

LCFF Budget Overview for Parents

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

CDS Code: 15638260000000

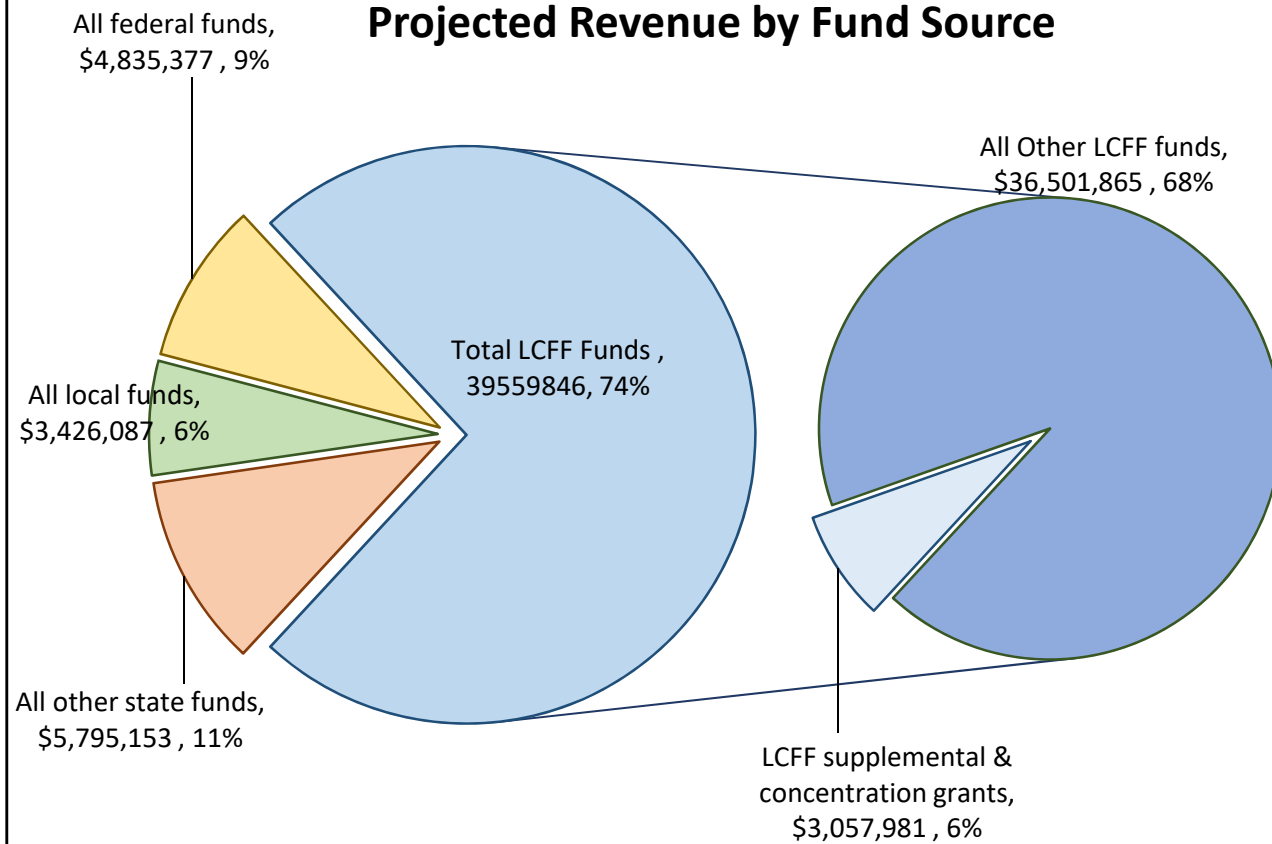
School Year: 2021 – 22

LEA contact information: Name: Hojat Entezari Position: Chief Admin., Bus. Svcs. E-Mail: Hentezari@teh.k1

