Benefits \$3,811	Supplemental: 1000-1999 Certificated Salaries \$12,674 3000-3999 Employee Benefits \$4,219 5000-5999 Services & Other Operating Expenses \$30,000	Supplemental: 1000-1999 Certificated Salaries \$12,674 3000-3999 Employee Benefits \$4,219 5000-5999 Services & Other Operating Expenses \$30,000

ACTION 3

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	JMS, THS, MHS, Specific Grade spans:6-12

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Will coordinate, recruit/retain participants, and lead the Career Technical Education (CTE) Advisory Committee.	The District will coordinate, recruit/retain participants, and lead the Career Technical Education (CTE) Advisory. This action is principally directed toward low income, homeless, foster and English learner student populations.	The District will coordinate, recruit/retain participants, and lead the Career Technical Education (CTE) Advisory Committee. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$10,919	\$11,409	\$11,409
Source	CCPT \$10,919	Supplemental: \$11,409	Supplemental: \$11,409
Budget Reference	CCPT: 2000-2999 Classified Salaries \$6,010 3000-3999 Employee Benefits \$4,909	Supplemental: 2000-2999 Classified Salaries \$6,255 3000-3999 Employee Benefits \$5,154	Supplemental: 2000-2999 Classified Salaries \$6,255 3000-3999 Employee Benefits \$5,154

ACTION 4

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	Specific Schools: JMS, THS, MHS, Specific Grade spans:6-12

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Middle school and high school counselors will provide targeted counseling for at-risk students with focus on decreasing drop-out rate and increasing graduation rate.	Middle school and high school counselors will provide targeted counseling for at-risk students with focus on decreasing drop-out rate and increasing graduation rate; emphasizing student data analysis for low income, foster youth and ELs.	Middle school and high school counselors will provide targeted counseling for at-risk students with focus on decreasing drop-out rate and increasing graduation rate; emphasizing student data analysis for low income, foster youth and ELs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$284,195	\$299,760	\$299,760
Source	Supplemental \$284,195	Supplemental \$299,760	Supplemental \$299,760
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$208,136 3000-3999 Employee Benefits \$76,059	Supplemental: 1000-1999 Certificated Salaries \$214,066 3000-3999 Employee Benefits \$84,194 5000-5999 Services & Other Operating Expenses \$1,500	Supplemental: 1000-1999 Certificated Salaries \$214,066 3000-3999 Employee Benefits \$84,194 5000-5999 Services & Other Operating Expenses \$1,500

ACTION 5

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	Specific Schools: Elementary Schools

Actions/Services

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Administrators will provide targeted counseling for at-risk 4th and 5th grade students with focus on decreasing drop-out rate and increasing graduation rate.	Tehachapi Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study as they transition to Middle School. Administrators will provide targeted counseling for at-risk 4th and 5th grade students with focus on decreasing drop-out rate and increasing graduation rate. This action is principally directed toward low income, homeless, foster and English learner student populations.	Tehachapi Unified School District's unduplicated student population is one of the lowest performing student groups on state and local assessments and require intervention courses which can impact their access to a broad course of study as they transition to Middle School. Administrators will provide targeted counseling for at-risk 4th and 5th grade students with focus on decreasing drop-out rate and increasing graduation rate. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$750	\$4,750	\$4,750
Source	Supplemental \$750	Supplemental \$4,750	Supplemental \$4,750
Budget Reference	Supplemental: 4000-4999 Books & Supplies \$750	Supplemental: 4000-4999 Books & Supplies \$4,750	Supplemental: 4000-4999 Books & Supplies \$4,750

ACTION 6

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	JMS, THS, MHS

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
At the middle and high school level, provide a wide range of electives for students to select including, but not limited to Science, Technology, Engineering, and Math (STEM), Visual and Performing Arts (VAPA), and athletics.	At the middle and high school level, the District will provide a wide range of electives for students to select including, but not limited to Science, Technology, Engineering, and Math (STEM), Visual and Performing Arts (VAPA), Math Field Day competition, District Science Fair, and athletics. This action is principally directed toward low income, homeless, foster and English learner student populations.	At the middle and high school level, the District will provide a wide range of electives for students to select including, but not limited to Science, Technology, Engineering, and Math (STEM), Visual and Performing Arts (VAPA), Math Field Day competition, District Science Fair, and athletics. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	No Cost	\$5,610	\$5,610
Source		Supplemental \$5,610	Supplemental \$5,610
Budget Reference		Supplemental: 5000-5999 Services & Other Operating Expenses \$5,610	Supplemental: 5000-5999 Services & Other Operating Expenses \$5,610

ACTION 7

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All Elementary Sites- TE, CV, GH

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide a variety of activities and clubs for students to choose and become involved, including Math Field Day.	The District will provide a variety of activities and clubs such as robotics, oral language, and leadership activities for students to choose and become involved. This action is principally directed toward low income, homeless, foster and English learner student populations.	The District will provide a variety of activities and clubs such as robotics, oral language, and leadership activities for students to choose and become involved. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$1,500	\$3,500	\$3,500
Source	Base \$1,500	Supplemental \$3,500	Supplemental \$3,500
Budget Reference	Base: 4000-4999 Books & Supplies \$1,500	Supplemental: 4000-4999 Books & Supplies \$2,750 5000-5999 Services & Other Operating Expenses \$750	Supplemental: 4000-4999 Books & Supplies \$2,750 5000-5999 Services & Other Operating Expenses \$750

ACTION 8

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All Elementary Sites- TE, CV, GH

