

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tehachapi Unified School District

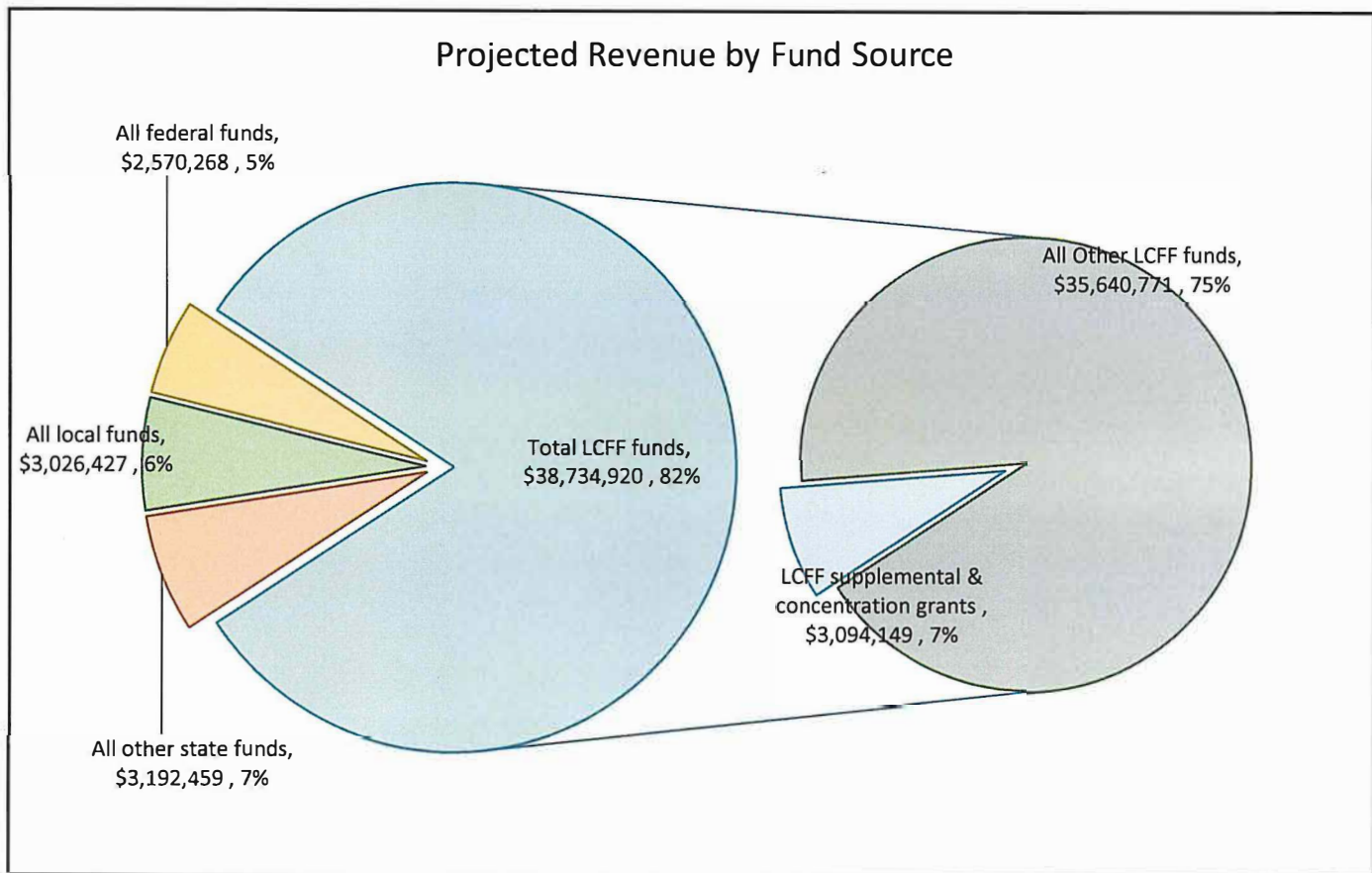
CDS Code: 15-63826

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Scott Heitman

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

Budget Overview for the 2019-20 LCAP Year

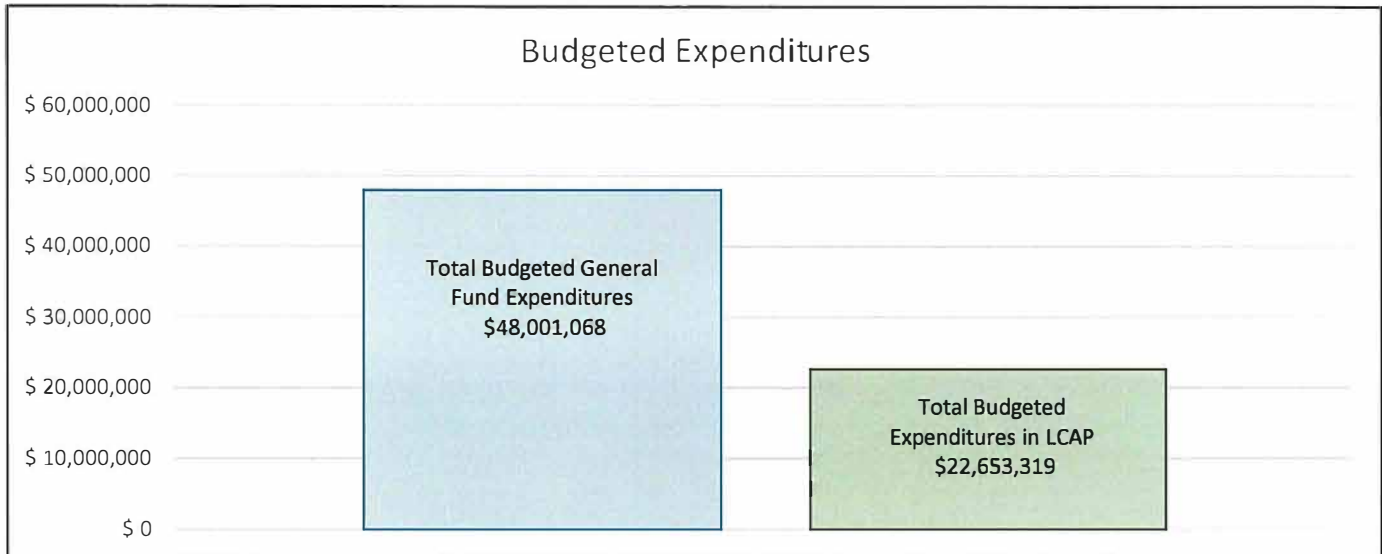


This chart shows the total general purpose revenue Tehachapi Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Tehachapi Unified School District is \$47,524,073.84, of which \$38,734,920.00 is Local Control Funding Formula (LCFF), \$3,192,458.84 is other state funds, \$3,026,427.00 is local funds, and \$2,570,268.00 is federal funds. Of the \$38,734,920.00 in LCFF Funds, \$3,094,149.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Tehachapi Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Tehachapi Unified School District plans to spend \$48,001,068.00 for the 2019-20 school year. Of that amount, \$22,653,319.00 is tied to actions/services in the LCAP and \$25,347,749.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

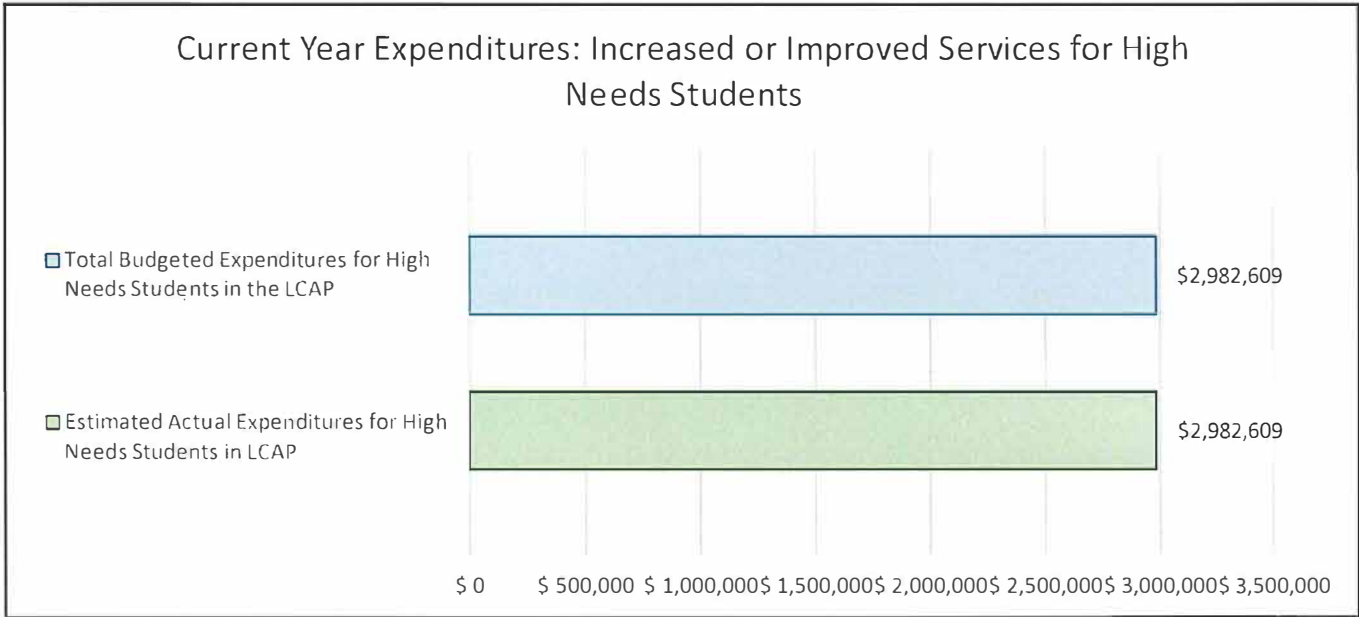
District operating expenses encompass facility maintenance, utilities, transportation operating expenses and personnel, insurance, legal fees, audit services, centralized technology support, administration salaries and benefits, support personnel not associated with instructional services, retiree benefits, capital outlay projects, refresh/replacement program for vehicles, facilities, classroom furniture and technology, professional development not associated with an LCAP Goal, substitutes, extra duty, stipend positions such as athletics.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Tehachapi Unified School District is projecting it will receive \$3,094,149.00 based on the enrollment of foster youth, English learner, and low-income students. Tehachapi Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Tehachapi Unified School District plans to spend \$3,094,149.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Tehachapi Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tehachapi Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Tehachapi Unified School District's LCAP budgeted \$2,982,609.00 for planned actions to increase or improve services for high needs students. Tehachapi Unified School District estimates that it will actually spend \$2,982,609.00 for actions to increase or improve services for high needs students in 2018-19.

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Tehachapi Unified School District
CDS code:	15-63826
LEA contact information:	Scott Heitman
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year		Amount
Total LCFF funds	\$	38,734,920
LCFF supplemental & concentration grants	\$	3,094,149
All other state funds	\$	3,192,459
All local funds	\$	3,026,427
All federal funds	\$	2,570,268
Total Projected Revenue	\$	47,524,074

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	48,001,068
Total Budgeted Expenditures in LCAP	\$	22,653,319
Total Budgeted Expenditures for High Needs Students in LCAP	\$	3,094,149
Expenditures not in the LCAP	\$	25,347,749

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,982,609
Estimated Actual Expenditures for High Needs Students in LCAP	\$	2,982,609

LCFF Budget Overview for Parents: Narrative Response Page

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	District operating expenses encompass facility maintenance, utilities, transportation operating expenses and personnel, insurance, legal fees, audit services, centralized technology support, administration salaries and benefits, support personnel not associated with instructional services, retiree benefits, capital outlay projects, refresh/replacement program for vehicles, facilities, classroom furniture and technology, professional development not associated with an LCAP Goal, substitutes, extra duty, stipend positions such as athletics.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

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)

[California School Dashboard:](#) 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	Contact Name and Title	Email and Phone
Tehachapi Unified School District	Bonny Porter & Linda Quiroga Secondary Coordinator & Elementary Coordinator	bporter@teh.k12.ca.us 661-822-2107

> 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 4,000 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. There are three elementary schools within the Tehachapi Unified School District; Tompkins, Golden Hills and Cummings Valley.

Students who attend Tehachapi Unified School District have the opportunity to participate in a variety of educational programs. All of our school sites implement Positive Behavior Intervention Support (PBIS) to teach and reward positive student behaviors. Fourth and fifth grade students can qualify for our Gifted and Talented Education (GATE) program. Students in third grade on up can also participate in a Robotics Club. Students who attend Tehachapi High School have the option to enroll in dual enrollment classes, Career Technical Education (CTE) Pathways as well as Advanced Placement (AP) classes. Before and after school tutoring is available to students who need additional support mastering grade-level standards. Additionally, the Tehachapi Independent Learning Academy (TILA) offers an option for families who are looking for an alternative educational experience.

LCAP HIGHLIGHTS

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

The 2019-2020 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.

TUSD is proud of the professional development provided by the District for administrators, teachers, and support staff. Our professional development focuses on teaching strategies to support academic achievement for our low income, English learner, and foster youth student groups. With greater professional development opportunities, our staff is better prepared to meet the academic and social emotional needs of our diverse students population. We are also proud of the services we are able to offer our low income, English learner, and foster student groups. Response to Intervention (RTI), before and after school tutoring, and additional support

provided by instructional aides, are all services outlined in the LCAP that assist our underserved students.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 improvement in some areas of Language Arts on the California Dashboard of Fall 2018:

- Overall Language Arts performance increased by 5.5 points away from the standard compared to 2017 scores.
- Students designated as Foster Youth Language Arts scores' increased by 40.2 points away from standard compared to 2017 scores.
- Students designated as Socioeconomically Disadvantaged scores' increased by 4.4 points away from standard compared to 2017 scores.
- Students with Disabilities scores increased by 8.4 points away from standard compared to 2017 scores.

Tehachapi Unified School District showed improvements in some areas of Math on the California Dashboard of Fall 2018:

- Students designated as Foster Youths math scores' increased by 52.1 points away from standard compared to 2017 scores.

Tehachapi Unified School District showed improvements in some areas of Chronic Absenteeism on the California Dashboard of Fall 2018:

- The cohort of students designated as Foster Youth's absenteeism decreased by 15.6 % compared to 2017 absenteeism.
- The cohort of African American student's absenteeism decreased by 3.7% compared to 2017 absenteeism.

Tehachapi Unified School District showed improvements in some areas of Suspension Rates on the California Dashboard of Fall 2018:

- Students designated as Foster Youth's suspension rate decreased by 3.0% compared to the 2017 suspension rates.
- Students designated as African American suspension rate decreased by 3.5% compared to the 2017 suspension rates.

Tehachapi Unified School District showed improvements in some areas of Graduation Rates on the California Dashboard of Fall 2018:

- The graduation rate for all students increased by .2% compared to the 2017 graduation rates.
- Hispanic student's graduation rate increased by 1.7% compared to the 2017 graduation rates.

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 California School Dashboard, 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, College/Career Indicators, English Language Arts (ELA), and Mathematics. The Graduation Rate metric demonstrated a slight increase over the prior year. Our total student graduation rate fell in the orange range. However, Suspension Rates on the 2018 California Dashboard showed an overall 1.1% increase with our total student group falling in the orange range. The English Learner student groups' suspension rates, "Increased significantly" and the Students with Disabilities student group, "Increased" which placed these two student groups in the red range on the 2018 California Dashboard. Suspension rates also increased for the Homeless, Socioeconomically Disadvantaged, Hispanic, White and Two or More Races student groups which placed these student groups in the orange range for increased suspension rates. College/Career Indicators for all students as well as the White student group fell in the red range. The Socioeconomically Disadvantaged student group as well as the Hispanic student group had a decrease of the number of students graduating from High School ready for a four year college or career which placed these two student groups in the orange range. We had difficulty with documentation of the TUSD Aeries student data system and indicators that were uploaded. Therefore, College and Career progress was not correctly accounted for on the California Dashboard. We are working to provide correct documentation so that our College and Career data is accurate. Our overall chronic absenteeism school rate fell in the orange range. Our socioeconomically disadvantaged, Hispanic, White, and two or more races student groups fell in the orange ranges and our homeless and students with disabilities student groups fell in the red range.