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 2021 – 22 School Year

Projected Revenue by Fund Source

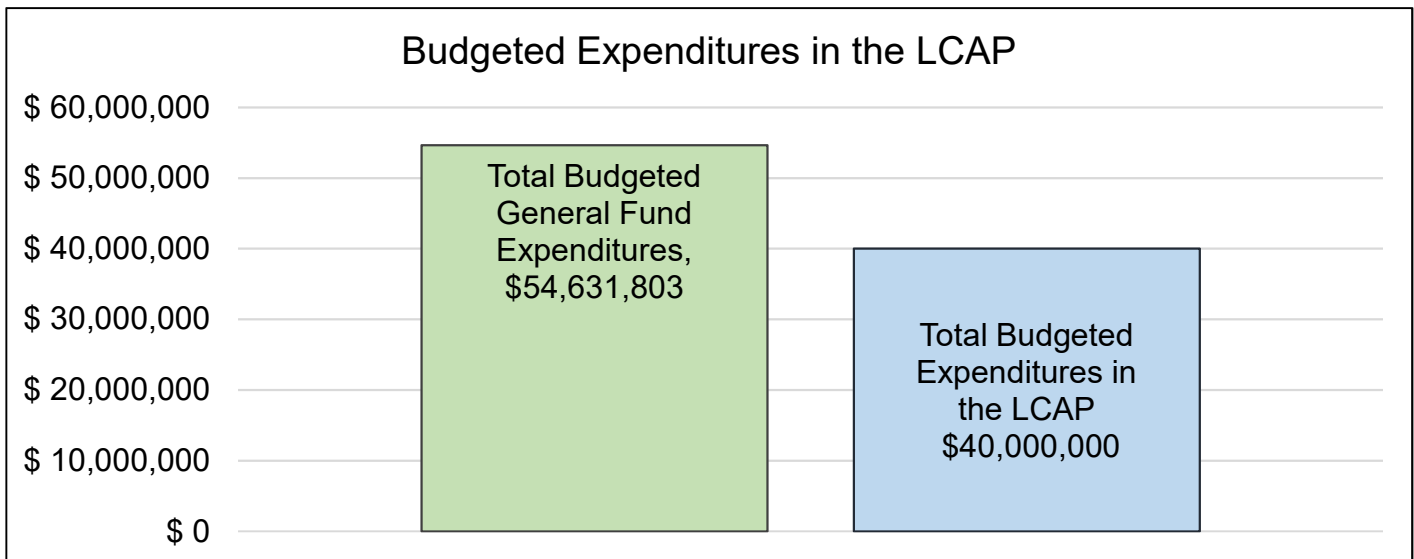


This chart shows the total general purpose revenue Tehachapi Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Tehachapi Unified School District is \$53,616,463.00, of which \$39,559,846.00 is Local Control Funding Formula (LCFF), \$5,795,153.00 is other state funds, \$3,426,087.00 is local funds, and \$4,835,377.00 is federal funds. Of the \$39,559,846.00 in LCFF Funds, \$3,057,981.00 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 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Tehachapi Unified School District plans to spend \$54,631,803.00 for the 2021 – 22 school year. Of that amount, \$40,000,000.00 is tied to actions/services in the LCAP and \$14,631,803.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

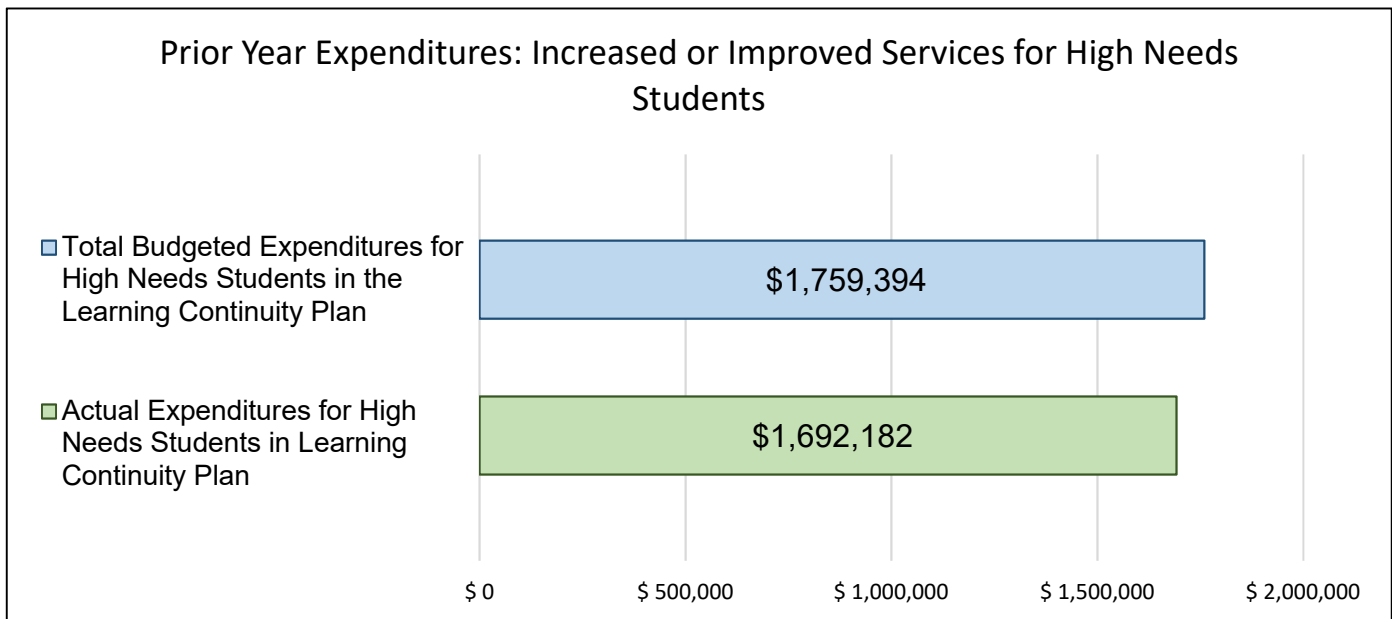
Salaries, benefits, supplies, & services related to the Every Student Succeeds Act (ESSA). These are expenditures related to the Title I, Title II, & Title IV programs that are intended to improve basic programs and additional support for effective instruction. These funds are supplemental in nature and are intended