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide funding for Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintain elementary music and P.E. paraprofessional staffing.	The District will provide funding for additional Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintain elementary music and P.E. paraprofessional staffing. This action is principally directed toward low income, homeless, foster and English learner student populations.	The District will provide funding for additional Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintain elementary music and P.E. paraprofessional staffing. This action is principally directed toward low income, homeless, foster and English learner student populations.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$106,287	\$110,816	\$110,816
Source	Base \$106,287	Supplemental \$110,816	Supplemental \$110,816
Budget Reference	Base: 1000-1999 Certificated Salaries \$57,072 2000-2999 Classified Salaries \$18,794 3000-3999 Employee Benefits \$30,421	Supplemental: 1000-1999 Certificated Salaries \$61,514 2000-2999 Classified Salaries \$16,703 3000-3999 Employee Benefits \$32,599	Supplemental: 1000-1999 Certificated Salaries \$61,514 2000-2999 Classified Salaries \$16,703 3000-3999 Employee Benefits \$32,599

ACTION 9

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All Elementary Sites TE, CV, GH

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to develop cohesive district STEM program by developing an after school STEM club at all elementary sites, seeking funding option to assist with staffing and materials.	The District will continue to develop cohesive district STEM program by developing an after school STEM club at all elementary sites, seeking funding option to assist with staffing and materials. This action is principally directed to support English Learners, Foster Youth, Low Income.	The District will continue to develop cohesive district STEM program by developing an after school STEM club at all elementary sites, seeking funding option to assist with staffing and materials. This action is principally directed to support English Learners, Foster Youth, Low Income.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$16,656	\$16,754	\$16,754
Source	Base \$16,656	Supplemental \$16,754	Supplemental \$16,754
Budget Reference	Base: 1000-1999 Certificated Salaries \$6,500 3000-3999 Employee Benefits \$1,156 4000-4999 Books & Supplies \$9,000	Supplemental: 1000-1999 Certificated Salaries \$6,500 3000-3999 Employee Benefits \$1,254 4000-4999 Books & Supplies \$9,000	Supplemental: 1000-1999 Certificated Salaries \$6,500 3000-3999 Employee Benefits \$1,254 4000-4999 Books & Supplies \$9,000



GOAL 4

Modified

All students will be educated in a safe and positive learning environment.

State and/or Local Priorities Addressed by this goal:**State Priorities:** 1,5,6**Local Priorities:**

Identified Need: Stakeholder input indicates that school climate and student/parent engagement as being are an area for focus through the use of funds coming through the district's LCFF. The instructional needs of English Learners, Foster Youth, Low Income can be supported by ensuring that the schools of TUSD are nurturing and safe for children. . TUSD support personnel, particularly school counselors, program specialist, and Learning Directors at every school have been identified as a continuing important action item of the LCAP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Priority 1 (a)- Basic Services- Teachers Appropriately Credentialed and Assigned	Fully Credentialed Teachers: 91% Teacher Misassignments: 0	Fully Credentialed Teachers: 91% Teacher Misassignments: 0	Fully Credentialed Teachers: 92% Teacher Misassignments: 0	Fully Credentialed Teachers: 93% Teacher Misassignments: 0
Priority 1 (b)-Basic Services- Instructional Materials	100% compliance on Williams	100% compliance on Williams	100% compliance on Williams	100% compliance on Williams
Priority 1 (c)-Basic Services- Facilities in good repair	Good/Exemplary ratings for all schools	Good/Exemplary ratings for all schools	Good/Exemplary ratings for all schools	Good/Exemplary ratings for all schools
Priority 5 (a)-Pupil Engagement School Attendance Rates	School Attendance Rate will maintain 95.5% at the District Level. Cummings Valley Elementary 94.52% Golden Hills Elementary - 95.08% Tompkins Elementary - 95.19% Jacobsen Middle - 97.52%	School Attendance Rate will maintain 95.5% at the District Level. Cummings Valley Elementary -94.52% Golden Hills Elementary - 95.08% Tompkins Elementary - 95.19% Jacobsen Middle - 97.52%	School Attendance Rate will increase to 96% at the District Level. Cummings Valley Elementary -95.% Golden Hills Elementary - 95.5% Tompkins Elementary – 95.5% Jacobsen Middle – Maintain	School Attendance Rate will maintain 96.5% at the District Level. Cummings Valley Elementary 95.5% Golden Hills Elementary - 96% Tompkins Elementary – 96.0% Jacobsen Middle – Maintain

	Tehachapi High - 95.91%	Tehachapi High - 95.91%	97.52% Tehachapi High – Maintain 95.91%	97.52% Tehachapi High -Maintain 95.91%
	Monroe Continuation High - 84.90%	Monroe Continuation High - 84.90%	Monroe Continuation High – Maintain 84.90%	Monroe Continuation High – Maintain 84.90%
Priority 5 (b)-Pupil Engagement Chronic Absenteeism	District Level - 11.53%	District Level - 11.53%	District Level - 11.%	District Level - 10%
	Cummings Valley Elementary -11.33%	Cummings Valley Elementary 11.33%	Cummings Valley Elementary 11.%	Cummings Valley Elementary -10%
	Golden Hills Elementary - 9.53%	Golden Hills Elementary - 9.53%	Golden Hills Elementary - 9.25%	Golden Hills Elementary - 9.%
	Tompkins Elementary - 10.14%	Tompkins Elementary - 10.14%	Tompkins Elementary - 10.%	Tompkins Elementary – 9.5%
	Jacobsen Middle - 12.09%	Jacobsen Middle - 12.09%	Jacobsen Middle - 12.%	Jacobsen Middle – 11.5%
	Tehachapi High - 11.34%	Tehachapi High - 11.34%	Tehachapi High - 11.25%	Tehachapi High - 11.%
	Monroe Continuation High - 52.49%	Monroe Continuation High - 52.49%	Monroe Continuation High - 52.25%	Monroe Continuation High - 52.%
Priority 5 (c)-Pupil Engagement Middle School Drop Out Rates	Jacobsen Middle - 0.50%	Jacobsen Middle - 0.50%	Jacobsen Middle Maintain - 0.50%	Jacobsen Middle Maintain- 0.50%
Priority 5 (d)-Pupil Engagement High School Drop Out Rates	Tehachapi High - 1.62% Monroe Continuation High - 41.26%	Tehachapi High - 1.62% Monroe Continuation High - 41.26%	Tehachapi High - 1.62% Monroe Continuation High - 41.%	Tehachapi High - 1.62% Monroe Continuation High - 40%
Priority 5 (e)-Pupil Engagement High School Graduation Rate	High School Graduation Rate 80.8%	High School Graduation Rate 80.8%	High School Graduation Rate 82%	High School Graduation Rate 85%
Priority 6 (a)-School Climate Suspension Rate	District - 4.21% Cummings Valley Elementary -5.31%	District - 4.21% Cummings Valley Elementary -	District - 4.% Cummings Valley Elementary -	District – 3.5% Cummings Valley Elementary -