Student performance as measured by the CAASPP in English Language Arts for the overall student population was classified in the yellow rang for their performance on the 2018 CAASPP (an increase of 5.5 points closer to standard than the 2017 scores). In Mathematics the overall population was classified into the orange range and maintained their scores from the 2017 California Dashboard (a decrease of -0.1% change, -53.8 points below the targeted standard).

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

- English learners' scores declined -5.3 points to -73.8 points below the targeted standard, which placed the English learner student group in the red range.
- Homeless students scores' declined -11.3 points to -51.8 points below the targeted standard, which placed Homeless student group in the orange range.
- Students with Disabilities scores' increased by 8.4 points to -103.7 points below the targeted standard, which placed Students with Disabilities group in the

red range.

- Hispanic students scores' were maintained, however, the Hispanic student groups' scores were still -36.9 points below the targeted standard, which placed Hispanic student group in the orange range.
- Students designated with Two or More Races declined significantly with a decrease in -19.3 points to -41.8 points below the targeted standard, which placed Students with Two or More Races group in the orange range.

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

- Total math scores fell in the orange range.
- English learners' scores decreased by -6.1 points to -106.8 points below the targeted standard, which placed the English learner student group in the red range.
- Homeless student scores' decreased by -14 points to -93.7 points below the targeted standard, which placed the Homeless student group in the orange range.
- Socioeconomically Disadvantaged student scores' decreased by -5 points to -84.6 points below the targeted standard, which placed the Socioeconomically Disadvantaged student group in the orange range.
- Students with Disabilities student scores' decreased by -3.7 points to -146.8 points below the targeted standard, which placed the Students with Disabilities student group in the red range.
- Hispanic student scores' decreased by -3.2 points to -82.7 points below the targeted standard, which placed the Hispanic student group in the orange range.
- White student scores' increased by 2.8 points to -38.8 points below the targeted standard, which placed the White student group in the orange range.
- Students with Two or More Races scores' decreased by -19.3 points to -66 points below the targeted standard, which placed the Two or More Races student group in the orange range.

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 2019-20 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 California School Dashboard, 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 2018 California Dashboard identified performance gaps for English learners who scored in the red range for English Language Arts while the overall student population scored in the yellow range. The English learner student group had a higher suspension rate, scored lower on the 2018 English Language Arts CAASPP assessment, and scored lower on the 2018 Math CAASPP assessment than the overall student population. The English learner student group scored in the red range for suspension rates while the overall student population scored in the orange range. The English learner student group also scored in the red range on the 2018 English Language Arts CAASPP assessment while the overall student population scored in the yellow range. Additionally, the English learner student group scored in

the red range on the 2018 Math CAASPP assessment while the overall student population scored in the orange range.

Students with Disabilities were another student group that demonstrated gaps on the 2018 California Dashboard. The Students with Disabilities student group has higher rates of chronic absenteeism, higher suspension rates, lower scores on the 2018 English Language Arts CAASPP assessment, and lower scores on the 2018 Math CAASPP assessment. The Students with Disabilities scored in the red range in chronic absenteeism, suspension rates, and the 2018 Math CAASPP assessment while the overall student population scored in the orange range in these areas. Furthermore, the Students with Disabilities student group scored in the orange range on the English Language Arts portion of the 2018 CAASPP assessment while the overall population scored in the yellow range.

The 2018 California Dashboard data indicated that Homeless students had a higher incidence of chronic absenteeism and lower English Language Arts scores than the overall population. The Homeless student group scored in the red range for chronic absenteeism while the overall student population scored in the orange range and in the orange range on the English Language Arts CAASPP assessment while the overall student population scored in the yellow range.

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.

COMPREHENSIVE SUPPORT AND IMPROVEMENT

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

SCHOOLS IDENTIFIED

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

At this time, no schools in TUSD have been identified for CSI.

SUPPORT FOR IDENTIFIED SCHOOLS

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

At this time, no schools in TUSD have been identified for CSI.

MONITORING AND EVALUATING EFFECTIVENESS

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

At this time, no schools in TUSD have been identified for CSI.

> ANNUAL UPDATE

LCAP YEAR REVIEWED: 2018-2019

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>Fully Credentialed Teachers: 92% Teacher Misassignments: 0 100% (maintain)</p> <p>Compliance on Williams Good/Exemplary ratings for all schools (maintain)</p> <p>Pacing Guides aligned to CCSS implemented in 100% of K-12 District classrooms for ELA and Math (Maintain)</p> <p>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. NGSS standard metrics were created through an Instructional Leadership team. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. 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 Not Applicable Total Grads with UC/CSU Required Courses will increase by 5% The total for students in UC/CSU Required Courses will increase by 5% Percentage of EL pupils making progress toward English proficiency will increase by 3%. The Reclassification Rate</p>	<p>Fully Credentialed Teachers: 91% Teacher Misassignments: 100% pf Teachers were correctly assigned.</p> <p>We had 100% compliance on Williams with Good/Exemplary ratings for all schools.</p> <p>Pacing Guides aligned to CCSS were implemented in 100% of K-12 District classrooms for ELA and Math.</p> <p>Our Academic Coach has started articulating scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency as part of our Academic Pacing Guides.</p> <p>Benchmark assessments and IABs were administered in 90% of ELA and Math classrooms.</p> <p>All other state adopted content standards are fully implemented. Science</p> <p>ILTs were not held this year due to K-8 science teachers adopting new</p>

Reclassification rate will increase by 3% Percentage of total AP Students with Scores 3+ will increase by 5% Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.

science curriculum.

10% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency.

During the 2017-18 school year, ELA scores increased by 5.5 points.

During the 2017-18 school year, math scores decreased by -0.1 points.

Science scores are not reported until 2018-19 school year.

29.4% of our seniors graduated with UC/CSU required courses.

During the 2017-18 school year, 26.0% of our high school students took AP classes.

During the 2017-18 school year, 26.69% of students scored a 4 on EAP in ELA and 9.4% scored on Math test. During the 2017-18 school year, 12.62% of our English Learners met or exceeded standards on the CAASPP test.

Additionally, we have reclassified 34 English Learners this year.

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 authorizations and/or certifications.	Provide highly qualified teachers; ensure teachers not highly qualified acquire necessary authorizations and/or certifications.	<p>Amount: \$19,512,400</p> <p>Source: Base \$10,308,569 EPA \$5,732,473 Special Education \$3,471,358</p>	<p>Amount: \$18,473,665.57</p> <p>Source: Base \$9,572,855 EPA \$5,474,734 Special Education \$3,426,074</p> <p>Budget Reference: Base: 1000-1999 Certificated</p>

		Budget Reference: 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	Salaries \$6,757,722 3000-3999 Employee Benefits \$2,815,133 EPA: 1000-1999 Certificated Salaries \$3,807,670 3000-3999 Employee Benefits \$1,667,064 Special Education: 1000-1999 Certificated Salaries \$2,403,155 3000-3999 Employee Benefits \$1,022,919
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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.</p> <p>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>Our District provided ongoing support for the Common Core State Standards in ELA and Math by administering Interim Assessments. Teachers were encouraged to conduct data analysis after each Interim Assessment to monitor academic student achievement. When analyzing data, particular attention was paid to the progress of our Unduplicated population to help make sure our low income, foster youth and English learner student groups were receiving additional instructional supports if data indicated there was a lack of standards mastery. Without a Secondary Academic Coach, it was difficult to monitor the assessment and data analysis at our secondary schools.</p> <p>Additionally, each school site was provided funding for classroom supplies to ensure students living in poverty had equal access to instructional supplies. Due to unfilled Secondary Academic Coach position, there was a difference in the amount allocated to this action and the amount spent.</p>	<p>Amount: \$270,357</p> <p>Source: Supplemental \$270,357</p> <p>Budget Reference: 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</p>	<p>Amount: \$142,008</p> <p>Source: Supplemental \$142,008</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$75,587 3000-3999 Employee Benefits \$9,608 4000-4999 Books & Supplies \$27,699 5000-5999 Services & Other Operating Expenses \$29,114</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The District funded Student Success Team positions at all elementary sites. Particular emphasis was placed on supporting and monitoring the academic and social emotional progress of low income, English learner, and foster youth student populations since our Unduplicated students tend to have increased academic and social emotional challenges.</p>	<p>Amount: \$25,287</p> <p>Source: Supplemental \$25,287</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$18,643 3000-3999 Employee Benefits \$6,644</p>	<p>Amount: \$26,609 Source: Supplemental \$26,609 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$20,455 3000-3999 Employee Benefits \$6,154</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Utilizing certificated and classified staff, the District provided Response to Intervention (RTI), professional development, and classroom support in Reading and Math to elementary teachers and students. The goal was to create support for students who did not score well on local and state assessments such as low income, English learner, and foster youth students. With additional support, our intention was to help students reach a point at which they could 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.</p>	<p>Amount: \$695,359</p> <p>Source: Supplemental \$622,745 Title II \$72,614</p> <p>Budget Reference: 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</p> <p>Title II: 1000-1999 Certificated Salaries \$52,553 3000-3999 Employee Benefits \$20,061</p>	<p>Amount: \$612,801</p> <p>Source: Supplemental \$586,248 Title II \$26,553</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$359,311 2000-2999 Classified Salaries \$104,615 3000-3999 Employee Benefits \$148,875 4000-4999 Books & Supplies \$0</p> <p>Title II: 1000-1999 Certificated Salaries \$18,834 3000-3999 Employee Benefits \$7,719</p>

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 ELA/ELD, RTI, and Math. This action is principally directed toward low income, homeless, foster and English learner student populations.	TUSD continued 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. A greater percentage of our Unduplicated population has demonstrated increased difficulty mastering common care standards, this action was principally directed toward low income, English learner, and foster youth student populations. Since our Common Core staff development was provided by our Academic Coach, we did not need \$13,857 to implement this action. The remaining Title II funding was allocated to professional development for teachers and paraprofessionals that focused on differentiating instruction based on student need.	<p>Amount: \$13,857</p> <p>Source: Title II \$13,857</p> <p>Budget Reference: Title II 1000-1999 Certificated Salaries \$10,000 3000-3999 Employee Benefits \$3,857</p>	<p>Amount: \$1,523</p> <p>Source: Title II \$1,523</p> <p>Budget Reference: Title II 1000-1999 Certificated Salaries \$1,367 3000-3999 Employee Benefits \$156</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide 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 provided ongoing professional development support for the Common Core State Standards in ELA and Math, History-Social Science and Science. Since a larger percent of our low income, English learner, and foster youth student groups demonstrate greater difficulty mastering core standards on local and state assessments, more emphasis was placed on providing academic support for our Unduplicated student population. The District continued to work on a system to provide professional development in equitable classroom practices. We did not have walkthroughs at school sites due to unfilled Chief Administrator of Instructional Services position. Unspent funding for this action was reallocated to providing supplemental teaching materials for our Unduplicated student groups.	<p>Amount: \$13,000</p> <p>Source: Title II \$0 Supplemental \$13,000</p> <p>Budget Reference: Title II: 5000-5999 Services & Other Operating Expenses \$0</p> <p>Supplemental: 5000-5999 Services & Other Operating Expenses \$13,000</p>	<p>Amount: \$759</p> <p>Source: Title II \$0 Supplemental \$759</p> <p>Budget Reference: Title II: \$0 5000-5999 Services & Other Operating Expenses \$0 Supplemental: 5000-5999 Services & Other Operating Expenses \$759</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will continue to provide differentiated professional learning on strengthening PLCs; emphasizing student data analysis for low income, foster youth and ELs.</p> <p>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.</p>	<p>Our District continued to provide differentiated professional learning that focused on strengthening PLCs; emphasizing student data analysis for low income, English learner, and foster youth student groups.</p> <p>Also, our District continued Instructional Leadership Teams (ILT) with elementary Math teachers. Science teachers did not have ILTs. Instead K-8 science teachers were provided with professional development in the New Generation Science Standards, and the process for adopting new Standards-based Science materials.</p> <p>The remaining Title II funding was allocated to professional development for teachers and paraprofessionals that focused on differentiating instruction based on student need.</p>	<p>Amount: \$27,928</p> <p>Source: Title II \$27,928</p> <p>Budget Reference: 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</p>	<p>Amount: \$2,708</p> <p>Source: Title II \$2,708</p> <p>Budget Reference: Title II: \$2,708 1000-1999 Certificated Salaries \$196 3000-3999 Employee Benefits \$38 4000-4999 Books & Supplies \$904 5000-5999 Services & Other Operating Expenses \$1,570</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Our District maintained library staffing and library hours for student access as well as maintained a budget for library books and subscription to World Book Online for students at all sites. Since a greater percentage of students in our Unduplicated population don't have equal access to books and technology in their homes, this action primarily supports our low income, English learner, and foster youth student groups.	<p>Amount: \$166,279</p> <p>Source: Supplemental \$166,279</p> <p>Budget Reference: 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</p>	<p>Amount: \$147,696</p> <p>Source: Supplemental \$147,696</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$73,143 2000-2999 Classified Salaries \$0 3000-3999 Employee Benefits \$23,328 4000-4999 Books & Supplies \$46,399 5000-5999 Services & Other Operating Expenses \$4,826</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Students in TUSD's Unduplicated student groups received additional support through the access of computer programs such as PLATO. The PLATO program helps close the achievement gap for our underserved student groups through additional instructional support available to high school students. Approximately 50% of students accessing PLATO are from our underserved student populations.</p>	<p>Amount: \$555,785</p> <p>Source: Supplemental \$555,785</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$382,347 3000-3999 Employee Benefits \$157,038 5000-5999 Services & Other Operating Expenses \$16,400</p>	<p>Amount: \$509,591</p> <p>Source: Supplemental \$509,591</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$342,227 3000-3999 Employee Benefits \$155,787 5000-5999 Services & Other Operating Expenses \$11,577</p>

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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. The District will 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 develop and implement an annual replacement plan.</p>	<p>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 continued to assess technology needs and is in the process of developing a district-wide plan for base services, on-going replacement, and expansion of new technology. The District provided a computer lab attendant in each elementary school lab but did not provide them with professional development. The District also hired a confidential management position to direct and support student access and develop and implement an annual replacement plan. Some of the allocated funds were not spent due to a Director of Technology being hired after the school year started. Remaining funds were used to purchase technology for our Title I schools.</p>	<p>Amount: \$360,590</p> <p>Source: Base \$173,557 Supplemental \$187,033</p> <p>Budget Reference: 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</p> <p>Supplemental: 2000-2999 Classified Salaries \$95,892 3000-3999 Employee Benefits \$34,847 4000-4999 Books & Supplies \$56,294</p>	<p>Amount: \$290,198</p> <p>Source: Base \$180,940 Supplemental \$109,258</p> <p>Budget Reference: Base: 2999 Classified Salaries \$27,348 3000-3999 Employee Benefits \$7145 4000-4999 Books & Supplies \$140,777 5000-5999 Services & Other Operating Expenses \$5,670</p> <p>Supplemental: 2000-2999 Classified Salaries \$78,999 3000-3999 Employee Benefits \$30,259 4000-4999 Books & Supplies \$0</p>