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Tehachapi Unified School District is projecting it will receive \$3,057,981.00 based on the enrollment of foster youth, English learner, and low-income students. Tehachapi Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tehachapi Unified School District plans to spend \$5,681,811.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Tehachapi Unified School District budgeted last year in the Learning Continuity Plan 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 2020 – 21, Tehachapi Unified School District's Learning Continuity Plan budgeted \$1,759,394.00 for planned actions to increase or improve services for high needs students. Tehachapi Unified School District actually spent \$1,692,182.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$67,212.00 had the following impact on Tehachapi Unified School District's ability to increase or improve services for high needs students:

The difference between the total actual expenditures for actions and services to increase or improve



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Tehachapi Unified School District	Stacey Larson-Everson Superintendent	severson@teh.k12.ca.us (661) 822-2700 Ext. 2701

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)
- Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>19-20 Fully Credentialed Teachers: 94% Teacher mis-assignments: 0 Good/Exemplary ratings on FIT report 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 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 17/18 Math - 40% Met or Exceeded Standards 15/16 CAST - 45% Met or Exceeded Standards 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 7%. Reclassification rate will increase by 7% 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 7%.</p>	<p>93% of the TUSD teachers are fully credentialed and there are no miss-assignments of teachers. Teacher mis-assignments: 2/188 (1%) teachers were teaching outside subject area of competence. On FIT reports at all sites, ratings were good/exemplary. Pacing Guides aligned to CCSS are implemented in 100% of K-12 District classrooms for ELA and Math. As we make adjustment to our benchmark data systems, our benchmark requirements have changed. New benchmarks were established for elementary teachers. Based on feedback from teachers, elementary benchmarks are currently being adjusted. Secondary teachers do not have a consistent benchmark protocol. Both elementary and secondary teachers have focused on using Interim Assessment Blocks that are available through the California Test Operations Management Systems (TOMs). As changes are being made to benchmarks and the data system used to support TUSD benchmarks, not all teachers are consistently using benchmarks. Elementary teachers as well as secondary science teachers were trained in NGSS standards through an Instructional Leadership team and KCSOS professional development. Additionally, for the 19-20 school year TWIG science was adopted and implemented in the elementary classrooms. 100% of all Pacing Guides articulate scaffolds and supports for EL students to gain academic content knowledge and gain language proficiency. 18-19 CASSPP Data: English learner CAASPP ELA scores - Increased 4.2 Points English learner CAASPP Math scores - Increased 4.7 Points English learner College & Career - Increased 48.7% English learner Graduation Rate - Increased 14.4% Total Grads with UC/CSU Required Courses decreased. The total for students in UC/CSU Required Courses decreased. English learner Suspension Rates - Maintained, 4.6% Suspended at Least Once</p>