	Golden Hills Elementary - 1.15%	Golden Hills Elementary 5.31%	Golden Hills Elementary 5.0%	Golden Hills Elementary 4%
	Tompkins Elementary - 5.26%	Tompkins Elementary - 5.26%	Tompkins Elementary - 5.0%	Tompkins Elementary - 4%
	Jacobsen Middle - 6.19%	Jacobsen Middle - 6.19%	Jacobsen Middle - 6.0%	Jacobsen Middle - 5%
	Tehachapi High - 4.02%	Tehachapi High - 4.02%	Tehachapi High - 4%	Tehachapi High – Maintain 4.0%
	Monroe Continuation High - 8.33%	Monroe Continuation High - 8.33%	Monroe Continuation High - 8.0%	Monroe Continuation High - 7%
Priority 6 (b)-School Climate Expulsion Rate	District - 0.23% Cummings Valley Elementary - 0% Golden Hills Elementary - 0% Tompkins Elementary - 0% Jacobsen Middle - 0% Tehachapi High - 0.45% Monroe Continuation High - 0.6%	District - 0.23% Cummings Valley Elementary - 0% Golden Hills Elementary - 0% Tompkins Elementary - 0% Jacobsen Middle - 0% Tehachapi High - 0.45% Monroe Continuation High - 0.6%	District - 0.23% Cummings Valley Elementary - 0% Golden Hills Elementary - 0% Tompkins Elementary - 0% Jacobsen Middle - 0% Tehachapi High - 0.45% Monroe Continuation High - 0.6%	District - 0.23% Cummings Valley Elementary - 0% Golden Hills Elementary - 0% Tompkins Elementary - 0% Jacobsen Middle - 0% Tehachapi High - 0.45% Monroe Continuation High - 0.6%
Priority 6 (c)-School Climate Other local measure of safety and connectedness	Students will report higher levels of feeling safe at school; increase from 73% in 5th grade, increase from 58% in 7th and an increase from 62% in 9th grade as measured by the California Healthy Kids Survey.	Students will report higher levels of feeling safe at school; increase from 73% in 5th grade, increase from 58% in 7th and an increase from 62% in 9th grade as measured by the California Healthy Kids Survey.	Students will report higher levels of feeling safe at school; increase to 75% in 5th grade, increase to 60% in 7th and increase to 65% in 9th grade as measured by the California Healthy Kids Survey.	Students will report higher levels of feeling safe at school; increase to 78% in 5th grade, increase to 63% in 7th and increase to 68% in 9th grade as measured by the California Healthy Kids Survey.

Planned Actions / Services

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

ACTION 1

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

Students to be Served	Location(s)
All Students	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue implementation PBIS (Positive Behavior Interventions and Supports) at all sites, and train all administrators, teachers, and classified staff in utilizing Aeries for documentation of restorative practices.	Tehachapi Unified School District will provide ongoing professional development support for implementation of PBIS (Positive Behavior Interventions and Supports) at all sites, and train all administrators, teachers, and classified staff in utilizing Aeries for documentation of restorative practices. The District will explore adding additional staff to target the needs of low income students, foster youth, and English Learners.	Tehachapi Unified School District will provide ongoing professional development support for implementation of PBIS (Positive Behavior Interventions and Supports) at all sites, and train all administrators, teachers, and classified staff in utilizing Aeries for documentation of restorative practices. The District will explore adding additional staff to target the needs of low income students, foster youth, and English Learners.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$37,191	\$39,321	\$39,321
Source	Supplemental \$37,191	Base \$39,321	Base \$39,321
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$28,196 3000-3999 Employee Benefits \$8,995	Base: 1000-1999 Certificated Salaries \$19,317 3000-3999 Employee Benefits \$7,504 4000-4999 Books & Supplies \$8,000 5000-5999 Services & Other Operating Expenses \$4,500	Base: 1000-1999 Certificated Salaries \$19,317 3000-3999 Employee Benefits \$7,504 4000-4999 Books & Supplies \$8,000 5000-5999 Services & Other Operating Expenses \$4,500