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The District utilized certificated staff to provide professional development in instructional technologies on different computer applications and support training in digital citizenship and 21st Century skills for all stakeholders. Additional funding was necessary to provide for the cost of certificated staff.</p>	<p>Amount: \$3,520</p> <p>Source: Title II, Part A \$3,520</p> <p>Budget Reference: Title II, Part A: 1000-1999 Certificated Salaries \$2,951 3000-3999 Employee Benefits \$569</p>	<p>Amount: \$6,697</p> <p>Source: Title II, Part A \$6,697</p> <p>Budget Reference: Title II, Part A: 1000-1999 Certificated Salaries \$5,530 3000-3999 Employee Benefits \$1,167</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Our District provided tutoring for "At-Risk" students before and after school. Additionally, our District provided an online program for assessing and targeting the needs of the students being tutored. Since many low income, English learner and foster youth qualified for tutoring, supplemental funding supported a portion of this program.</p>	<p>Amount: \$48,387</p> <p>Source: Base \$9,500 Supplemental \$38,887</p> <p>Budget Reference: Base: 5000-5999 Services and Other Operating Expenses \$9,500 Supplemental: 1000-1999 Certificated Salaries \$32,600 3000-3999 Employee Benefits \$6,287</p>	<p>Amount: \$48,321 Source: Base \$0 Supplemental \$48,321 Budget Reference: Base: 5000-5999 Services and Other Operating Expenses \$0 Supplemental: 1000-1999 Certificated Salaries \$40,606 3000-3999 Employee Benefits \$7,715</p>

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 9th-12th grade students; and continue contract with Plato computer online subscription.	TUSD's Home Based Independent Study Program (TILA) continued to offer A-G requirements, community outreach, and enrichment programs. The District evaluated the effectiveness of effort; consider adding a non-A-G track to provide additional educational opportunities to students in 9th-12th grade; and continued to contract with Plato computer online subscription. TILA now offers a non A-G Science program.	<p>Amount: \$61,497</p> <p>Source: Base \$36,899 Supplemental \$24,598</p> <p>Budget Reference: Base: 2000-2999 Classified Salaries \$15,409 3000-3999 Employee Benefits \$12,490 5000-5999 Services & Other Operating Expenses \$9,000</p> <p>Supplemental: 2000-2999 Classified Salaries \$10,272 3000-3999 Employee Benefits \$8,326 5000-5999 Services & Other Operating Expenses \$6,000</p>	<p>Amount: \$46,942</p> <p>Source: Base \$46,942 Supplemental \$0</p> <p>Budget Reference: Base: 2000-2999 Classified Salaries \$25,622 3000-3999 Employee Benefits \$19,134 5000-5999 Services & Other Operating Expenses \$2,186</p> <p>Supplemental: 2000-2999 Classified Salaries \$0 3000-3999 Employee Benefits \$0 5000-5999 Services & Other Operating Expenses \$0</p>

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The District evaluated summer school course offerings and outcomes; continued to research the acceleration model, front-loaded next year's essential standards to better prepare students for the content and rigor of CCSS; and maintained a credit recovery model as needed. A number of 8th grade students are enrolled in a health class offered during the summer so that they can take additional classes in high school. Since approximately half (48%) of students enrolled in the credit recovery program make up our low income, homeless, foster and English learner student populations, Supplemental funding was primarily used to fund this action.</p>	<p>Amount: \$167,080</p> <p>Source: Supplemental \$93,224 Special Education \$73,856</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$56,000 2000-2999 Classified Salaries \$20,000 3000-3999 Employee Benefits \$16,824 4000-4999 Books & Supplies \$400</p> <p>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</p>	<p>Amount: \$163,954</p> <p>Source: Supplemental \$62,990 Special Education \$100,964</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$18,000 2000-2999 Classified Salaries \$32,788 3000-3999 Employee Benefits \$12,202 4000-4999 Books & Supplies \$0 Special Education: 1000-1999 Certificated Salaries \$36,000 2000-2999 Classified Salaries \$45,792 3000-3999 Employee Benefits \$19,172 4000-4999 Books & Supplies \$0 5000-5999 Services & Other Operating Expenses \$0</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 continued to support Co-Administrator positions at Title I elementary and middle school sites for monitoring student achievement, RTI, and support for teachers. Since we have higher percentages of students identified as low income, English learner, homeless, and foster youth attending our Title I schools, assigning a Co-Administrator to Title I schools provided our low income, homeless, English learners, and foster youth additional academic and social emotional support.	Amount: \$375,476 Source: Title I \$375,475 Budget Reference: Title I: 1000-1999 Certificated Salaries \$272,892 3000-3999 Employee Benefits \$102,584	Amount: \$370,970 Source: Title I \$370,970 Budget Reference: Title I: 1000-1999 Certificated Salaries \$269,669 3000-3999 Employee Benefits \$101,301

Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will provide differentiated professional learning on strengthening PLCs, emphasizing student data analysis for 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 provided differentiated professional learning that emphasized how to engage and support students identified as low income, English learners, and foster youth. Once the vacated positions in Instructional Services are filled, we believe certificated staffing is adequate to support teachers in RTI, Science, and Math.	Amount: \$104,615 Source: Supplemental \$104,615 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$74,194 3000-3999 Employee Benefits \$30,421	Amount: \$46,266 Source: Supplemental \$46,266 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$31,392 3000-3999 Employee Benefits \$14,874

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 2018-19 TUSD implemented most action items/services under Goal 1. However, due to staffing issues, the Chief Administrator of Instructional Services was vacated in December and the Academic Coach for Secondary was not filled. Due to the staffing deficit, actions 1.6, 1.7, 1.9, 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 2018-19 implementation of the actions/services in Goal 1 helped TUSD to build a foundation upon which further gains can be made in striving toward full implementation of Goal 1. Those action items that were implemented generally resulted in increased collaboration, 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.

In last year's LCAP, Supplemental funding was assigned to actions based on whether or not the action could be used to provide additional services for our low income, English learners and foster students. Therefore, more Supplemental funding was budgeted in the LCAP than was allocated to Tehachapi Unified School District. Consequently, there is a discrepancy between how much Supplemental funding was budgeted compared to what we were given by the state to spend on our Unduplicated student population. The discrepancy accounts for the differences in the budgeted Supplemental funding verses the actual estimates.

Action #1:

Budgeted: \$10,308,569 vs Estimated Actual: \$9,572,855 (Base)

Budgeted: \$5,732,473 vs Estimated Actual: \$5,474,734 (EPA)

Budgeted: \$3,471,358 vs Estimated Actual: \$3,426,074 (Special Education)

Action#2

Budgeted: \$270,357 vs Estimated Actual: \$142,008 (Supplemental)

Action #3

Budgeted: \$25,287 vs Estimated Actual: \$26,609 (Supplemental)

Action #4

Budgeted: \$622,745 vs Estimated Actual: \$586,248 (Supplemental)
Budgeted: \$72,614 vs Estimated Actual: \$26,553 (Title II)

Action #5

Budgeted: \$13,857 vs Estimated Actual: \$1,523 (Title II)

Action #6

Budgeted: \$0 vs Estimated Actual: \$0 (Title II)

Budgeted: \$13,000 vs Estimated Actual: \$759 (Supplemental)

Action #7

Budgeted: \$27,928 vs Estimated Actual: \$2,708 (Title II)

Action #8

Budgeted: \$166,279 vs Estimated Actual: \$147,696 (Supplemental)

Action #9

Budgeted: \$555,785 vs Estimated Actual: \$509,591 (Supplemental)

Action #10

Budgeted: \$173,557 vs Estimated Actual: \$180,940 (Base)

Budgeted: \$187,033 vs Estimated Actual: \$109,258 (Supplemental)

Action #11

Budgeted: \$3,520 vs Estimated Actual: \$6,697 (Title II, Part A)

Action #12

Budgeted: \$9,500 vs Estimated Actual: \$0 (Base)

Budgeted: \$38,887 vs Estimated Actual: \$48,321 (Supplemental)

Action #13

Budgeted: \$36,899 vs Estimated Actual: \$46,942 (Base)

Budgeted: \$24,598 vs Estimated Actual: \$0 (Supplemental)

Action #14

Budgeted: \$93,224 vs Estimated Actual: \$62,990 (Supplemental)

Budgeted: \$73,856 vs Estimated Actual: \$100,964 (Special Education)

Action #15

Budgeted: \$375,475 vs Estimated Actual: \$370,970 (Title I)

Action #16

Budgeted: \$104,615 vs Estimated Actual: \$46,266 (Supplemental)

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 2018-19 school year. Funding for Action 1.2 was adjusted due to an unfilled Secondary Academic Coach position, there was a difference in the amount allocated to this action and the amount spent.

Action 1.3 was adjusted to include unduplicated students that have identified learning disabilities.

Action 1.4 was adjusted to remove Title II funding so that the Title II funding could be used for professional development to target a larger group of teachers instead of only RTI teachers.

Action 1.5 was adjusted to removed Title II funding so that the Title II funding could be used for professional development to target a larger group of paraprofessionals and teachers.

Funding for Action 1.6 was adjusted to remove \$11,000 of Supplemental funding out of this action because the goal can be successfully implemented with \$2,000.

Action 1.7 was adjusted to include general education teachers working with students who have specialized learning needs. Title II funds were removed from this action because the action is being implemented without Title II funding.

Action 1.14 was adjusted to include Unduplicated special education student population.

Action 1.15 was adjusted to include Unduplicated special education student population.

Action 1.16 was adjusted to include differentiation for our Unduplicated student populations. Supplemental funding was reallocated to support other actions because this goal can be successfully implemented with \$35,000.

>> 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>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 Not Applicable Total Grads with UC/CSU Required Courses will increase by 5% The total for students in UC/CSU Required Courses will increase by 5% Percentage of EL pupils making progress toward English proficiency will increase by 3%. The Reclassification Rate Reclassification rate will increase by 3%. Percentage of total AP Students with Scores 3+ will increase by 5%. Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.</p>	<p>During the 2017-18 school year, ELA scores increased on the CAASPP by 5.5 points.</p> <p>During the 2017-18 school year, Math scores decreased by -0.1 points.</p> <p>Science scores are not reported until the 2018-19 school year.</p> <p>During the 2017-18 school year, 29.4% of our seniors graduated with UC/CSU required courses.</p> <p>During the 2017-18 school year, 26.0% of our high school students enrolled in AP classes.</p> <p>During the 2017-18 school year, 26.69% of students scored a 4 on EAP in ELA and 9.4% scored a 4 on EAP in Math test. During the 2017-18 school year, 12.62% of our English Learners met or exceeded standards on the CAASPP test.</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
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			Expenditures
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 provided ongoing professional development support for the Common Core State Standards in ELA/ELD and Math, targeting English learners; reviewed and revised essential standards, pacing guides and benchmarks for designated and integrated ELD with elementary teachers. Since we did not have a Secondary Academic Coach, our secondary teachers did not receive the support in ELA. We were able to contract with our County to provide math professional development on differentiation for our secondary math and special education teachers and the training focused on how to prepare students for CAASPP testing. This action was implemented with limited funding because our Elementary Academic Coach provided the training for elementary teachers and the secondary teachers received training from a County Math Coach who was paid for with Title I funds.	<p>Amount: \$14,350</p> <p>Source: Title III \$14,350</p> <p>Budget Reference: Title III: 1000-1999 Certificated Salaries \$7,000 3000-3999 Employee Benefits \$1,350 4000-4999 Books & Supplies \$6,000</p>	<p>Amount: \$116</p> <p>Source: Title III \$116</p> <p>Budget Reference: Title III: 1000-1999 Certificated Salaries \$0 3000-3999 Employee Benefits \$116 4000-4999 Books & Supplies \$0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will ensure all EL students are scheduled for designated ELD instruction; provide differentiated professional learning on strengthening equitable classroom practices; utilize Classroom Walkthroughs as a means to provide consistent feedback to teachers by teachers and administration during designated ELD; and provide follow up coaching, support and professional development as needed.</p>	<p>The District ensured all EL students were scheduled for designated ELD instruction and provided differentiated professional learning on strengthening equitable classroom practices. Walkthroughs were not done this year due to vacant positions in the Instructional Services office.</p>	<p>Amount: \$162,171</p> <p>Source: Title III \$14,830 Supplemental \$48,828 Title I - District PD Funds \$98,513</p> <p>Budget Reference: Title III: 1000-1999 Certificated Salaries \$10,658 3000-3999 Employee Benefits \$4,172</p> <p>Supplemental: 1000-1999 Certificated Salaries \$35,820 3000-3999 Employee Benefits \$13,008</p> <p>Title I - District PD Funds: 5000-5999 Services & Other Operating Expenses \$98,513</p>	<p>Amount: \$80,599</p> <p>Source: Base \$6,841 Supplemental \$61,883 Title I \$11,875</p> <p>Budget Reference: Base: 1000-1999 Certificated Salaries \$5,119 3000-3999 Employee Benefits \$1,722 Supplemental: 1000-1999 Certificated Salaries \$45,415 3000-3999 Employee Benefits \$16,468 Title I: 1000-1999 Certificated Salaries \$0 3000-3999 Employee Benefits \$0 5000-5999 Services & Other Operating Expenses \$11,875</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 provided targeted counseling for English learners and Long Term ELs to ensure they meet academic requirements and work toward English language proficiency. This is in addition to the base support provided to all students.	Amount: \$44,737 Source: Supplemental \$44,737 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$31,599 3000-3999 Employee Benefits \$13,138	Amount: \$27,122 Source: Supplemental \$27,122 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$19,757 3000-3999 Employee Benefits \$7,365

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 provided a Bilingual Paraprofessional to improve communication and collaboration with parents and students, resulting in more frequent monitoring of student achievement, emphasizing student data analysis for our English learners.	Amount: \$57,146 Source: Supplemental \$57,146 Budget Reference: Supplemental: 2000-2999 Classified Salaries \$44,125 3000-3999 Employee Benefits \$13,021	Amount: \$56,320 Source: Supplemental \$56,320 Budget Reference: Supplemental: 2000-2999 Classified Salaries \$44,253 3000-3999 Employee Benefit \$12,067

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The District provided Bilingual Paraprofessionals to offer additional support for English learner students in core curricular areas and to provide translation services for meetings and conferences, emphasizing student data analysis for English learners.</p>	<p>Amount: \$101,772</p> <p>Source: Supplemental \$101,772</p> <p>Budget Reference: Supplemental: 2000-2999 Classified Salaries \$74,266 3000-3999 Employee Benefits \$27,456 5000-5999 Services & Other Operating Expenses \$50</p>	<p>Amount: \$75,135 Source: Supplemental \$75,135 Budget Reference: Supplemental: 2000-2999 Classified Salaries \$53,411 3000-3999 Employee Benefits \$21,723 5000-5999 Services & Other Operating Expenses \$0</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 provided ongoing professional development to support ELD assessment administration. Additional training was provided by our County English learner expert to District administrators on English learner compliance issues and understanding of the ELD state standards.	Amount: \$66,381 Source: Base \$66,381 Budget Reference: Base: 2000-2999 Classified Salaries \$41,583 3000-3999 Employee Benefits \$24,298 5000-5999 Services & Other Operating Expenses \$500	Amount: \$70,393 Source: Base \$70,393 Budget Reference: Base: \$70,393 2000-2999 Classified Salaries \$43,739 3000-3999 Employee Benefits \$26,340 5000-5999 Services & Other Operating Expenses \$314

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.

Most actions were implemented for this goal, however, professional development focusing on English learners was not fully implemented at the secondary sites due to an unfilled secondary academic coach position.

Action 2.2 was not implemented due to lack of staffing in Instructional Services.

Action 2.6 was implemented for elementary teachers, but not secondary due the unfilled secondary academic coach position.

Additional professional development is being offered to paraprofessionals as well as classroom teachers in June, 2019.

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

Overall, the Actions and Services associated with this goal did not yield gains in English learner students performance.