Expected	Actual
<p>Baseline</p> <p>Fully Credentialed Teachers</p> <p>91% Teacher mis-assignments</p> <p>100% compliance on FIT Report</p> <p>Good/Exemplary ratings for all schools</p> <p>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.</p> <p>Benchmark assessments administered in 100% of ELA and Math classrooms. All other state adopted content standards are fully implemented.</p> <p>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.</p> <p>15/16 ELA - 47% Met or Exceeded Standards 15/16 Math - 33% Met or Exceeded Standards 15/16 Science - 61.58% Met or Exceeded Standards</p> <p>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%</p> <p>Percentage of EL pupils making progress toward English proficiency - 67.4%.</p> <p>The Reclassification Rate Reclassification rate will increase from 15.43%</p> <p>Percentage of total AP Students with Scores 3+ will increase from 56.87%</p> <p>Percentage of Students that scored 4 on EAP will increase from: ELA - 36.4% Math - 8.8%</p>	<p>ELPI Level - 49.5% making progress towards English language proficiency on the 2019 Dashboard</p> <p>EL reclassification rate - 6% - 17 of 266 of EL students were reclassified.</p> <p>150/287 - 52% of students scored a 3+ on AP Exams</p> <p>Percentage of student who scored a 4 on EAP ELA and Math increased, however the scores are now calculated as distance from standard, which changes the reported increase.</p> <p>Due the school closures for COVID-19 the CAASPP was suspended for the 19-20 school year. For some of the outcomes data was not available</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide fully credentialed teachers; ensure teachers not highly qualified acquire necessary authorizations and/or certifications.	1000-1999 Certificated Salaries \$7,266,696 3000-3999 Employee Benefits \$3,041,873 LCFF Base \$10,308,569 1000-1999 Certificated Salaries \$4,028,420 3000-3999 Employee Benefits \$1,704,053 EPA \$5,732,473 1000-1999 Certificated Salaries \$2,434,740 3000-3999 Employee Benefits \$1,036,618 Special Education \$,3,471,358	1000-1999 Certificated Salaries \$7,730,252 3000-3999 Employee Benefits \$2,730,236 LCFF Base \$10,460,488 1000-1999 Certificated Salaries \$2,424,983 3000-3999 Employee Benefits \$1,092,646 EPA \$3,517,629 1000-1999 Certificated Salaries \$2,084,872 3000-3999 Employee Benefits \$1,097,774 Special Education \$3,182,646
2. Provide ongoing support 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.	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 LCFF Supplemental \$270,357	1000-1999 Certificated Salaries \$32,137 3000-3999 Employee Benefits \$6,169 4000-4999 Books & Supplies \$5,727 5000-5999 Services & Other Operating Expenses \$62,265 \$106,298
3. Tehachapi Unified School District's low income, foster, and English learner populations are some of the lowest performing student groups	1000-1999 Certificated Salaries \$18,643	1000-1999 Certificated Salaries \$24,865

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	3000-3999 Employee Benefits \$6,644 LCFF Supplemental \$25,287	3000-3999 Employee Benefits \$7,522 LCFF Supplemental \$32,387
4. 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.	1000-1999 Certificated Salaries \$339,792 2000-2999 Classified Salaries \$119,232 3000-3999 Employee Benefits \$154,221 4000-4999 Books & Supplies \$9,500 LCFF Supplemental \$622,745 1000-1999 Certificated Salaries \$52,553 3000-3999 Employee Benefits \$20,061 Title II \$72,614	1000-1999 Certificated Salaries \$178,985 2000-2999 Classified Salaries \$87,299 3000-3999 Employee Benefits \$90,915 5000-5999 Services & Other Operating Expenses \$16,846 LCFF Supplemental \$374,045 1000-1999 Certificated Salaries \$51,280 3000-3999 Employee Benefits \$18,288 Title II \$69,568
5. 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.	1000-1999 Certificated Salaries \$10,000 3000-3999 Employee Benefits \$3,857 Title II \$13,857	1000-1999 Certificated Salaries \$1,274 2000-2999 Classified Salaries \$1,307 3000-3999 Employee Benefits \$590 Title II \$3,171
6. The District will provide supplemental ongoing professional development support for the Common Core State Standards in ELA and Math, and history-social science and science, targeting low income students, foster youth, and English Learners. The District will continue to work on a system to providing professional development in equitable classroom practices and utilize Classroom Walkthroughs as a means to provide consistent feedback on instructional practices.	5000-5999 Services & Other Operating Expenses \$0 Title II \$0 5000-5999 Services & Other Operating Expenses \$13,000 LCFF Supplemental \$13,000	5000-5999 Services & Other Operating Expenses \$0 Title II \$0 5000-5999 Services & Other Operating Expenses \$0 LCFF Supplemental \$0
7. 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	1000-1999 Certificated Salaries \$10,000	1000-1999 Certificated Salaries \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	2000-2999 Classified Salaries \$1,928 3000-3999 Employee Benefits \$10,000 4000-4999 Books & Supplies \$6,000 Title II \$27,928	2000-2999 Classified Salaries \$0 3000-3999 Employee Benefits \$0 4000-4999 Books & Supplies \$124 \$124
8. The District will maintain library staffing and library hours for student access and maintain budget for library books and subscription to World Book Online for student at all sites, with an emphasis to support low income, foster youth, and English Learners that may not have access to books and Internet or wi-fi at home. Principally directed to support unduplicated students.	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 LCFF Supplemental \$166,279	1000-1999 Certificated Salaries \$74,723 2000-2999 Classified Salaries \$0 3000-3999 Employee Benefits \$25,052 4000-4999 Books & Supplies \$28,125 5000-5999 Services & Other Operating Expenses \$9,302 LCFF Supplemental \$137,202
9. Tehachapi Unified School District's low income, foster, and English learner populations are some of the lowest performing student groups on state and local assessments. The district will continue to provide ELA and math intervention at the middle and high school, utilizing computer programs such as PLATO during the school day. In addition, the District will research best practices for restructuring the secondary RTI program. Principally directed to support unduplicated students.	1000-1999 Certificated Salaries \$382,347 3000-3999 Employee Benefits \$157,038 5000-5999 Services & Other Operating Expenses \$16,400 LCFF Supplemental \$555,785	1000-1999 Certificated Salaries \$373,778 3000-3999 Employee Benefits \$144,747 4000-4999 Books & Supplies \$219 5000-5999 Services & Other Operating Expenses \$3,145 LCFF Supplemental \$521,889
10. It has been Tehachapi Unified School District's experience that English Learners, Foster Youth, Low Income students do not have reliable access to technology; and to fully prepare students for college, career, and the military, it is necessary to include consistent use of technology in our classrooms. The District will continue to assess technology needs and develop a district-wide plan for base services, on-going replacement, and expansion of new technology. The District will provide a computer lab attendant in each elementary school lab to support English Learners, Foster Youth, Low Income students. In	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 LCFF Base \$173,557	2000-2999 Classified Salaries \$69,581 3000-3999 Employee Benefits \$27,496 4000-4999 Books & Supplies \$0 5000-5999 Services & Other Operating Expenses \$16,225 LCFF Base \$113,302