ACTION 2

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

Students to be Served	Location(s)
All Students	All Sites

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue SSA at the High School and implement the Safe School Ambassadors (SSA) program at middle school, increasing the number of trained staff, and providing elementary school assemblies/workshops.	The District will provide differentiated professional learning on strengthening Safe School Ambassadors (SSA) at the High School and implement the SSA program at middle school, increasing the number of trained staff, and providing elementary school workshops, emphasizing student data analysis for low income, foster youth and ELs.	The District will provide differentiated professional learning on strengthening Safe School Ambassadors (SSA) at the High School and implement the SSA program at middle school, increasing the number of trained staff, and providing elementary school workshops, emphasizing student data analysis for low income, foster youth and ELs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$38,616	\$45,745	\$45,745
Source	Base \$10,000 Supplemental \$28,616	Base \$45,745	Base \$45,745
Budget Reference	Base: 4000-4999 Books & Supplies \$5,733 5000-5999 Services & Other Operating Expenses \$4,267 Supplemental: 1000-1999 Certificated Salaries \$21,374 3000-3999 Employee Benefits \$7,242	Base: 1000-1999 Certificated Salaries \$21,988 3000-3999 Employee Benefits \$8,024 4000-4999 Books & Supplies \$5,733 5000-5999 Services & Other Operating Expenses \$10,000	Base: 1000-1999 Certificated Salaries \$21,988 3000-3999 Employee Benefits \$8,024 4000-4999 Books & Supplies \$5,733 5000-5999 Services & Other Operating Expenses \$10,000

ACTION 3

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

Students to be Served	Location(s)
All	Specific Schools: JMS, THS, Specific Grade spans:8-12

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA
Actions/Services		
Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide funding for Warrior Crew, Freshmen Day and 6th grade orientation at THS and JMS.	The District will continue to provide funding for Warrior Crew, Warrior Welcome and 6th Grade Orientation at THS and JMS.	The District will continue to provide funding for Warrior Crew, Warrior Welcome and 6th Grade Orientation at THS and JMS.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$750	\$750	\$750
Source	Base \$750	Base \$750	Base \$750
Budget Reference	Base: 4000-4999 Books & Supplies \$750	Base: 4000-4999 Books & Supplies \$750	Base: 4000-4999 Books & Supplies \$750

ACTION 4

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	All Schools

Actions/Services**Unchanged****2017-2018 Actions/Services**

Continue to implement and train staff on Student Listening Circles annually through site administration in regularly scheduled meetings.

Unchanged**2018-2019 Actions/Services**

It has been Tehachapi Unified School District's experience that low income students do not always feel that they a voice in the educational setting. To fully prepare students for college, career, and the military, it is necessary to include a venue for students to express their views. The District will continue to implement and train staff on Student Listening Circles annually through site administration in regularly scheduled meetings.

Unchanged**2019-2020 Actions/Services**

It has been Tehachapi Unified School District's experience that low income students do not always feel that they a voice in the educational setting. To fully prepare students for college, career, and the military, it is necessary to include a venue for students to express their views. The District will continue to implement and train staff on Student Listening Circles annually through site administration in regularly scheduled meetings.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	No Cost	\$1,500	\$1,500
Source	NA	Supplemental \$1,500	Supplemental \$1,500
Budget Reference	NA	Supplemental: 4000-4999 Books & Supplies \$1,500	Supplemental: 4000-4999 Books & Supplies \$1,500

ACTION 5

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

Students to be Served**Location(s)**

NA

NA

OR

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

Students to be Served**Scope of Service****Location(s)**

English Learners, Foster Youth, Low Income

LEA Wide

ALL

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Conduct and review data as well as increase the meaningful participation in the annual student surveys in grades 5-12, staff, and parents annually.	It has been Tehachapi Unified School District's experience that low income, English Learners, and Foster Youth students do not always feel that they a voice in the educational setting The District will conduct and review data as well as increase the meaningful participation in the annual student surveys in grades 5-12, staff, and parents, related to a sense of feeling safe at school.	It has been Tehachapi Unified School District's experience that low income, English Learners, and Foster Youth students do not always feel that they a voice in the educational setting The District will conduct and review data as well as increase the meaningful participation in the annual student surveys in grades 5-12, staff, and parents, related to a sense of feeling safe at school.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$800	\$800	\$800
Source	Base \$800	Supplemental \$800	Supplemental \$800
Budget Reference	Base: 4000-4999 Books & Supplies \$800	Supplemental: 4000-4999 Books & Supplies \$800	Supplemental: 4000-4999 Books & Supplies \$800

ACTION 6

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools

Actions/Services

Unchanged	Modified	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Review and train staff to utilize discipline data and attendance data monthly to identify priority needs to be addressed and support school sites with developing interventions.	The District will provide ongoing professional development support utilization of discipline data and attendance data monthly to identify priority needs to be addressed and support school sites with developing interventions, emphasizing student data analysis for low income, foster youth and ELs.	The District will provide ongoing professional development support utilization of discipline data and attendance data monthly to identify priority needs to be addressed and support school sites with developing interventions, emphasizing student data analysis for low income, foster youth and ELs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$59,021	\$77,598	\$77,598
Source	Supplemental \$59,021	Supplemental \$77,598	Supplemental \$77,598
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$12,319 2000-2999 Classified Salaries \$36,884 3000-3999 Employee Benefits \$9,818	Supplemental: 1000-1999 Certificated Salaries \$12,674 2000-2999 Classified Salaries \$49,677 3000-3999 Employee Benefits \$14,747 4000-4999 Books & Supplies \$500	Supplemental: 1000-1999 Certificated Salaries \$12,674 2000-2999 Classified Salaries \$49,677 3000-3999 Employee Benefits \$14,747 4000-4999 Books & Supplies \$500