On the CAASPP assessments, English learner students decreased by 5.3 points in ELA and decreased by 6.1 points in Math. This year we reclassified 34 English learners to Reclassified Fluent English Proficient (RFEP) status. Additionally, we increased the professional development opportunities

focused on supporting English learners for TUSD administrators, teachers, and support staff. Also, the number of parents of English learners who attended DELAC, ELAC and LCAP advisory meetings increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In last year's LCAP, Supplemental funding was assigned to actions based on whether or not the action could be used to provide additional services for our low income, English learners and foster students. Therefore, more Supplemental funding was budgeted in the LCAP than was allocated to Tehachapi Unified school District. Consequently, there is a discrepancy between how much Supplemental funding was budgeted compared to what we were given by the state to spend on our Unduplicated student population. The discrepancy accounts for the differences in the budgeted Supplemental funding verses the actual estimates.

Action #1:

Budgeted: \$14,350 vs Estimated Actual: \$116 (Title III)

Action #2:

Budgeted: \$14,830 vs Estimated Actual: \$6,841 (Base)

Budgeted: \$48,828 vs Estimated Actual: \$61,883 (Supplemental)

Budgeted: \$98,513 vs Estimated Actual: \$11,875 (Title I)

Action#3:

Budgeted: \$44,737 vs Estimated Actual: \$27,122 (Supplemental)

Action #4:

Budgeted: \$57,146 vs Estimated Actual: \$56,320 (Supplemental)

Action #5:

Budgeted: \$101,772 vs Estimated Actual: \$75,135 (Supplemental)

Action #6:

Budgeted: \$66,381 vs Estimated Actual: \$70,393 (Base)

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 2.1 was adjusted to exclude funding since this goal is being implemented by our Academic Coach and additional funding is not needed to support the action.

Action 2.3 was over budgeted because the estimated cost of a counselor salary was less than originally estimated.

Action 2.5 had a position that was ended at the beginning of the year, so there was over budgeting for this action.

Action 2.6 was under budgeted because we paid for a County EL expert to train our administrators on EL compliance.

>> 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
Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.	BRIDGES meetings for parents of special education meetings were replaced by TASK. A TASK meeting has not been scheduled, but meetings are being planned. These meetings promote the participation of parents of pupils with exceptional needs.
100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access to broad	100% of TUSD students had access to broad course of study that included all of the subject areas described in Section 51210. 100% of students had access to broad course of study that includes all of the subject areas described in Section 51220 (a).

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 (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).	100% of TUSD students had access to broad course of study that includes all of the subject areas described in Section 51210 (including for unduplicated pupils). 100% of students had access to broad course of study that includes all of the subject areas described in Section 51220 (a).
Implement Inclusion Model for 65% of District students receiving Resource Specialist Services. Programs and services are developed for this 14.36%.	The Inclusion Model was implemented for 65% of District students receiving Resource Specialist Services.
Course offerings/extracurricular activities and student participation will increase by 2%. Senior project/portfolio completion will maintain 85%.	Many students continue to participate in extracurricular activities, however we do not have a way to measure increased student participation. Senior project/portfolio are no longer a part of the high school curriculum.
100% of District Schools will hold School Site Council and ELAC a	100% of District Schools held School Site Council and ELAC a minimum of 3 times per year. The District 3 DELAC meetings during the year. The District held 1 LCAP meeting at each Title I school site to increase parent

<p>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.</p>	<p>input into the LCAP decision-making process.</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).</p> <p>Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1-4. Response rates on parent surveys will</p>	<p>100% of all District meeting and parent education correspondences were translated into Spanish. The District did not hold Parent Education meetings focusing on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, English learners, foster, and homeless youths).</p>

increase by 5%. Attendance at meetings and website response rates will be measured and increase 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
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 for low income, foster youth and ELs.	Tehachapi Unified School District provided access for students and parents to the THS Career Center, which offered resources for college and career planning. Topics for parent education included: career pathways, career fairs, college and career plans/field trips, FAFSA, Scholarships, ASVAB testing information, College Readiness and college applications. This service was particularly important to low income, English learners, and foster youth student groups who benefit from additional support with college applications and knowledge about career choice.	<p>Amount: \$47,861</p> <p>Source: Supplemental \$47,861</p> <p>Budget Reference: Supplemental: 2000-2999 Classified Salaries \$26,729 3000-3999 Employee Benefits \$21,132</p>	<p>Amount: \$47,324</p> <p>Source: Supplemental \$47,324</p> <p>Budget Reference: Supplemental: 2000-2999 Classified Salaries \$26,609 3000-3999 Employee Benefits \$20,715</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Our District maintained A-G course offerings at THS and TILA, and added a photography Career Technical Education (CTE) Pathways, as well as continued implementation of the PLATO web based curricular program, dual enrollment, concurrent enrollment, and AP opportunities, such as no-cost AP Testing. This action supported our underrepresented low income, English learner, and foster youth student populations who would be less likely to afford the cost of AP testing and may not take advantage of dual enrollment classes unless prompted by a CTE program specialist.</p>	<p>Amount: \$46,893</p> <p>Source: Supplemental \$46,893</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$12,674 3000-3999 Employee Benefits \$4,219 5000-5999 Services & Other Operating Expenses \$30,000</p>	<p>Amount: \$49,545 Source: Supplemental \$49,545 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$15,108 3000-3999 Employee Benefits \$4,437 5000-5999 Services & Other Operating Expenses \$30,000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>The District offers Career Technical Education (CTE) classes that low income, homeless, foster and English learner student populations received additional support from a resource specialist. Through the resource specialist's support, our underserved student groups are encouraged to enroll in CTE classes.</p>	<p>Amount: \$11,409</p> <p>Source: Supplemental: \$11,409</p> <p>Budget Reference: Supplemental: 2000-2999 Classified Salaries \$6,255 3000-3999 Employee Benefits \$5,154</p>	<p>Amount: \$11,443</p> <p>Source: Supplemental: \$11,443</p> <p>Budget Reference: Supplemental: 2000-2999 Classified Salaries \$6,459 3000-3999 Employee Benefits \$4,984</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Middle school and high school counselors provided targeted counseling for at-risk students with a focus on decreasing drop-out rate and increasing graduation rate; emphasizing additional support for low income, English learners, and foster youth. A portion of funding for counselors is dedicated to support the greater need of our unduplicated student population because they required additional interaction with a counselor to make sure they are meeting college and career requirements.</p>	<p>Amount: \$299,760</p> <p>Source: Supplemental \$299,760</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$214,066 3000-3999 Employee Benefits \$84,194 5000-5999 Services & Other Operating Expenses \$1,500</p>	<p>Amount: \$245,678 Source: Supplemental \$245,678 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$179,258 3000-3999 Employee Benefits \$65,043 5000-5999 Services & Other Operating Expenses \$1,377</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Administrators provided targeted counseling for at-risk 4th and 5th grade students with a focus on decreasing drop-out rates and increasing graduation rates. This action supports our low income, English learner, and foster youth student populations who comprise a larger percentage of our at risk population.	Amount: \$4,750 Source: Supplemental \$4,750 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$4,750	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, 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 provided a wide range of electives for students 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 was principally directed toward low income, English learner, and foster youth student groups.	Amount: \$5,610 Source: Supplemental \$5,610 Budget Reference: Supplemental: 5000-5999 Services & Other Operating Expenses \$5,610	Amount: \$6,879 Source: Supplemental \$6,879 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$5,639 5000-5999 Services & Other Operating Expenses \$1,240

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide a variety of activities and clubs for students to choose and become involved. This action is principally directed toward low income, homeless, foster and English learner student populations.</p>	<p>The District provided a variety of activities and clubs for students to join. This action was principally directed toward low income, English learner, and foster youth student populations who are provided the opportunity to participate in activities or clubs free of cost.</p>	<p>Amount: \$3,500</p> <p>Source: Supplemental \$3,500</p> <p>Budget Reference: Supplemental: 4000-4999 Books & Supplies \$2,750 5000-5999 Services & Other Operating Expenses \$750</p>	<p>Amount: \$3,856 Source: Supplemental \$3,856 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$3,219 5000-5999 Services & Other Operating Expenses \$637</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will provide funding for 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.</p>	<p>The District provided funding for Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintained elementary music and P.E. paraprofessional staffing. This action was principally directed toward low income, English learner, and foster youth student populations who may not have access to these activities outside of the school setting.</p>	<p>Amount: \$110,816</p> <p>Source: Supplemental \$110,816</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$61,514 2000-2999 Classified Salaries \$16,703 3000-3999 Employee Benefits \$32,599</p>	<p>Amount: \$108,775</p> <p>Source: Supplemental \$108,775</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$61,514 2000-2999 Classified Salaries \$17,267 3000-3999 Employee Benefits \$29,994</p>

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District continued to implement a cohesive district STEM program by developing an after school STEM club at all elementary sites, to assist with staffing and materials.	Amount: \$16,754 Source: Supplemental \$16,754 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$6,500 3000-3999 Employee Benefits \$1,254 4000-4999 Books & Supplies \$9,000	Amount: \$4,261 Source: Supplemental \$4,261 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$1,786 3000-3999 Employee Benefits \$335 4000-4999 Books & Supplies \$1,776 5000-5999 Services & Other Operating Expenses \$364

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 2018 -19, TUSD implemented the Actions and Services aligned with Goal 3. Student populations participated in STEM programs such as the Tehachapi High Robotics team and Math Field Day. Through the Career Center, unduplicated student populations at Tehachapi High School had the opportunity to explore career fairs, develop college and career plans, and receive scholarship information. Low income, English learner, and homeless youth were also encouraged to participate in CTE Pathways, take dual enrollment classes, take classes on the PLATO web based program, and take AP tests at no cost. Such programs provided meaningful opportunities for our students to achieve and gain information about a variety of career choices.

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

By providing all students opportunities to participate in a wide range of articulated educational programs, more TUSD students were graduating from high school ready

to enter a college or career path. Our unduplicated student populations had access to a broad course of study and opportunities to enroll in CTE Pathways, dual enrollment classes, and AP courses. Additionally, we increased the number of ELAC and DELAC meetings, giving parents of our English learners greater opportunities to voice their suggestions for improved educational experience for our English learner students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In last year's LCAP, Supplemental funding was assigned to actions based on whether or not the action could be used to provide additional services for our low income, English learners and foster students. Therefore, more Supplemental funding was budgeted in the LCAP than was allocated to Tehachapi Unified school District. Consequently, there is a discrepancy between how much Supplemental funding was budgeted compared to what we were given by the state to spend on our Unduplicated student population. The discrepancy accounts for the differences in the budgeted Supplemental funding verses the actual estimates.

Action #1:

Budgeted: \$47,861 vs Estimated Actual: \$47,324 (Supplemental)

Action #2:

Budgeted: \$46,893 vs Estimated Actual: \$49,545 (Supplemental)

Action #3:

Budgeted: \$11,409 vs Estimated Actual: \$11,443 (Supplemental)

Action #4:

Budgeted: \$299,760 vs Estimated Actual: \$245,678 (Supplemental)

Action #5:

Budgeted: \$4,750 vs Estimated Actual: \$0 (Supplemental)

Action #6:

Budgeted: \$5,610 vs Estimated Actual: \$6,879 (Supplemental)

Action #7:

Budgeted: \$3,500 vs Estimated Actual: \$3,856 (Supplemental)

Action #8:

Budgeted: \$110,816 vs Estimated Actual: \$108,775 (Supplemental)

Action #9:

Budgeted: \$16,754 vs Estimated Actual: \$4,261 (Supplemental)

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.

Funding for Action 3.5 was adjusted because supplies were not necessary to provide counseling services. Therefore, the funds originally allocated for this action were reallocated.

Funding for Action 3.9 was adjusted because the extra duty certificated position was not filled.

>> GOAL 4

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
Fully Credentialed Teachers: 91%	Priority 1 (a) - Basic Services: Teachers Appropriately Credentialed and Assigned
Teacher Misassignments: 0	Fully Credentialed Teachers: 91%
	Teacher Misassignments: 0
100% compliance on Williams	Priority 1 (b) Basic Services: Instructional Materials
	100% compliance on Williams
Good/Exemplary ratings for all schools	Priority 1 (c) Basic Services: Facilities in Good Repair
	Good/Exemplary ratings for all schools
School Attendance Rate will maintain 95.5% at the District	School Attendance Rate maintained 95.5% at the District Level.
	Cummings Valley Elementary - 95.74%

Level.	Golden Hills Elementary - 94.80%
Cummings Valley Elementary - 94.52%	Tompkins Elementary - 94.99%
Golden Hills Elementary - 95.08%	Jacobsen Middle - 96.60%
Tompkins Elementary - 95.19%	Tehachapi High - 96.61%
Jacobsen Middle - 97.52%	Monroe Continuation High - 85.30%
Tehachapi High - 95.91%	
Monroe Continuation High - 84.90%	
District Level - 11.53%	Priority 5 (a) - Pupil Engagement: For the 2017-18 school year, Chronic Absenteeism rates for TUSD were as follows:
Cummings Valley Elementary - 11.33%	District Level - 16.1%
Golden Hills Elementary - 9.53%	Cummings Valley Elementary - 12.4%
Tompkins Elementary - 10.14%	Golden Hills Elementary - 10.6%
Jacobsen Middle - 12.09%	Tompkins Elementary - 14.3%
Tehachapi High - 11.34%	Jacobsen Middle - 16.3%
Monroe Continuation High - 52.49%	Tehachapi High - 20.3%
Jacobsen Middle - 0.50%	Monroe Continuation High - 70.4%
	Priority 5 (c) - Pupil Engagement: For the 2017-18 school year, Dropout Rate for Jacobsen Middle School:
	Jacobsen Middle - 0.50%
Tehachapi High - 1.62%	Priority 5 (d) - Pupil Engagement: For the 2017-18 school year, Dropout Rate for the High Schools:

Monroe Continuation High - 41.26%	Tehachapi High - 1.5% Monroe Continuation High - 12.7%
High School Graduation Rate - 80.8%	Priority 5 (e) - Pupil Engagement: For the 2017-18 school year, graduation rate: High School Graduation Rate - 96%
District - 4.21% Cummings Valley Elementary - 5.31% Golden Hills Elementary - 1.15% Tompkins Elementary - 5.26% Jacobsen Middle - 6.19% Tehachapi High - 4.02% Monroe Continuation High - 8.33%	Priority 6 (a) - School Climate: Suspension Rates For the 2017-18 school year, suspension rates for TUSD were as follows: District - 4.5% Cummings Valley Elementary - 2.7% Golden Hills Elementary - 2.7% Tompkins Elementary - 2.4% Jacobsen Middle - 7.2% Tehachapi High - 5.4% Monroe Continuation High - 8.2%
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 (b) - School Climate: Expulsion Rates For the 2017-18 school year, expulsion rates for TUSD wer as follows: District - .25% Cummings Valley Elementary - 0% Golden Hills Elementary - 0% Tompkins Elementary - 0% Jacobsen Middle - 0.82% Tehachapi High - 0.22%

<p>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>Monroe Continuation High - 0.0%</p> <p>Priority 6 (c) - School Climate: School Climate:</p> <p>During the 2018 administration of the California Healthy Kids survey, students reported the following with regards to school safety:</p> <p>* 5th Grade: - 75 % responded "Most of the time" or "All of the time" to the question, "Do you feel safe at school?"</p> <p>* 7th Grade - 40% responded "Safe" or "Very safe" to the question, "How safe do you feel when you are at school?"</p> <p>* 11th Grade 39% responded "Safe" or "Very safe" to the question, "How safe do you feel when you are at school?"</p> <p>Note: 11th graders were surveyed instead of 9th graders.</p>
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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
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	Tehachapi Unified School District provided ongoing professional development support for implementation of PBIS (Positive Behavior Interventions and Supports) at all sites. Administrators at all sites were not	<p>Amount: \$39,321</p> <p>Source:</p>	<p>Amount: \$37,521 Source: Base \$37,521 Budget Reference:</p>