ACTION 7

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue implementation of Safe & Inclusive Schools Curriculum at grades TK-12 and train all new district staff.	The District will continue implementation of Safe & Inclusive Schools Curriculum in grades TK-12 and train all new district staff.	The District will continue implementation of Safe & Inclusive Schools Curriculum in grades TK-12 and train all new district staff.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$1,500	\$1,000	\$1,000
Source	Base \$1,500	Base \$1,000	Base \$1,000
Budget Reference	Base: 4000-4999 Books & Supplies \$1,500	Base: 4000-4999 Books & Supplies \$1,000	Base: 4000-4999 Books & Supplies \$1,000

ACTION 8

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to evaluate and revise Comprehensive School Site Safety Plans, including maintaining the TUSD Safety Collaborative, updating the Vulnerability Assessment, increasing security cameras on campuses and buses, purchasing of radios and replacements, and providing professional development. Include in Vulnerability Assessment a plan for maintaining AEDs.	The District will continue to evaluate and revise Comprehensive School Site Safety Plans, including maintaining the TUSD Safety Collaborative, updating the Vulnerability Assessment, increasing security cameras on campuses and buses, purchasing of radios and replacements, and providing professional development. Additionally, the District will include in Vulnerability Assessment a plan for maintaining AEDs.	The District will continue to evaluate and revise Comprehensive School Site Safety Plans, including maintaining the TUSD Safety Collaborative, updating the Vulnerability Assessment, increasing security cameras on campuses and buses, purchasing of radios and replacements, and providing professional development. Additionally, the District will include in Vulnerability Assessment a plan for maintaining AEDs.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$25,000	\$25,000	\$25,000
Source	Base \$25,000	Base \$25,000	Base \$25,000
Budget Reference	Base: 5000-5999 Services & Other Operating Expenses \$25,000	Base: 5000-5999 Services & Other Operating Expenses \$25,000	Base: 5000-5999 Services & Other Operating Expenses \$25,000

ACTION 9

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served		Scope of Service	Location(s)
English Learners, Foster Youth, Low Income		LEA Wide	All schools
Actions/Services			
Unchanged		Modified	Unchanged
2017-2018 Actions/Services		2018-2019 Actions/Services	2019-2020 Actions/Services
Provide additional staff for increased counseling and psychology services, and continue providing in-school suspension class for middle and high school staffed by additional school counselor position. In addition, work on the structure of the ATS class to focus on restorative practices.		The District will provide differentiated professional learning on strengthening counseling and psychology services, and continue providing in-school suspension class for middle and high school staffed by additional school counselor position. In addition, the District will work on the structure of the Alternative to Suspension (ATS) curriculum by hiring a consulting firm to collaboratively work with staff to implement restorative practices; principally directed to support Foster Youth, English Learners, and low income students.	The District will provide differentiated professional learning on strengthening counseling and psychology services, and continue providing in-school suspension class for middle and high school staffed by additional school counselor position. In addition, the District will work on the structure of the Alternative to Suspension (ATS) curriculum by hiring a consulting firm to collaboratively work with staff to implement restorative practices; principally directed to support Foster Youth, English Learners, and low income students.
Budgeted Expenditures			
Year	2017-2018	2018-2019	2019-2020
Amount	\$208,978	\$197,621	\$197,621
Source	Supplemental \$208,978	Supplemental \$197,621	Supplemental \$197,621
Budget Reference	Supplemental: 1000-1999 Certificated Salaries \$145,636 3000-3999 Employee Benefits \$63,342	Supplemental: 1000-1999 Certificated Salaries \$117,460 3000-3999 Employee Benefits \$49,161 5000-5999 Services & Other Operating Expenses \$ 31,000	Supplemental: 1000-1999 Certificated Salaries \$117,460 3000-3999 Employee Benefits \$49,161 5000-5999 Services & Other Operating Expenses \$ 31,000

ACTION 10

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

Students to be Served	Location(s)
All	All schools

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to network with community agencies through the Safety Collaborative, and make referrals for students and families as needed. To include Foster and Homeless youth.	The District will continue to network with community agencies through the Safety Collaborative, and make referrals for students and families as needed, to include Foster and Homeless youth.	The District will continue to network with community agencies through the Safety Collaborative, and make referrals for students and families as needed, to include Foster and Homeless youth.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	No Cost	No Cost	No Cost
Source	NA	NA	NA
Budget Reference	NA	NA	NA

ACTION 11

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools

Actions/Services

Unchanged	Modified	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to maintain current levels of staffing for campus supervisors, noon supervisors, crossing guards, P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officers. Continue to provide classified substitutes to ensure appropriate level of supervision at all times.	The District will add additional staffing for campus supervisors, noon supervisors, and crossing guards. In addition, TUSD will continue to provide additional support of P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officer. Additionally, the District will continue to provide classified substitutes to ensure appropriate level of supervision at all times. The District will explore adding an additional PE paraprofessional.	The District will add additional staffing for campus supervisors, noon supervisors, and crossing guards. In addition, TUSD will continue to provide additional support of P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officer. Additionally, the District will continue to provide classified substitutes to ensure appropriate level of supervision at all times. The District will explore adding an additional PE paraprofessional.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$545,456	\$576,927	\$576,927
Source	Base \$477,866 Supplemental \$67,590	Base \$523,132 Supplemental \$53,795	Base \$523,132 Supplemental \$53,795
Budget Reference	Base: 2000-2999 Classified Salaries \$380,047 3000-3999 Employee Benefits \$97,819 Supplemental: 5000-5999 Services & Other Operating Expenses \$67,590	Base: 2000-2999 Classified Salaries \$423,763 3000-3999 Employee Benefits \$99,369 Supplemental: 5000-5999 Services & Other Operating Expenses \$53,795	Base: 2000-2999 Classified Salaries \$423,763 3000-3999 Employee Benefits \$99,369 Supplemental: 5000-5999 Services & Other Operating Expenses \$53,795