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.	trained on documentation of restorative practices.	Base \$39,321 Budget Reference: 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: \$37,521 1000-1999 Certificated Salaries \$14,830 2000-2999 Classified Salaries \$154 3000-3999 Employee Benefits \$4,930 4000-4999 Books & Supplies \$6,022 5000-5999 Services & Other Operating Expenses \$11,585
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 continued to to implement the Safe School Ambassadors (SSA) program at our High School as well as implemented the SSA program at our middle school. Safe School Ambassadors helped create a safe learning environment particularly for our students who came from low income, English learners and foster youth homes who are at additional risk for exposure to unsafe situations and may feel unsafe at school.	Amount: \$45,745 Source: Base \$45,745 Budget Reference: 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	Amount: \$39,970 Source: Base \$39,970 Budget Reference: Base:39,970 1000-1999 Certificated Salaries \$22,152 3000-3999 Employee Benefits \$8,056 4000-4999 Books & Supplies \$7,443 5000-5999 Services & Other Operating Expenses \$2,319

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue to provide funding for Warrior Crew, Warrior Welcome and 6th Grade Orientation at THS and JMS.	The District continued to provide funding for Warrior Crew, Warrior Welcome and 6th Grade Orientation at THS and JMS.	Amount: \$750 Source: Base \$750 Budget Reference: Base: 4000-4999 Books & Supplies \$750	Amount: \$626 Source: Base \$626 Budget Reference: Base: 4000-4999 Books & Supplies \$626

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	It has been Tehachapi Unified School District's experience that students do not always feel they have a voice in the educational setting, this is particularly true for students from low income households. To fully prepare students for college, career, and the military, it is necessary to include a venue for students to express their views, particularly students from low socioeconomic households who frequently do not speak up about their educational or social emotional needs. To encourage all students to express their views, the District continued to implement and train staff on Student Listening Circles annually through site administration.	Amount: \$1,500 Source: Supplemental \$1,500 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$1,500	Amount: \$200 Source: Supplemental \$200 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$200

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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, annually.</p>	<p>TUSD conducted and reviewed data as well as increased participation in the annual student, staff, and parent surveys. As part of our Continuous Improvement Process, an additional survey was offered to staff to provide feedback on District initiatives.</p>	<p>Amount: \$800</p> <p>Source: Supplemental \$800</p> <p>Budget Reference: Supplemental: 4000-4999 Books & Supplies \$800</p>	<p>Amount: \$0</p> <p>Source: Supplemental \$0</p> <p>Budget Reference: Supplemental: 4000-4999 Books & Supplies \$0</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 provided ongoing professional development support on the utilization of discipline data and attendance data to identify needs and support school sites with developing interventions. For example, the District implemented an Alternative to Suspension program. Since our English learner and students with learning disabilities scored in the red range for suspension, such interventions can assist our unduplicated student populations with a reduction in suspension rates while simultaneously improving attendance rates.	<p>Amount: \$77,598</p> <p>Source: Supplemental \$77,598</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$12,674 2000-2999 Classified Salaries \$49,677 3000-3999 Employee Benefits \$14,747 4000-4999 Books & Supplies \$500</p>	<p>Amount: \$69,974</p> <p>Source: Supplemental \$69,974</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$12,675 2000-2999 Classified Salaries \$38,183 3000-3999 Employee Benefits \$19,116 4000-4999 Books & Supplies \$0</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The District will continue implementation of Safe & Inclusive Schools Curriculum in grades TK- 12 and train all new district staff.	The District continued implementation of Safe & Inclusive Schools Curriculum in grades TK- 12 and trained new district staff.	Amount: \$1,000 Source: Base \$1,000 Budget Reference: Base: 4000-4999 Books & Supplies \$1,000	Amount: \$0 Source: Base \$0 Budget Reference: Base: 4000-4999 Books & Supplies \$0

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 continued to evaluate and revise Comprehensive School Site Safety Plans, including maintaining the TUSD Safety Collaborative, increasing security cameras on campuses, and providing professional development. Additionally, the District installed AEDs and offered staff CPR as well as training on using AEDs. Additional funding was required for this action due to the installation of security cameras at THS.	Amount: \$25,000 Source: Base \$25,000 Budget Reference: Base: 5000-5999 Services & Other Operating Expenses \$25,000	Amount: \$86,246 Source: Base \$86,246 Budget Reference: Base: 5000-5999 Services & Other Operating Expenses \$86,246

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 ATS class to focus on restorative practices; emphasizing student data analysis for low income, foster youth and ELs.	The District provided differentiated professional learning on strengthening counseling and psychology services. In addition, the District implemented an Alternative to Suspension class to focus on restorative practices to provide additional social emotional support for all students, especially low income, English learners, and foster youth who have higher suspension rates than the general population. The class was staffed by a credentialed teacher and special education paraprofessional.	Amount: \$197,621 Source: Supplemental \$197,621 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$117,460 3000-3999 Employee Benefits \$49,161 5000-5999 Services & Other Operating Expenses \$ 31,000	Amount: \$224,349 Source: Supplemental \$224,349 Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$132,871 2000-2999 Classified Salaries \$11,827 3000-3999 Employee Benefits \$48,651 5000-5999 Services & Other Operating Expenses \$31,000

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 continued to network with community agencies through the Safety Collaborative, and make referrals for foster and homeless youth as needed. Our District foster and homeless youth liaison held monthly Youth Empowering Success (YES) meetings at JMS.	Amount: No Cost Source: Budget Reference:	Amount: No Cost Source: Budget Reference:

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The District will continue to maintain current levels of staffing for campus supervisors, noon supervisors, crossing guards. In addition, TUSD will continue to provide additional support of P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officers. 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.</p>	<p>The District continued to maintain current levels of staffing for campus supervisors, noon supervisors, and crossing guards. In addition, TUSD provided additional support of P.E. paraprofessionals for locker room supervision and a Tehachapi Police School Resource Officers. Additionally, the District provided classified substitutes to ensure appropriate level of supervision at all times.</p>	<p>Amount: \$576,927</p> <p>Source: Base \$523,132</p> <p>Supplemental \$53,795</p> <p>Budget Reference: Base: 2000-2999 Classified Salaries \$423,763 3000-3999 Employee Benefits \$99,369 Supplemental: 5000-5999 Services & Other Operating Expenses \$53,795</p>	<p>Amount: \$556,147</p> <p>Source: Base \$476,902 Supplemental \$79,246</p> <p>Budget Reference: Base: 2000-2999 Classified Salaries \$383,549 3000-3999 Employee Benefits \$90,433 5000-5999 Services & Other Operating Expenses \$2,919 Supplemental: 5000-5999 Services & Other Operating Expenses \$79,246</p>

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The District continued to implement Attention to Attendance truancy reduction program, and refer students to SART for chronic absenteeism/truancy. Additionally, the District continued to implement a Saturday School program option for students to recover truancy status and loss of classroom instructional time due to discipline.	<p>Amount: \$54,032</p> <p>Source: Supplemental \$54,032</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$14,427 3000-3999 Employee Benefits \$4,505 5000-5999 Services & Other Operating Expenses \$35,100</p>	<p>Amount: \$58,040</p> <p>Source: Supplemental \$58,040</p> <p>Budget Reference: Supplemental: 1000-1999 Certificated Salaries \$17,462 3000-3999 Employee Benefits \$5,478 5000-5999 Services & Other Operating Expenses \$35,100</p>

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 2018-19, TUSD implemented most actions under Goal 4. Additional security cameras are being installed at Tehachapi High School. Our Alternative to Suspension class has helped decrease the number of secondary students being suspended as well as increased the support for students with challenging behaviors. Professional Development for teachers and paraprofessionals that focuses on strategies for differentiated instruction was offered.

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, CHKS responses, and Continuous

Improvement Surveys) 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) were able to identify actions and services for implementation of PBIS and safe learning environments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In last year's LCAP, Supplemental funding was assigned to actions based on whether or not the action could be used to provide additional services for our low income, English learners and foster students. Therefore, more Supplemental funding was budgeted in the LCAP than was allocated to Tehachapi Unified School District. Consequently, there is a discrepancy between how much Supplemental funding was budgeted compared to what we were given by the state to spend on our Unduplicated student population. The discrepancy accounts for the differences in the budgeted Supplemental funding versus the actual estimates.

Action #1:

Budgeted: \$39,321 vs Estimated Actual: \$37,521 (Base)

Action #2:

Budgeted: \$45,745 vs Estimated Actual: \$39,970 (Base)

Action #3:

Budgeted: \$750 vs Estimated Actual: \$626 (Base)

Action #4:

Budgeted: \$1,500 vs Estimated Actual: \$200 (Supplemental)

Action #5:

Budgeted: \$800 vs Estimated Actual: \$0 (Supplemental)

Action #6:

Budgeted: \$77,598 vs Estimated Actual: \$69,974 (Supplemental)

Action #7:

Budgeted: \$1,000 vs Estimated Actual: \$0 (Base)

Action #8:

Budgeted: \$25,000 vs Estimated Actual: \$86,246 (Base)

Action #9:

Budgeted: \$197,621 vs Estimated Actual: \$224,349 (Supplemental)

Action #10:

Budgeted: No Cost vs Estimated Actual: No Cost

Action #11:

Budgeted: \$523,132 vs Estimated Actual: \$476,902 (Base)

Budgeted: \$53,795 vs Estimated Actual: \$79,246 (Supplemental)

Action #12:

Budgeted: \$54,032 vs Estimated Actual: \$58,040 (Supplemental)

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.

The following changes were made to actions in Goal 4:

In 4.1, through our MTSS Grant, we were able to purchase Second Step curriculum to support the social emotional development of our students with disabilities.

Funding for action 4.2 was adjusted due to one of our counselors retiring mid year.

In action 4.4 Unduplicated students with learning disabilities were added to the action.

Funding was also adjusted since this goal is being implemented with only \$200.

Funding for action 4.5 is being updated to include the cost of materials necessary to conduct the surveys and evaluate survey results.

Funding for action 4.6 was adjusted because there was an unfilled position at Golden Hills Elementary. The action was also adjusted to include Unduplicated students with learning disabilities.

Funding for action 4.7 was adjusted because the implementation of the Safe & Inclusive Schools Curriculum did not require funding.

Funding for action 4.8 was adjusted due to the installation of security cameras at THS.

Funding for action 4.9 was adjusted due to the additional of a special education paraprofessional will work in the ATS class to help facilitate IEP goals for students with disabilities.

Funding for action 4.11 was adjusted due to the reduction of a security position at JMS.

>> GOAL 5

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>Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.</p>	<p>BRIDGES was replaced by TASK for parents of special education students. A TASK meeting is planned for the future, but has not yet been scheduled. These meetings promote the participation of parents of pupils with exceptional needs.</p>
<p>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</p>	<p>100% of District Schools scheduled School Site Council and ELAC meetings. The District held 3 DELAC meetings this year. The District held 1 LCAP meeting at each Title I school site to help increase parent input into the LCAP decision- making process.</p>

decision- making process.	
?100% of all District meeting and parent education correspondences will be translated into Spanish.	100% of District meetings and parent education correspondences were translated into Spanish. Due to a lack of personnel based on unfilled positions in Instructional Services, the District did not hold Parent Education meetings.
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%.	

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
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 held parent advisory, decision-making, and booster/PTO organizations to engage and educate parents at all levels in meaningful ways. The District did not hold parent meetings on social, emotional, physical, and educational needs, or using Aeries for monitoring student work and achievement.	Amount: \$3,500 Source: Supplemental \$3,500 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$3,000 5000-5999 Services & Other Operating Expenses \$500	Amount: \$630 Source: Supplemental \$630 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$630 5000-5999 Services & Other Operating Expenses \$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 provided professional development to improvement engagement, and empowerment, centered around student achievement and A-G requirements, emphasizing engagement for families with students identified as English Learners.	Amount: \$3,000 Source: Supplemental \$3,000 Budget Reference: Supplemental: 5000-5999 Operating Expenses \$3000	Amount: \$0 Source: Supplemental \$0 Budget Reference: Supplemental: 5000-5999 Operating Expenses \$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Our District did not provide professional development to administrators and staff on utilizing district and school site websites, Aeries, mobile apps and Teleparent. TUSD did continue to implement technology advancements.	Amount: \$28,347 Source: Supplemental \$28,347 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$2,000 5000-5999 Services & Other Operating Expenses \$26,347	Amount: \$30,626 Source: Supplemental \$30,626 Budget Reference: Supplemental: 4000-4999 Books & Supplies \$2,199 5000-5999 Services & Other Operating Expenses \$28,427

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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 is planning 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 TASK meetings have not yet taken place, but are being scheduled for the future.	Amount: \$250 Source: Special Education \$250 Budget Reference: Special Education: 4000-4999 Books & Supplies \$250	Amount: \$0 Source: Special Education \$0 Budget Reference: Special Education: 4000-4999 Books & Supplies \$0

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 2018-19, our District did not hold 8 parent meetings or TASK meetings, however, the rest of the actions were implemented. Site administrators did provide parent information and training meetings at their school sites.

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

Although formal survey feedback suggested that parents and stakeholders value the engagement activities, additional measures are necessary to increase parental/stakeholder involvement and contributions to District and school activities/decisions. The number of parents of English learners participating in ELAC and DLAC increased. The number of parents of English learners participating in the LCAP Advisory group also increased.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In last year's LCAP, Supplemental funding was assigned to actions based on whether or not the action could be used to provide additional services for our low income, English learners and foster students. Therefore, more Supplemental funding was budgeted in the LCAP than was allocated to Tehachapi Unified school District. Consequently, there is a discrepancy between how much Supplemental funding was budgeted compared to what we were given by the state to spend on our Unduplicated student population. The discrepancy accounts for the differences in the budgeted Supplemental funding versus the actual estimates.

Action #1:

Budgeted: \$3,500 vs Estimated Actual: \$630 (Supplemental)

Action #2:

Budgeted: \$3,000 vs Estimated Actual: \$0 (Supplemental)

Action #3:

Budgeted: \$28,347 vs Estimated Actual: \$30,626 (Supplemental)

Action 4#:

Budgeted: \$250 vs Estimated Actual: \$0 (Special Education)

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.

The following changes were made to actions in Goal 5:

5.1 Eight parent meetings were not calendared during the year, therefore the goal was rewritten to include three parent meetings.

5.4 TUSD did not hold TASK meetings this year, but the meetings are planned for next year. With the addition of a Program Specialist, TASK meetings will be implemented.

> STAKEHOLDER ENGAGEMENT

LCAP YEAR: 2019-2020

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.

11/6/2018 (LCAP Advisory- Parents, Community, Administration Certificated, Bargaining Unit Members, and Classified Staff)

Discussed progress on LCAP goals, recommendations on how LCAP goals could be adjusted to help schools with progress towards LCAP goals. The team reviewed the EL Roadmap, CAASPP data and CHKS results. Recommendations were made to improve our academic focus in math.

11/7/2018 (Principal's PLC)

Discussed CAASPP results and how we could support teachers using LCAP funding, particularly funding in the LCAP designated for professional development.

1/29/2019 (LCAP Advisory- Parents, Community, Administration Certificated, Bargaining Unit Members, and Classified Staff)

Discussed progress on LCAP goals and made recommendations on how LCAP goals could be adjusted to help schools with progress towards LCAP goals. The team reviewed Dashboard data, EL data, suspension data and progress towards LCAP goals. Recommendations were made to increase math scores, decrease English learner suspension data, and decrease chronic absenteeism. Suggestions were also made to move funding where it will better serve the identified needs.

02/19/19 (District LCAP Stakeholder Meeting- Parents, Students, Community Members, Certificated and Classified Staff-Held at Tompkins)

Review of the LCFF/LCAP process, CA Schools Dashboards, and EL progress. Comments-The district needs to focus more on professional development to improve math instruction.