ACTION 12

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	ALL Schools

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to implement Attention to Attendance truancy reduction program, and refer students to SART for chronic absenteeism/truancy. Implement a Saturday School program option for students to recovery truancy status and loss of classroom instructional time due to discipline.	The District will continue to implement Attention to Attendance truancy reduction program, and refer students to SART for chronic absenteeism/truancy. Additionally, the District will continue to implement a Saturday School program option for students to recovery truancy status and loss of classroom instructional time due to discipline. This action is principally directed to support unduplicated students by ensure that they are at school regularly to support academic success.	The District will continue to implement Attention to Attendance truancy reduction program, and refer students to SART for chronic absenteeism/truancy. Additionally, the District will continue to implement a Saturday School program option for students to recovery truancy status and loss of classroom instructional time due to discipline. This action is principally directed to support unduplicated students by ensure that they are at school regularly to support academic success.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$39,223	\$54,032	\$54,032
Source	Base \$39,223	Supplemental \$54,032	Supplemental \$54,032
Budget Reference	Base: 1000-1999 Certificated Salaries \$3,500 3000-3999 Employee Benefits \$623 5000-5999 Services & Other Operating Expenses \$35,100	Supplemental: 1000-1999 Certificated Salaries \$14,427 3000-3999 Employee Benefits \$4,505 5000-5999 Services & Other Operating Expenses \$35,100	Supplemental: 1000-1999 Certificated Salaries \$14,427 3000-3999 Employee Benefits \$4,505 5000-5999 Services & Other Operating Expenses \$35,100

**GOAL 5****Unchanged**

Provide supportive opportunities for parents to meaningfully participate in the education of all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need: Stakeholder input indicates parent participation in the education of their student as a need to providing a positive school climate and student/parent connectedness as being an area for focus through the use of funds coming through the district's LCFF. The instructional needs of English Learners, Foster Youth, Low Income students can be address by proving are nurturing and safe climates for students. TUSD support personnel, particularly school counselors, program specialist, and Learning Directors at every school have been identified as a continuing important action item of the LCAP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Priority 3 (c) Parent Engagement Participation of exceptional needs parents	Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.	Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.	Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.	Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.
Priority 3 (a) Parent Engagement Seeking input from parents	100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year. The District will hold DELAC a minimum of 3 times per year. The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision- making process.	100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year. The District will hold DELAC a minimum of 3 times per year. The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision- making process.	Maintain-100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year. The District will hold DELAC a minimum of 3 times per year. The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision- making process.	Maintain-100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year. The District will hold DELAC a minimum of 3 times per year. The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision- making process.
Priority 3 (b) Parent Engagement Participation of unduplicated pupils parents	100% of all District meeting and parent education correspondences will be translated into Spanish.	Maintain 100% of all District meeting and parent education correspondences will be translated into Spanish.	Maintain-100% of all District meeting and parent education correspondences will be translated into Spanish.	Maintain-100% of all District meeting and parent education correspondences will be translated into Spanish.

	<p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths).</p> <p>Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1- 4. Response rates on parent surveys will increase by 5%.</p> <p>Attendance at meetings and website response rates will be measured and increase by 5%.</p>	<p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths).</p> <p>Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1- 4. Response rates on parent surveys will increase by 5%.</p> <p>Attendance at meetings and website response rates will be measured and increase by 5%.</p>	<p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths).</p> <p>Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1- 4. Response rates on parent surveys will increase by 7%.</p> <p>Attendance at meetings and website response rates will be measured and increase by 7%.</p>	<p>The District will maintain the number of Parent Education meetings to 8 focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths).</p> <p>Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1- 4. Response rates on parent surveys will increase by 10%.</p> <p>Attendance at meetings and website response rates will be measured and increase by 10%.</p>
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Planned Actions / Services

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

ACTION 1

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All schools

Actions/Services

Modified	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Maintain existing parent advisory, decision-making, and booster/PTO organizations. Develop a series of Parent Education Workshops (in English and Spanish) to engage and educate parents at all levels in meaningful ways. The district will calendar eight meeting dates, and topic will include social, emotional, physical, and educational needs, as well as using Aeries for monitoring student work and achievement.	The Tehachapi Unified School District will maintain existing parent advisory, decision-making, and booster/PTO organizations; and develop a series of Parent Education Workshops (in English and Spanish) to engage and educate parents at all levels in meaningful ways: The District will calendar eight meeting dates, and topic will include social, emotional, physical, and educational needs, as well as using Aeries for monitoring student work and achievement. Funds will be distributed to school sites based on unduplicated population.	The Tehachapi Unified School District will maintain existing parent advisory, decision-making, and booster/PTO organizations; and develop a series of Parent Education Workshops (in English and Spanish) to engage and educate parents at all levels in meaningful ways: The District will calendar eight meeting dates, and topic will include social, emotional, physical, and educational needs, as well as using Aeries for monitoring student work and achievement. Funds will be distributed to school sites based on unduplicated population.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$9,000	\$3,500	\$3,500
Source	Base \$5,000 Supplemental \$4,000	Supplemental \$3,500	Supplemental \$3,500
Budget Reference	Base: 4000-4999 Books & Supplies \$5,000 Supplemental: 4000-4999 Books & Supplies \$4,000	Supplemental: 4000-4999 Books & Supplies \$3,000 5000-5999 Services & Other Operating Expenses \$500	Supplemental: 4000-4999 Books & Supplies \$3,000 5000-5999 Services & Other Operating Expenses \$500

ACTION 2

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served	Scope of Service	Location(s)
English Learners, Foster Youth, Low Income	LEA Wide	JMS, MHS, THS,

Actions/Services

Modified	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide professional development for teachers in parent education, engagement, and empowerment, centered around student achievement and A-G requirements.	The District will provide professional development for teachers in parent education, engagement, and empowerment, centered around student achievement and A-G requirements, emphasizing student data analysis for low income, foster youth and ELs..	The District will provide professional development for teachers in parent education, engagement, and empowerment, centered around student achievement and A-G requirements, emphasizing student data analysis for low income, foster youth and ELs..