03/19/19 (District LCAP Stakeholder Meeting- Parents, Students, Community Members, Certificated and Classified Staff-Held at JMS)

Review of the LCFF/LCAP process, CA Schools Dashboards, and EL progress. Comments-The district needs to focus on consistent grading patterns.

04/02/19 (District LCAP Stakeholder Meeting- Parents, Students, Community Members, Certificated and Classified Staff-Held at THS)

Review of the LCFF/LCAP process, CA Schools Dashboards, and EL progress. Comments - THS should have a higher graduation rate.

04/03/19 (Community Economic Development Meeting - Superintendent Distributed a Community Input Survey)

Survey asked for input on TUSD and how supplemental funds were being spent.

04/04/19 (LCAP Staff, Community, and Parent Survey was posted on the website with a phone call encouraging stakeholders to complete the survey) Survey asked for input on TUSD and how well supplemental funds were being spent to support our Unduplicated students.

4/30/2019 (LCAP Advisory- Parents, Community, Administration Certificated, Bargaining Unit Members, and Classified Staff)

Discussed progress on LCAP goals, recommendations on how LCAP goals could be adjusted to help schools with progress towards LCAP goals. Recommendations were made to increase professional development for math, teachers working with students with disabilities, and designated instruction for our English language learners.

5/1/2019 (Principal's PLC)

Discussed suggestions to improve LCAP goals and determined professional development focused on differentiation would be helpful. We also discussed the LCAP Addendum and what we should include in the addendum.

Results from the LCAP Survey opened from April 8, 2019 to April 30, 2019 (All Sites, Parents, Students, Community Members, Certificated/Classified Staff, Administration)

Staff Results:

72% of our staff agreed that students with disabilities received appropriate academic support.

54% of our staff agreed that student with disabilities receive appropriate social emotional support.

69% of our staff agreed that English learners are able to access the curriculum.

37% of our staff agreed that English learners are able to communicate with their teachers.

25% of our staff agreed that students from economically disadvantaged households have supports such as access to technology and tutoring.

42% of our staff agreed that students have access to updated technology devices and programs.

Parent Results:

30% of parents agreed that if their child was struggling academically, they would receive the appropriate interventions.

30% of parents agreed that if parents who speak Spanish can communicate with their child's teacher.

90% of parents reported that they had attended a school event.

60% of parents were confident that if they reported a concern to their child's school, the issue would be addressed quickly and efficiently.

50% of parents agreed that students with disabilities received appropriate academic support.

30% of parents agreed that students with disabilities received appropriate social emotional support.

Community Member Results:

67% of community members agreed that students were connected to community resources.

33% of community members agreed that students who graduated from THS were prepared to enter college or a career.

66% of community members agreed that TUSD families were connected to community resources.

33% of community members agreed the TUSD students receive high quality instruction.

33% of community members agreed that there are community resources available for TUSD students.

33% of community members agree that families are connected to community resources.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Stakeholder input resulted in the consolidation and revisions of actions under various goals, in addition to increasing 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 and principals 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. As such, funding was continued for professional development, pacing guides, interim assessment administration with data analysis, increased classified staffing for intervention. In addition to the restructuring of certificated staff to include an elementary TOSA position and two Title I elementary teachers to provide intervention in both ELA and math.
2. Student achievement is a concern; parents want to see more tutoring and homework help.
3. More clubs/enrichment activities and technology access.
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 as well as additional technology such as Chromebook carts at school sites.

> 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 student currently perform at or exceeding standards in mathematics and English Language Arts. An achievement gap exists for our unduplicated student groups, including low income, English learners, foster youth, and low income students compared to our general population.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Priority 1 (a)- Basic Services-Teachers Appropriately Credentialed and Assigned Priority 1 (b)-Basic Services-Instructional Materials Priority 1 (c)-Basic Services-Facilities in good repair Priority 2 (a) Implementation of State Standards ELA Math Priority 2 (b) Implementation State Standards EL access to core Priority 4 (a)-Pupil Achievement CAASPP-ELA CAASPP-Math CAASPP-	Fully Credentialed Teachers: 91% Teacher Misassignments: 0 100% compliance on Williams Good/Exemplary ratings for all schools Pacing Guides aligned to CCSS 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	Fully Credentialed Teachers: 92% Teacher Misassignments: 0 100% (Maintain) Compliance on Williams Good/Exemplary ratings for all schools (Maintain) Pacing Guides aligned to CCSS implemented in 100% of K-12 District classrooms for ELA and Math (Maintain) 100% of all Pacing Guides articulate scaffolds and	Fully Credentialed Teachers: 93% Teacher Misassignments: 0 100% (Maintain) Compliance on Williams Good/Exemplary ratings for all schools (Maintain) Pacing Guides aligned to CCSS implemented in 100% of K-12 District classrooms for ELA and Math (Maintain) 100% of all Pacing Guides articulate scaffolds and	Fully Credentialed Teachers: 94% Teacher Misassignments: 0 100% (Maintain) Compliance on Williams Good/Exemplary ratings for all schools (Maintain) Pacing Guides aligned to CCSS implemented in 100% of K-12 District classrooms for ELA and Math (Maintain) 100% of all Pacing Guides articulate scaffolds and

<p>Science Priority 4 (b)--Pupil Achievement A-G Completion/CTE Coursework Priority 4 (c)-Pupil Achievement English Learners making Progress Priority 4 (d)-Pupil Achievement English Learner Reclassification Rate Priority 4 (e)-Pupil Achievement Percentage of Students that scored 3 or higher on AP Exam Priority 4 (f)-Pupil Achievement Percentage of Students that scored 4 on EAP</p>	<p>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. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. 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 Not Applicable 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% Percentage of EL pupils making progress toward English proficiency - 67.4%. The Reclassification Rate Reclassification rate will increase from 15.43% Percentage of total AP Students with Scores 3+ will increase from 56.87% Percentage of Students that scored 4 on EAP will increase from: ELA - 36.4% Math - 8.8%</p>	<p>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. NGSS standard metrics were created through an Instructional Leadership team. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. 16/17 ELA - 45% Met or Exceeded Standards 16/17 Math - 30% Met or Exceeded Standards 16/17 Science - 61.58% Met or Exceeded Standards Not Applicable Total Grads with UC/CSU Required Courses will increase by 3% The total for students in UC/CSU Required Courses will increase by 3% Percentage of EL pupils making progress toward English proficiency will increase by 3%. The Reclassification Rate Reclassification rate will increase by 3% Percentage of total AP Students with Scores 3+ will increase by 3% Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.</p>	<p>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. NGSS standard metrics were created through an Instructional Leadership team. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. 17/18 ELA - 47% Met or Exceeded Standards 17/18 Math - 35% Met or Exceeded Standards 17/18 Science - 40% Met or Exceeded Standards Not Applicable Total Grads with UC/CSU Required Courses will increase by 5% The total for students in UC/CSU Required Courses will increase by 5% Percentage of EL pupils making progress toward English proficiency will increase by 5%. The Reclassification Rate Reclassification rate will increase by 5% Percentage of total AP Students with Scores 3+ will increase by 5% Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%.</p>	<p>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. NGSS standard metrics were created through an Instructional Leadership team. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. 18/19 ELA - 52% Met or Exceeded Standards 18/19 Math - 40% Met or Exceeded Standards 18/19 Science - 45% Met or Exceeded Standards Not Applicable Total Grads with UC/CSU Required Courses will increase by 7% The total for students in UC/CSU Required Courses will increase by 7% Percentage of EL pupils making progress toward English proficiency will increase by 3%. The Reclassification Rate Reclassification rate will increase by 3% Percentage of total AP Students with Scores 3+ will increase by 7% Percentage of Students that scored 4 on EAP in ELA and Math will increase by 7%.</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)
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)

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 fully credentialed 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	\$18,023,557
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 \$9,183,600 EPA \$5,751,644 Special Education \$3,088,313
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 \$6,445,707 3000-3999 Employee Benefits \$2,737,893 EPA: 1000-1999 Certificated Salaries \$4,015,313 3000-3999 Employee Benefits \$1,736,331 Special Education: 1000-1999 Certificated Salaries \$2,163,396 3000-3999 Employee Benefits \$924,917

ACTION 2

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

Students to be Served	Location(s)

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
Continue to implement pacing guides and administer	Provide ongoing support for the Common Core State	Our District will continue to provide ongoing support

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.

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.

for the implementation of the Common Core State Standards in ELA, Math, and History-Social Science and Science by implementing pacing guides and administering Interim Assessments in core subjects. Instructional leaders will support data analysis after each Interim Assessment to monitor academic student achievement with an emphasis on monitoring the progress of our low income, English learners and foster youth students groups who score lower on local and state assessments. For example, overall in ELA, our English learners' CAASPP scores declined by 5.3 points, placing the English learner student group in the red range for ELA. Overall in math, our English learners' CAASPP scores declined by 6.1 points, placing the English learner student group in the red range for math. Additionally, each school site will be provided funding for classroom supplies. This action is principally directed toward low income, English learner, foster youth, and homeless student populations who may not have the same access to school supplies. Funding was adjusted for this action since 42% of our students represent our Unduplicated population, so not all students need assistance accessing school supplies.

BUDGETED EXPENDITURES			
Year	2017-2018	2018-2019	2019-2020
Amount	\$190,323	\$270,357	\$177,771
Source	Supplemental \$20,000 Educator Effectiveness Grant \$47,667 Base \$122,656	Supplemental \$270,357	Supplemental \$177,771
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 \$91,380 3000-3999 Employee Benefits \$21,683 4000-4999 Books & Supplies \$36,411 5000-5999 Services & Other Operating Expenses \$28,297

ACTION 3

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

Students to be Served	Location(s)

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
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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.	The District will continue to fund Student Study Team positions at all elementary sites and will evaluate the possibility of funding positions at Middle and High school levels. Student Study Teams monitor a student's progress and develop plans to support students who are not making adequate academic and social-emotional progress. Since student groups represented in our Unduplicated population score lower on state and local assessments than our student groups not identified in our Unduplicated student population, this action is principally directed toward low income, homeless, foster and English learner student populations as well as Unduplicated students that have identified learning disabilities and demonstrate lower learning levels as is evidenced in our Dashboard. For example, our overall English learners student group CAASPP scores declined in ELA and math and our socioeconomically disadvantaged student groups overall CAASPP scores declined in math.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$55,863	\$25,287	\$25,127
Source	Supplemental \$55,863	Supplemental \$25,287	Supplemental \$25,127
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 \$18,873 3000-3999 Employee Benefits \$6,254

ACTION 4

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

Students to be Served	Location(s)

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	Modified
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.	Utilizing certificated and classified staff, the District will provide Response to Intervention (RTI), professional development, and classroom support in reading and math. The goal is to provide intervention for students who are struggling academically to reach a point at which they can independently sustain growth in relation to their peers and close the achievement gap. Since a greater percentage of our unduplicated students receive RTI support, supplemental funds were used to support this action. According to Hattie 2010, RTI has an effect size of 1.07 over a two year period, when implemented with fidelity. Our elementary academic coach will help facilitate RTI for our Unduplicated student populations. Since 61% of our students who receive special education support are represented in our Unduplicated student groups, we added a program specialist position to this goal to help support our Unduplicated students who receive special education support. For funding purposes, the RTI positions were changed to Title I positions, thus the RTI teachers are being paid out of Title I funding. Therefore, this service is being provided at our two Title I elementary schools. Title II funding for this action was removed so that it could be used for professional development to target a larger group of teachers instead of focusing on solely two RTI teachers. This action was changed to include all school sites since our program specialist and academic coaches provide support to teachers at all school sites.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$560,371	\$695,359	\$556,067
Source	Supplemental \$502,712 Title II \$57,659	Supplemental \$622,745 Title II \$72,614	Supplemental \$488,893 Title II \$67,174
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 \$354,293 3000-3999 Employee Benefits \$128,600 4000-4999 Books & Supplies \$6,000 Title II: 1000-1999 Certificated Salaries \$47,654 3000-3999 Employee Benefits \$19,520

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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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	Our District will continue to provide high quality staff development focusing on using best instructional practices to support student mastery of the Common Core State Standards in the area of ELA and Math. English Language Development

principally directed toward low income, homeless, foster and English learner student populations.

Standards as well as Next Generation Science Standard will also be addressed through professional development. Special education teachers will be included in the staff development training. The training will focus on how to differentiate instruction to ensure all student groups are able to access the core curriculum. Our academic coaches and program specialist will facilitate the implementation of this action, therefore we do not need to allocated Title II funds for this goal. Title II funds will be redirected for additional staff development.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$23,556	\$13,857	No Cost
Source	Educator Effectiveness Grant \$23,556	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	

ACTION 6

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

Students to be Served	Location(s)

OR

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

Students to be Served	Scope of Service	Location(s)
	SchoolWide	All schools

ACTIONS/SERVICES

Unchanged	Modified	Modified
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 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 continue to provide ongoing professional development to support teachers in the delivery of engaging instruction that meets the academic needs of our low income, English learner, foster youth, students with disabilities, as well as gifted students. Our academic coaches and program specialist will facilitate the implementation of this action, therefore we do not need to allocated Title II funds for this goal. Title II funds will be redirected for additional staff development to address student mastery of Common Core State Standards.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$40,000	\$13,000	No Cost
Source	Educator Effectiveness Grant \$20,000 Supplemental \$20,000	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	

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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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 that emphasizes student data analysis for low income, English learners, foster youth, and unduplicated students with learning disabilities. Also, the District will provide differentiated professional development for general education teachers working with students who have specialized learning needs. The action was also updated to place more emphasis on supporting students with specialized learning needs. Our academic coaches and program specialist will facilitate the implementation of this action, therefore we do not need to allocated Title II funds for this goal. Title II funds will be redirected for additional staff development.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$21,778	\$27,928	No Cost
Source	Educator Effectiveness Grant \$21,778	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	

ACTION 8

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

Students to be Served	Location(s)

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	SchoolWide	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.	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.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$101,809	\$166,279	\$162,918
Source	Base \$71,809 Supplemental \$30,000	Supplemental \$166,279	Base \$54,517 Supplemental \$108,401
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	Base: 4000-4999 Books & Supplies \$45,443 5000-5999 Services & Other Operating Expenses \$9,074 Supplemental: 1000-1999 Certificated Salaries \$72,691 2000-2999 Classified Salaries \$6,000 3000-3999 Employee Benefits \$29,710

ACTION 9

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

Students to be Served	Location(s)

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	SchoolWide	Specific Schools:ALL Secondary Schools

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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.	The district will continue to provide academic alternatives at THS, that our unduplicated students would not typically have available. Through the use of a computer based credit recovery and intervention system students who are struggling to meet graduation requirements have alternative ways to make up credits or receive help passing a class. The computer based academic classes and intervention programs offer our low income, English learner, and foster youth populations an alternative way to earn class credits for high school graduation, thus increasing graduation rates for our lowest performing student groups.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$478,000	\$555,785	\$509,629
Source	Supplemental \$478,000	Supplemental \$555,785	Supplemental \$509,629
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 \$345,736 3000-3999 Employee Benefits \$147,493 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)

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
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 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	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. The District will 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 develop and implement an annual replacement plan.

lab and provide them with professional development and software for instruction. The District hired a Technology Director to support student access and develop and implement an annual technology replacement plan.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$195,131	\$360,590	\$329,675
Source	Base \$140,736 Supplemental \$54,395	Base \$173,557 Supplemental \$187,033	Base \$226,608 Supplemental \$103,067
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 \$59,736 3000-3999 Employee Benefits \$26,136 4000-4999 Books & Supplies \$140,736 Supplemental: 2000-2999 Classified Salaries \$72,235 3000-3999 Employee Benefits \$30,832

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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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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	\$6,680
Source	Title II, Part A \$5,070	Title II, Part A \$3,520	Title II, Part A \$6,680
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 \$5,530 3000-3999 Employee Benefits \$1,150

ACTION 12

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

Students to be Served	Location(s)

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 tutoring for "At-Risk" students. Since Dashboard results for our unduplicated student populations are lower than the overall student scores, an emphasis for tutoring

the District will provide an online program for assessing and targeting the needs of the tutoring students.

services will be placed on low income, English learners, and foster youth student groups. For example, our CAASPP scores declined for English learners as well as low income student groups in Math. Therefore, tutoring services will continue to be offered at all schools. Additionally, the District will provide an online program for assessing students to determine which students would benefit from tutoring services.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$43,673	\$48,387	\$61,123
Source	Base \$9,500 Supplemental \$34,173	Base \$9,500 Supplemental \$38,887	Supplemental \$61,123
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	Supplemental: 1000-1999 Certificated Salaries \$50,625 3000-3999 Employee Benefits \$10,498

ACTION 13

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

Students to be Served	Location(s)
All	Specific Schools:TILA

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Modified	Unchanged
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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 9th-12th grade students; and 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 the effectiveness of effort; consider adding a non-A-G track to service more 9th-12th grade students and continue to contract with our Plato computer online subscription. A portion of this action is supported through supplemental funding since approximately 45% of students enrolled in TILA are represented in our Unduplicated student population.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$176,278	\$61,497	\$60,292
Source	\$176,278	Base \$36,899 Supplemental \$24,598	Base \$60,292
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 \$27,121 3000-3999 Employee Benefits \$22,371 5000-5999 Services & Other Operating Expenses \$10,800

ACTION 14

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

Students to be Served	Location(s)
All, Student with Disabilities	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)
ACTIONS/SERVICES		
Unchanged	Unchanged	Modified
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 continue to offer summer school coursed to maintain our credit recovery model. Since 60% of students needing to recover credits in order to graduate represent low income, English learner or foster youth student groups, the summer credit recovery program is principally directed toward low income, English learner, foster youth and Unduplicated special education student populations.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$165,006	\$167,080	\$162,214
Source	Base \$92,015 Special Education \$72,991	Supplemental \$93,224 Special Education \$73,856	Base \$162,214
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	Base: 1000-1999 Certificated Salaries \$80,863 2000-2999 Classified Salaries \$47,350 3000-3999 Employee Benefits \$32,149 4000-4999 Books & Supplies \$852 5000-5999 Services & Other Operating Expenses \$1,000

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 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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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 Title I sites for monitoring student achievement, RTI, and support to teachers with implementation of the Common Core State Standards. This action is principally directed toward low income, English learner, and foster student populations to provide additional supports and help close the academic achievement gap that is evidenced in Dashboard reports. Funding for this action was revised to include only Title I schools since non-Title I sites are not eligible for Title I funding.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$355,930	\$375,476	\$250,691
Source	Title I \$355,930	Title I \$375,475	Title I \$250,691
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 \$180,496 3000-3999 Employee Benefits \$70,195

ACTION 16

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

Students to be Served	Location(s)

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
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 for low income, foster youth and ELs; and continue to evaluate if certificated staffing is adequate to support teachers in RTI, Science, and Math.	Our District will provide differentiated professional learning, emphasizing student data analysis and support for low income, English learners, foster youth, and unduplicated students with learning disabilities. This action was modified to focus on differentiation for our unduplicated student populations.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$152,841	\$104,615	\$113,725
Source	Supplemental \$152,841	Supplemental \$104,615	Supplemental \$113,725
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 \$80,888 3000-3999 Employee Benefits \$32,837

>> GOAL 2

New

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 exists between English learners and their English only speaking peers in the areas of English Language Arts and mathematics. 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 focuses 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	15/16 ELA - 47% Met or Exceeded Standards	16/17 ELA - 45% Met or Exceeded Standards	17/18 ELA - 47% Met or Exceeded Standards	18/19 ELA - 47% Met or Exceeded Standards
CAASPP-Math CAASPP-Science	15/16 Math - 33% Met or Exceeded Standards	16/17 Math - 30% Met or Exceeded Standards	17/18 Math -35 % Met or Exceeded Standards	18/19 Math - 33% Met or Exceeded Standards
Priority 4 (b)-Pupil Achievement AYP	15/16 Science - 61.58% Met or Exceeded Standards	17/18 CAST (Science)	17/18 CAST (Science)	18/19 Science - 61.58% Met or Exceeded Standards
Priority 4 (c)-Pupil Achievement A-G Completion/CTE Coursework	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Priority 4 (d)-Pupil Achievement English Learners making Progress	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%
Priority 4 (e)-Pupil Achievement English Learner Reclassification Rate	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 CTE Courses will increase by 7%
Priority 4 (f)-Pupil Achievement Percentage of Students that scored 3 or higher on AP Exam	Percentage of EL pupils making progress toward English proficiency - 67.4%	Percentage of EL pupils making progress toward English proficiency will	Percentage of EL pupils making progress toward English proficiency will	Percentage of EL pupils making progress toward English proficiency will
Priority 4 (g)-Pupil Achievement Percentage of Students that scored 4 on EAP	The Reclassification Rate will increase from 15.43%			increase by 7%

Percentage of total AP Students with Scores 3+ will increase from 56.87% Percentage of Students that scored 4 on EAP will increase from: ELA - 36.4% Math - 8.8%	increase by 3% The Reclassification Rate Reclassification rate will increase by 3% Percentage of total AP Students with Scores 3+ will increase by 3% Percentage of Students that scored 4 on EAP in ELA and Math will increase by 3%	increase by 5% The Reclassification Rate Reclassification rate will increase by 5% Percentage of total AP Students with Scores 3+ will increase by 5% Percentage of Students that scored 4 on EAP in ELA and Math will increase by 5%	The Reclassification Rate Reclassification rate will increase by 7% Percentage of total AP Students with Scores 3+ will increase by 7% Percentage of Students that scored 4 on EAP in ELA and Math will increase by 7%
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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)
Specific Student Group(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)

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	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	Our Elementary Academic Coach provided professional development on the implementation of supplemental instructional materials to help identify and close academic gaps for our English learner

curricular gaps in ELD and adopt supplemental materials if needed.

standards, pacing guides and benchmarks for designated and integrated ELD; and identify curricular gaps in ELD and adopt supplemental materials if needed.

student population.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$14,244	\$14,350	\$8,454
Source	Title III \$14,244	Title III \$14,350	Supplemental \$1 Title III \$8,453
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	Supplemental: 1000-1999 Certificated Salaries \$1 Title III: 1000-1999 Certificated Salaries \$7,000 3000-3999 Employee Benefits \$1,453

ACTION 2

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

Students to be Served	Location(s)

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	Modified
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; provide differentiated professional learning on strengthening equitable classroom practices; utilize Classroom Walkthroughs as a means to provide consistent feedback to teachers by teachers and administration during designated ELD; and provide follow up coaching, support and professional development as needed.

The District will ensure all English learner students are scheduled for designated ELD instruction; provide differentiated professional learning on strengthening equitable classroom practices; utilize Classroom Walkthroughs as a means to provide consistent feedback to teachers by teachers and administration during designated ELD time; and provide follow-up coaching, support and professional development as needed.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$133,547	\$162,171	\$74,783.00
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	Supplemental \$74,783
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	Supplemental: 1000-1999 Certificated Salaries \$54,515 3000-3999 Employee Benefits \$20,268

ACTION 3

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

Students to be Served	Location(s)

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			Specific Schools:JMS, THS, MHS, Specific Grade spans:6-12
ACTIONS/SERVICES			
Modified		Unchanged	Modified
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 English learners 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	\$24,054
Source	Supplemental \$30,342	Supplemental \$44,737	Supplemental \$24,054
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 \$16,948 3000-3999 Employee Benefits \$7,106

ACTION 4

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

Students to be Served	Location(s)

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.	Our District will provide a bilingual paraprofessional to increase communication and collaboration with parents and students, resulting in more frequent monitoring of student achievement, emphasizing additional student support for English learner students and their families.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$56,065	\$57,146	\$60,575
Source	Supplemental \$56,065	Supplemental \$57,146	Supplemental \$60,575
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 \$45,943 3000-3999 Employee Benefits \$14,632

ACTION 5

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

Students to be Served	Location(s)

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 fund English learner paraprofessionals to provide additional support for English learner students in core curricular areas as well as provide translation services for meetings and conferences.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$99,457	\$101,772	\$81,859
Source	Supplemental \$99,457	Supplemental \$101,772	Supplemental \$81,859
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 \$62,433 3000-3999 Employee Benefits \$19,376 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)
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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	Unchanged	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to evaluate relative ELD assessment administration, and include in the	The District will provide ongoing professional development to support ELD	Our District will provide ongoing professional development to support ELD

district assessment plan and pacing guides.

assessment administration, and include ELD assessment in the district assessment plan and pacing guides, emphasizing student data analysis for ELs.

assessment administration and include ELD assessments in our district assessment plan and pacing guides, thus increasing support for our English learners.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$61,206	\$66,381	\$83,938
Source	Supplemental \$61,206	Base \$66,381	Supplemental \$83,938
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	Supplemental: 2000-2999 Classified Salaries \$43,842 3000-3999 Employee Benefits \$39,596 5000-5999 Services & Other Operating Expenses \$500

>> GOAL 3

New

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:

Through stakeholder input in the LCAP Advisory Meetings as well as Dashboard data, the instruction of students in preparation for graduation and career readiness as a need, especially for low income and English learner student groups as an area of concern. TUSD wants to ensure our unduplicated student populations populations participate in a wide range of articulated educational programs.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Priority 3 (a)-Parental Engagement-Decision Making of 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.	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 Title I school site to increase parent input into the LCAP decision-making process.
Priority 3 (b)-Parental Engagement Involvement of Parents of	100% of all District meeting and parent education correspondences will be	100% of all District meeting and parent education correspondences will be	100% of all District meeting and parent education correspondences will be	100% of all District meeting and parent education correspondences will be

Unduplicated Pupils	<p>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>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>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>translated into Spanish. The District will hold three Parent Education meetings to focus on Language Arts and Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths).</p>
Priority 3 (c)-Parental Engagement Involvement of Parents of Exceptional Needs Pupils	<p>Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.</p>	<p>Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.</p>	<p>Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.</p>	<p>Parent attendance at Special Education TASK meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.</p>
Priority 7 (a)-Access to a broad course of study For all students	<p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access to broad course of study that</p>	<p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access</p>	<p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access</p>	<p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access</p>

	includes all of the subject areas described in Section 51220 (a).	to broad course of study that includes all of the subject areas described in Section 51220 (a).	to broad course of study that includes all of the subject areas described in Section 51220 (a).	to broad course of study that includes all of the subject areas described in Section 51220 (a).
Priority 7 (b)-Access to a broad course of study For unduplicated students	100% of students have access to a 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).	100% of students have access to a 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).	100% of students have access to a 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).	100% of students have access to a 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 For students with exceptional needs	Implement Inclusion Model for 65% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).	Implement Inclusion Model for 65% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).	Implement Inclusion Model for 70% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).	Implement Inclusion Model for 75% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51210. 100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).
Priority 8 (a) Other Pupil Outcomes-	Course offerings/extracurricular activities and student participation will increase by 2%. Senior project/portfolio completion will maintain 85%.	Course offerings/extracurricular activities and student participation will increase by 3%. Senior project/portfolio completion will	Course offerings/extracurricular activities and student participation will increase by 4%. Senior project/portfolio completion will	Course offerings/extracurricular activities and student participation will maintain 85%.

maintain 85%.

maintain 85%.

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	Specific Schools:JMS, THS, MHS, Specific Grade spans:6-12

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 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.	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 for low income, foster youth and ELs.	Parents and students will be able to access the THS Career Center, which provides 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 support for low income, English learner and foster youth who may not have as much access to information about college and career opportunities as other student groups.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$48,302	\$47,861	\$50,922
Source	Base \$48,302	Supplemental \$47,861	Supplemental \$50,922
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 \$28,200 3000-3999 Employee Benefits \$22,722

ACTION 2

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

Students to be Served	Location(s)
All, Specific Student Group(s):English Learners, Foster Youth, Low Income	Specific Schools:THS

OR

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

Students to be Served	Scope of Service	Location(s)

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	Our District will maintain A-G course offerings at THS and TILA, and Career Technical Education (CTE) Pathways, PLATO, dual enrollment, concurrent enrollment, and AP opportunities, such as no-cost AP Testing. Since our low income, English learner, and foster youth student groups often have difficulty accessing advanced courses and paying for AP tests, this action was created to support our unduplicated student populations and encourage low income, English learner, and foster youth to participate in career pathways and advanced course

student populations.

offerings.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$16,130	\$46,893	\$47,493
Source	Supplemental \$16,130	Supplemental \$46,893	Base \$17,493 Supplemental \$30,000
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	Base: 1000-1999 Certificated Salaries \$13,039 3000-3999 Employee Benefits \$4,454 Supplemental: 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)
All	Specific Schools:JMS, THS, MHS, Specific Grade spans:6-12

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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.	Our District will coordinate, recruit/retain participants, and lead the Career Technical Education (CTE) Advisory Committee. Approximately 80% of students who participate in our CTE program are represented by low income, English learner, and foster youth

student groups. Therefore, Supplemental funding is allocated to support 25% of a classified position that supports this action.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$10,919	\$11,409	\$12,126
Source	CCPT \$10,919	Supplemental: \$11,409	Supplemental: \$12,126
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 \$6,593 3000-3999 Employee Benefits \$5,533

ACTION 4

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

Students to be Served	Location(s)

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	SchoolWide	Specific Schools:JMS, THS, MHS, Specific Grade spans:6-12

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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. Since our low income, English learners, and foster youth student groups represent 42% of our student population, 40% of our high school counselor salaries are paid for with

			Supplemental funding.
BUDGETED EXPENDITURES			
Year	2017-2018	2018-2019	2019-2020
Amount	\$284,195	\$299,760	\$255,345
Source	Supplemental \$284,195	Supplemental \$299,760	Supplemental \$255,345
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 \$178,126 3000-3999 Employee Benefits \$73,359 5000-5999 Services & Other Operating Expenses \$3,860

ACTION 5

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

Students to be Served	Location(s)

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	SchoolWide	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	Administrators will provide targeted counseling for at-risk 4th and 5th grade students with focus on decreasing drop-out rate and increasing graduation rate. Supplies were not necessary to provide counseling services. Therefore, the funds originally allocated for supplies were reallocated to support

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.

supplemental counseling services provided at our secondary schools.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$750	\$4,750	No Cost
Source	Supplemental \$750	Supplemental \$4,750	
Budget Reference	Supplemental: 4000-4999 Books & Supplies \$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)
All	Specific Schools:JMS, THS, MHS

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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,	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. Additionally, lunch time Intramural Sports Coordinator

homeless, foster and English learner student populations.

positions will be added for THS and JMS. Since 42% of our population is represented by low income, English learner and foster youth groups, half of this action will be paid for with Base funding and half from Supplemental funding.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	No Cost	\$5,610	\$16,292
Source		Supplemental \$5,610	Base \$8,146 Supplemental \$8,146
Budget Reference		Supplemental: 5000-5999 Services & Other Operating Expenses \$5,610	Base: 1000-1999 Certificated Salaries \$4,424 3000-3999 Employee Benefits \$917 4000-4999 Books & Supplies \$750 5000-5999 Services & Other Operating Expenses \$2,055 Supplemental: 1000-1999 Certificated Salaries \$4,424 3000-3999 Employee Benefits \$917 4000-4999 Books & Supplies \$750 5000-5999 Services & Other Operating Expenses \$2,055

ACTION 7

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

Students to be Served	Location(s)
All	Specific Schools:CV, GH, TE, Specific Grade spans:K-5

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Modified	Modified
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 for students to choose and become involved. This action is principally directed toward low income, homeless, foster and English learner student populations.	Our District will provide a variety of activities and clubs for students to access. This action is principally directed toward low income, homeless, foster and English learners as well as Unduplicated students receiving special education services who may not otherwise have the opportunity to become involved in a club. However, because all students have access to the school clubs, the funding was changed to Base funding.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$1,500	\$3,500	\$3,500
Source	Base \$1,500	Supplemental \$3,500	Base \$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	Base: 4000-4999 Books & Supplies \$1,375 5000-5999 Services & Other Operating Expenses \$375 Supplemental: 4000-4999 Books & Supplies \$1,375 5000-5999 Services & Other Operating Expenses \$375

ACTION 8

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

Students to be Served	Location(s)
All	Specific Schools:CV, GH, TE

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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 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 Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintain elementary music and P.E. paraprofessional staffing. Since 42% of our student population is represented by low income, English learner, and foster youth student populations, half of this action will be paid out of Base funding and half out of Supplemental funding.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$106,287	\$110,816	\$118,338
Source	Base \$106,287	Supplemental \$110,816	Base \$59,169 Supplemental \$59,169
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	Base: 1000-1999 Certificated Salaries \$32,862 2000-2999 Classified Salaries \$8,802 3000-3999 Employee Benefits \$17,505 Supplemental: 1000-1999 Certificated Salaries \$32,862 2000-2999 Classified Salaries \$8,802 3000-3999 Employee Benefits \$17,505

ACTION 9

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

Students to be Served	Location(s)
All	Specific Schools:TPK, GH,CV, Specific Grade spans:K-5

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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.	Our 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. Since 42% of our student population is represented by low income, English learner, and foster youth students groups, half of this action will be paid from Base funding and half from Supplemental funding.