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$5,000	\$3,000	\$3,000
Source	Base \$5,000	Supplemental \$3,000	Supplemental \$3,000
Budget Reference	Base: 4000-4999 Books & Supplies \$5,000	Supplemental: 5000-5999 Operating Expenses \$3000	Supplemental: 5000-5999 Operating Expenses \$3000

ACTION 3

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

Students to be Served	Location(s)
NA	NA

OR

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

Students to be Served		Scope of Service	Location(s)
English Learners, Foster Youth, Low Income		LEA Wide	All Sites
Actions/Services			
Modified		Unchanged	Unchanged
2017-2018 Actions/Services		2018-2019 Actions/Services	2019-2020 Actions/Services
Provide professional development to administrators and staff on utilizing district and school site websites, Aeries, mobile app and teleparent to effectively communicate information and achievement to parents. Continue to implement technology advancements that will effectively reach parents.		The District will continue to provide professional development to administrators and staff on utilizing district and school site websites, Aeries, mobile app and Teleparent to effectively communicate information and achievement to parents. Additionally, the District will continue to implement technology advancements that will effectively reach parents. This action is principally directed toward low income, homeless, foster and English learner student populations.	The District will continue to provide professional development to administrators and staff on utilizing district and school site websites, Aeries, mobile app and Teleparent to effectively communicate information and achievement to parents. Additionally, the District will continue to implement technology advancements that will effectively reach parents. This action is principally directed toward low income, homeless, foster and English learner student populations.
Budgeted Expenditures			
Year	2017-2018	2018-2019	2019-2020
Amount	\$28,347	\$28,347	\$28,347
Source	Base \$28,347	Supplemental \$28,347	Supplemental \$28,347
Budget Reference	Base: 4000-4999 Books & Supplies \$2,000 5000-5999 Services & Other Operating Expenses \$26,347	Supplemental: 4000-4999 Books & Supplies \$2,000 5000-5999 Services & Other Operating Expenses \$26,347	Supplemental: 4000-4999 Books & Supplies \$2,000 5000-5999 Services & Other Operating Expenses \$26,347

ACTION 4

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

Students to be Served	Location(s)
Student with Disabilities	All Sites

OR

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

Students to be Served	Scope of Service	Location(s)
NA	NA	NA

Actions/Services

Unchanged	Unchanged	Unchanged
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Provide parent education and support for parents of students with special needs through Tehachapi Area Special Kids (TASK) meetings on social/emotional, physical, and educational needs of special education students.	The District will continue to provide ongoing parent education and support for parents of students with special needs through Tehachapi Area Special Kids (TASK) meetings on social/emotional, physical, and educational needs of special education students.	The District will continue to provide ongoing parent education and support for parents of students with special needs through Tehachapi Area Special Kids (TASK) meetings on social/emotional, physical, and educational needs of special education students.

Budgeted Expenditures

Year	2017-2018	2018-2019	2019-2020
Amount	\$2,000	\$250	\$250
Source	Special Education \$2,000	Special Education \$250	Special Education \$250
Budget Reference	Special Education: 4000-4999 Books & Supplies \$2,000	Special Education: 4000-4999 Books & Supplies \$250	Special Education: 4000-4999 Books & Supplies \$250

DEMONSTRATION OF INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS

LCAP YEAR: 2018-2019

Estimated Supplemental and Concentration Grant Funds:

\$ 2,336,525

Percentage to Increase or Improve Services:

8.18 %

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

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

Supplemental Funds provided to the Tehachapi Unified School District through the Local Control Funding Formula (LCFF) have increased by 8.18% and are being expended on actions and services that are principally directed toward unduplicated student groups for the 2018-2019 school year. 43.6% of Tehachapi Unified School District students are identified as either low income, English learner, or homeless/foster youth. As these pupils are proportionally enrolled throughout the district, the District determined the most effective use of its LCFF Supplemental grant funds would be to enhance services to these students in all of the District's schools. The District's objective is to provide an environment that is focused on literacy across subject matters and models strong academic language, using effective vocabulary strategies, and providing multiple opportunities for student/student and teacher/student discourse as a way to increase student interaction with vocabulary. Research indicates that "vocabulary knowledge is the single best predictor of second language learners' academic achievement across K-12 subject matter domains" (Saville- Troike, 1984). The District believes that students should have opportunities to use "cultural knowledge, prior experiences, frames of references to make learning encounters more relevant to, and effective for them" (Gay 2000). The District has also provided further resources to Title I schools so that unduplicated pupils receive additional services. The details of these expenditures are itemized in the Goals, Actions and Services section of this plan and include the actions listed below to better serve our highly at risk and mobile population of English Learners, Socioeconomically disadvantaged students, and Foster Youth. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help Tehachapi Unified School District be effective in meeting the goals of the LEA's LCAP and the identified needs of the unduplicated student population.

The District's five goals address obstacles that may impede academic achievement of unduplicated students, the District's five goals address the following:

Goal One: Basic Educational Services and Student Achievement

- Provide Student Success Teams for intervention at all sites.
- Support RTI (ELA/Math) through professional development and classified/certificated staffing.

- Maintain library budget to include staffing and increased hours to ensure student access.
- Provide additional ELA and Math intervention for credit recovery at high schools.
- Provide tutoring before/after school in ELA and Math with funding for bussing targeted at low income, English learner, and homeless/foster youth.
- Additional staffing to monitor student achievement, RTi and support teachers in differentiating instruction.
- Increase access with an emphasis to support low income, foster youth, and English Learners that may not have access to internet or wi-fi at home.

Goal Two: English Language Learner Progress

- Increase staffing to include targeted counseling for long term English Learners.
- Increase bilingual staffing to increase communication/collaboration with parents and students.
- Paraprofessionals to support students in core areas of curriculum.

Goal Three: College and Career Readiness

- Provide students/parents resources for college/career planning through the THS Career Center.
- Increase A-G courses, Career Technical Education pathways and dual enrollment opportunities.
- Increase Counseling services to provide targeted assistance for “at risk” 6th -12th grader students with a focus on decreasing drop-out rate and increasing graduation rates.

Goal Four: Safe and Positive Learning Environment

- Increase counseling and psychology services and maintain staffing for truancy intervention.
- Provide network opportunities for parents with community agencies to include interventions for Foster and Homeless youth.
- Provide Saturday School as an option to recovery truancy and loss of instructional time.

Goal Five: Parent Participation

- Develop a series of workshops to engage and educate parents at all levels, focusing on unduplicated students.
- Provide professional development and support for teachers in parent education, engagement, and empowerment; focusing unduplicated students.
- Provide parent education and support for parents of students with exceptional needs through TASK meetings on social/emotional, physical, and educational needs.
- Provide workshops for caregivers on creating routines and increasing accountability, focusing on homeless and foster youth.

Based on supporting research and educational theory, the Tehachapi Unified School District determined the actions outlined in this LCAP to be an effective use of funds to meet the District's goals for low socioeconomic, English Learner, and Homeless/Foster youth. The actions and services provided by the District, using supplemental funds, significantly benefit our unduplicated pupils. In the absence of supplemental funds provided by the Local Control Funding Formula, the

majority of these actions and services would be discontinued.

DEMONSTRATION OF INCREASED OR IMPROVED SERVICES FOR UNDUPLICATED PUPILS

LCAP YEAR: 2017-2018

Estimated Supplemental and Concentration Grant Funds:

\$2,336,525

Percentage to Increase or Improve Services:

7.15 %

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

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

Supplemental Funds provided to the Tehachapi Unified School District through the Local Control Funding Formula (LCFF) have increased by 7.15% and are being expended on actions and services that are principally directed toward unduplicated student groups for the 2017-2018 school year.

40.92% of Tehachapi Unified School District students are identified as either low income, English learner, or homeless/foster youth. As these pupils are proportionally enrolled throughout the district, the District determined the most effective use of its LCFF Supplemental grant funds would be to enhance services to these students in all of the District's schools. The District's objective is to provide an environment that is focused on literacy across subject matters and models strong academic language, using effective vocabulary strategies, and providing multiple opportunities for student/student and teacher/student discourse as a way to increase student interaction with vocabulary. Research indicates that "vocabulary knowledge is the single best predictor of second language learners' academic achievement across K-12 subject matter domains" (Saville- Troike, 1984). The District believes that students should have opportunities to use "cultural knowledge, prior experiences, frames of references to make learning encounters more relevant to, and effective for them" (Gay 2000). The District has also provided further resources to Title I schools so that unduplicated pupils receive additional services. Addition of Learning Directors and RTi TOSAs to ensure close monitoring of curriculum delivery of English Language Arts and Mathematics, data analysis, and professional development in equitable classroom practices, the District will ensure that the needs of unduplicated pupils are met.

The District's five goals address obstacles that may impede academic achievement of unduplicated students, the district's five goals address the following:

Goal One: Basic Educational Services and Student Achievement

- Provide Student Study Teams for intervention at all sites.
- Support RTi (ELA/Math) through professional development and classified/certificated staffing.
- Maintain library budget to include staffing and increased hours to ensure student access.
- Provide additional ELA and Math intervention for credit recovery at high schools.
- Provide tutoring before/after school in ELA and Math.
- Provide Summer School for credit recovery.
- Additional staffing to monitor student achievement, RTi and support teachers in differentiating instruction

Goal Two: English Language Learner Progress

- Increase staffing to include targeted counseling for long term English Learners.
- Increase bilingual staffing to increase communication/collaboration with parents and students.
- Paraprofessionals to support students in core areas of curriculum.

Goal Three: College and Career Readiness

- Provide students/parents resources for college/career planning through the THS Career Center.
- Increase A-G courses, Career Technical Education pathways and dual enrollment opportunities
- Increase Counseling services to provide targeted assistance for “at risk” 6th -12th grader students with a focus on decreasing drop-out rate and increasing graduation rates.

Goal Four: Safe and Positive Learning Environment

- Increase counseling and psychology services and maintain staffing for truancy intervention.
- Provide professional development and support for teachers in parent education, engagement, and empowerment; focusing unduplicated students
- Provide parent education and support for parents of students with exceptional needs through TASK meetings on social/emotional, physical, and educational needs.
- Provide workshops for caregivers on creating routines and increasing accountability, focusing on homeless and foster youth.

Based on supporting research and educational theory, the Tehachapi Unified School District determined the actions outlined in this LCAP to be an effective use of funds to meet the District's goals for low socioeconomic, English Learner, and Homeless/Foster youth. The actions and services provided by the district with supplemental funds significantly benefit our unduplicated pupils. In the absence of supplemental funds provided by the Local Control Funding Formula, the majority of these actions and services would be discontinued.