BUDGETED EXPENDITURES			
Year	2017-2018	2018-2019	2019-2020
Amount	\$16,656	\$16,754	\$10,851
Source	Base \$16,656	Supplemental \$16,754	Base \$9,351 Supplemental \$1,500
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	Base: 1000-1999 Certificated Salaries \$6,500 3000-3999 Employee Benefits \$1,351 4000-4999 Books & Supplies \$1,500 Supplemental: 4000-4999 Books & Supplies \$1,500

>> 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 the instructional needs of low income, English learner, and foster youth benefit from a nurturing and safe learning environment for children. TUSD school site personnel provide assistance to our unduplicated student populations through the use of PBIS, Safe School Ambassadors, listening circles, and professional development for teachers.

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%	School Attendance Rate will maintain 95.5% at the District Level. Cummings Valley Elementary - 94.52% Golden Hills Elementary - 95.08%	School Attendance Rate will maintain 96% at the District Level. Cummings Valley Elementary -95% Golden Hills Elementary - 95.5%	School Attendance Rate will maintain 96% at the District Level. Cummings Valley Elementary - 95.5% Golden Hills Elementary - 96%

	Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 84.90%	Tompkins Elementary - 95.19% Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 84.90%	Tompkins Elementary - 95.5% Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 85%	Tompkins Elementary - 96.00% Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 85.50%
Priority 5 (b)-Pupil Engagement Chronic Absenteeism	District Level - 11.53% Cummings Valley Elementary - 11.33% Golden Hills Elementary - 9.53% Tompkins Elementary - 10.14% Jacobsen Middle - 12.09% Tehachapi High - 11.34% Monroe Continuation High - 52.49%	District Level - 11.53% Cummings Valley Elementary - 11.33% Golden Hills Elementary - 9.53% Tompkins Elementary - 10.14% Jacobsen Middle - 12.09% Tehachapi High - 11.34% Monroe Continuation High - 52.49%	District Level - 11% Cummings Valley Elementary - 11% Golden Hills Elementary - 9.25% Tompkins Elementary - 10.14% Jacobsen Middle - 12% Tehachapi High - 11% Monroe Continuation High - 52%	District Level - 10% Cummings Valley Elementary - 10% Golden Hills Elementary - 9% Tompkins Elementary - 10.14% Jacobsen Middle - 11% Tehachapi High - 10.50% Monroe Continuation High - 51%
Priority 5 (c)-Pupil Engagement Middle School Drop Out Rates	Jacobsen Middle - 0.50%	Jacobsen Middle - 0.50%	Jacobsen Middle - 0.50%	Jacobsen Middle - 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 - 1.5% 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 - 90%

Priority 6 (a)-School Climate Suspension Rate	District - 4.21% Cummings Valley Elementary - 5.31% Golden Hills Elementary - 1.15% Tompkins Elementary - 5.26% Jacobsen Middle - 6.19% Tehachapi High - 4.02% Monroe Continuation High - 8.33%	District - 4.21% Cummings Valley Elementary - 5.31% Golden Hills Elementary - 1.15% Tompkins Elementary - 5.26% Jacobsen Middle - 6.19% Tehachapi High - 4.02% Monroe Continuation High - 8.33%	District - 4% Cummings Valley Elementary - 5% Golden Hills Elementary - 1.15% Tompkins Elementary - 5% Jacobsen Middle - 6% Tehachapi High - 4% Monroe Continuation High - 8%	District - 3.5% Cummings Valley Elementary - 4% Golden Hills Elementary - 4% Tompkins Elementary - 4% Jacobsen Middle - 6.19% Tehachapi High - 4% 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 - 0.30% Tehachapi High - 0.40% Monroe Continuation High - 0.55%
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.	Students will report higher levels of feeling safe at school; increase from 73% in 5th grade, increase from 58% in 7th and an increase	Students will report higher levels of feeling safe at school; increase from 75% in 5th grade, increase from 60% in 7th and an increase	Students will report higher levels of feeling safe at school; increase from 78% in 5th grade, increase from 63% in 7th and an increase

from 62% in 9th grade.

from 65% in 9th grade.

from 68% in 9th grade.

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)

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
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. Through our MTSS Grant, we were able to purchase Second Step curriculum to support the social emotional development of our students with disabilities. Since over half of the students who have discipline incidents recorded in Aeries are represented by our low income, English learner, and foster youth student groups, Supplemental funding will support this action.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$37,191	\$39,321	\$38,826
Source	Supplemental \$37,191	Base \$39,321	Base \$7,078 Supplemental \$31,748
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: 4000-4999 Books & Supplies \$5,078 5000-5999 Services & Other Operating Expenses \$2,000 Supplemental: 1000-1999 Certificated Salaries \$20,749 3000-3999 Employee Benefits \$8,071 4000-4999 Books & Supplies \$2,928

ACTION 2

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

Students to be Served	Location(s)

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	SchoolWide	Specific Schools:JMS & THS, Specific Grade spans:6th - 12th

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	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	Our District will provide differentiated professional learning on strengthening Safe School Ambassadors (SSA) at the High School and implement the SSA program at Middle School.

elementary school assemblies/workshops.

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	\$46,006
Source	Base \$10,000 Supplemental \$28,616	Base \$45,745	Base \$15,733 Supplemental \$30,273
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: 4000-4999 Books & Supplies \$5,733 5000-5999 Services & Other Operating Expenses \$10,000 Supplemental: 1000-1999 Certificated Salaries \$21,988 3000-3999 Employee Benefits \$8,285

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:6th-12th

OR

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

Students to be Served	Scope of Service	Location(s)

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	The District will continue to provide funding for Warrior Crew, Warrior Welcome and 6th	Our District will continue to provide funding for Warrior Crew, Warrior Welcome and 6th

grade orientation at THS and JMS.

Grade Orientation at THS and JMS.

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)
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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
2017-2018 Actions/Services	2018-2019 Actions/Services	2019-2020 Actions/Services
Continue to implement and train staff on Student Listening Circles annually through site administration in regularly scheduled meetings.	It has been Tehachapi Unified School District's experience that low income students do not always feel that they have 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.	It has been Tehachapi Unified School District's experience that low income students do not always feel that they have a voice in the educational setting. Our Unduplicated students with learning disabilities are being provided support through the implementation of curriculum to foster their ability to navigate difficult social situations. 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	\$1,489
Source		Supplemental \$1,500	Supplemental \$1,489
Budget Reference		Supplemental: 4000-4999 Books & Supplies \$1,500	Supplemental: 4000-4999 Books & Supplies \$1,489

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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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.	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, annually.	Our District will conduct and review data from student staff, and parent surveys to help determine how to improve our education system. Since results from the surveys will be used to identify areas of need for our low income, English learner, and foster youth student groups, this action will be supported with Supplemental funding.

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)

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.	Our District will provide ongoing professional development support focusing on the utilization of discipline data and attendance data to identify priority needs to be addressed and support school sites with developing interventions, emphasizing student data analysis and support for low income, English learners, foster youth, and Unduplicated students with learning disabilities.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$59,021	\$77,598	\$69,337
Source	Supplemental \$59,021	Supplemental \$77,598	Base \$17,493 Supplemental \$51,844
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	Base: 1000-1999 Certificated Salaries \$13,039 3000-3999 Employee Benefits \$4,454 Supplemental: 2000-2999 Classified Salaries \$41,166 3000-3999 Employee Benefits \$10,678

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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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 with the implementation of Safe & Inclusive Schools Curriculum in grades TK- 12 and train all new district staff. Based on feedback from our LCAP Advisory group and LCAP and CIP survey results, our District will look into purchasing a curricular program that will support our student's social emotional development.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$1,500	\$1,000	\$15,926
Source	Base \$1,500	Base \$1,000	Base \$7,963 Supplemental \$7,693
Budget Reference	Base: 4000-4999 Books & Supplies \$1,500	Base: 4000-4999 Books & Supplies \$1,000	Base: 4000-4999 Books & Supplies \$7,963 Supplemental: 4000-4999 Books & Supplies \$7,693

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)

ACTIONS/SERVICES

Unchanged 2017-2018 Actions/Services	Unchanged 2018-2019 Actions/Services	Unchanged 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.	Our 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	\$41,000
Source	Base \$25,000	Base \$25,000	Base \$41,000
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 \$41,000

ACTION 9

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

Students to be Served	Location(s)

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	SchoolWide	Specific Schools:JMS & THS, Specific Grade spans:6th-12th

ACTIONS/SERVICES

Unchanged	Modified	Modified
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 ATS class to focus on restorative practices; emphasizing student data analysis for low income, foster youth and ELs.	The District will continue providing an Alternative to Suspension (ATS) class for middle and high school students staffed by additional teacher position. The District staff will also work with secondary administrators to provide support for the continued implementation of restorative practices. Since 68% of students participating in ATS are identified as low income, English learner, foster your or Unduplicated student with learning disabilities. A special education paraprofessional will work in the

ATS class to help facilitate IEP goals for students with disabilities.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$208,978	\$197,621	\$243,890
Source	Supplemental \$208,978	Supplemental \$197,621	Supplemental \$243,890
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 \$133,709 2000-2999 Classified Salaries \$16,675 3000-3999 Employee Benefits \$68,506 5000-5999 Services & Other Operating Expenses \$25,000

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)

ACTIONS/SERVICES

Unchanged	Unchanged	Modified
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.	Our District will continue to network with community agencies through the Safety Collaborative, and make referrals for students and families as needed with emphasis on supporting foster and homeless youth.

BUDGETED EXPENDITURES

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

ACTION 11

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

Students to be Served	Location(s)

OR

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

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

ACTIONS/SERVICES

Unchanged	Modified	Modified
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 continue to maintain current levels of staffing for campus supervisors, noon supervisors, crossing guards. In addition, TUSD will continue to provide additional support of P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officers. 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 continue to maintain current levels of 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 Officers. Additionally, the District will continue to provide classified substitutes to ensure appropriate level of supervision at all times. Since our Aeries attendance data indicates that approximately half of our students with 20 or more absences represent the low income student group, we are using Supplemental funding to support this action.

BUDGETED EXPENDITURES			
Year	2017-2018	2018-2019	2019-2020
Amount	\$545,456	\$576,927	\$738,508
Source	Base \$477,866 Supplemental \$67,590	Base \$523,132 Supplemental \$53,795	Base \$472,912 Supplemental \$265,596
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 \$381,318 3000-3999 Employee Benefits \$91,594 Supplemental 2000-2999 Classified Salaries \$85,446 3000-3999 Employee Benefits \$58,638 5000-5999 Services & Other Operating Expenses \$121,512

ACTION 12

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)

ACTIONS/SERVICES

Unchanged	Modified	Modified
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	The District will continue to implement Attention to Attendance truancy reduction program, and refer	Our District will continue to implement Attention to Attendance truancy reduction program, and refer

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.

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 insuring that they are at school regularly to support academic success.

students to SART for chronic absenteeism/truancy. Additionally, our 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. Since our Aeries attendance data indicates approximately half of our students with 20 or more absences represent the low income student group, we are using Supplemental funding to support this action. .

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$39,223	\$54,032	\$93,039
Source	Base \$29,223	Supplemental \$54,032	Supplemental \$93,039
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 \$42,725 3000-3999 Employee Benefits \$15,214 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 students 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 our District's LCFF.

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 TASK 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.	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 three Title I 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. 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%.	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%.	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 7%. Attendance at meetings and website response rates will be measured and increase by 7%.	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 3 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%. 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)

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	Modified
2017-2018 Actions/Services		2018-2019 Actions/Services	2019-2020 Actions/Services
<p>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.</p>		<p>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.</p>	<p>The Tehachapi Unified School District will maintain existing parent advisory, decision-making, and booster/PTO organizations. Elementary school sites will host family nights and Kindergarten Roundups to engage and educate parents at all levels in meaningful ways.</p>
BUDGETED EXPENDITURES			
Year	2017-2018	2018-2019	2019-2020
Amount	\$9,000	\$3,500	\$3,845
Source	Base \$5,000 Supplemental \$4,000	Supplemental \$3,500	Supplemental \$3,845
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: 1000-1999 Certificated Salaries \$700 3000-3999 Employee Benefits \$145 4000-4999 Books & Supplies \$3,000

ACTION 2

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, MHS, THS, Specific Grade spans:6-12

OR

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

Students to be Served	Scope of Service	Location(s)

ACTIONS/SERVICES

Modified	Unchanged	Modified
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.	Our District will provide professional development for teachers in parent education, engagement, and empowerment, centered around student achievement and A-G requirements.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$5,000	\$3,000	\$1,332
Source	Base \$5,000	Supplemental \$3,000	Supplemental \$1,332
Budget Reference	Base: 4000-4999 Books & Supplies \$5,000	Supplemental: 5000-5999 Operating Expenses \$3000	Supplemental: 5000-5999 Operating Expenses \$1,332

ACTION 3

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)
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.	Our 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, English learner, and foster youth student populations who may not otherwise have access to information sent out from school sites and our District.

BUDGETED EXPENDITURES

Year	2017-2018	2018-2019	2019-2020
Amount	\$28,347	\$28,347	\$30,427
Source	Base \$28,347	Supplemental \$28,347	Supplemental \$30,427
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 \$28,427

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 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)
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	No Cost
Source	Special Education \$2,000	Special Education \$250	
Budget Reference	Special Education: 4000-4999 Books & Supplies \$2,000	Special Education: 4000-4999 Books & Supplies \$250	

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.

he End

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 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 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.

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.

LCAP YEAR: 2019-2020

Estimated Supplemental and Concentration Grant Funds

\$ 3,094,149

Percentage to Increase or Improve Services:

8.88%

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) are expended on actions and services that are principally directed toward unduplicated student groups for the 2019-2020 school year. Supplemental funds represent approximately 8% of our LCFF budget. 42% 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, our District determined the most effective use of LCFF Supplemental grant funds will be used to enhance services to Unduplicated student populations in all of the District's schools.

Our District also provides further resources to Title I schools so that our Unduplicated student groups receive additional services. The details of these expenditures are itemized in the Goals, Actions and Services section of this plan and includes the actions listed below to better serve our socioeconomically disadvantaged students, English learners 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 student 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.

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- Provide students/parents resources for college/career planning through the THS Career Center.
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- 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.
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- 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.