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
addition, the district will also explore hiring a confidential management position to direct and support student access and develop and implement an annual replacement plan.	2000-2999 Classified Salaries \$95,892 3000-3999 Employee Benefits \$34,847 4000-4999 Books & Supplies \$56,294 LCFF Supplemental \$187,033	2000-2999 Classified Salaries \$63,544 3000-3999 Employee Benefits \$23,225 LCFF Supplemental \$86,769
11. 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.	1000-1999 Certificated Salaries \$2,951 3000-3999 Employee Benefits \$569 Title II \$3,520	1000-1999 Certificated Salaries \$5,756 3000-3999 Employee Benefits \$1,132 Title II \$6,888
12. The District will provide tutoring for "At-Risk" students, with an emphasis 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.	1000-1999 Certificated Salaries \$32,600 3000-3999 Employee Benefits \$6,287 LCFF Supplemental \$38,887 5000-5999 Services & Other Operating Expenses \$9,500 LCFF Base \$9,500	1000-1999 Certificated Salaries \$39,534 3000-3999 Employee Benefits \$7,784 LCFF Supplemental \$47,318 5000-5999 Services & Other Operating Expenses \$12,359 LCFF Base \$12,359
13. TUSD's Home Based Independent Study Program (TILA) will continue to offer A-G requirements, community outreach, and enrichment programs. The District will evaluate effectiveness of effort; consider adding a non-A-G track to service more English Learners, Foster Youth, Low Income students; and continue contract with Plato computer online subscription. This action is principally directed to support unduplicated students.	2000-2999 Classified Salaries \$15,409 3000-3999 Employee Benefits \$12,490 5000-5999 Services & Other Operating Expenses \$9,000 LCFF Base \$36,899 2000-2999 Classified Salaries \$10,272 3000-3999 Employee Benefits \$8,326 5000-5999 Services & Other Operating Expenses \$6,000 LCFF Supplemental \$24,598	2000-2999 Classified Salaries \$27,363 3000-3999 Employee Benefits \$15,542 5000-5999 Services & Other Operating Expenses \$0 LCFF Base \$42,905 2000-2999 Classified Salaries \$0 3000-3999 Employee Benefits \$0 5000-5999 Services & Other Operating Expenses \$0 LCFF Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
14. 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.	1000-1999 Certificated Salaries \$56,000 2000-2999 Classified Salaries \$20,000 3000-3999 Employee Benefits \$16,824 4000-4999 Books & Supplies \$400 LCFF Supplemental \$93,224 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 Special Education \$73,856	1000-1999 Certificated Salaries \$16,707 2000-2999 Classified Salaries \$21,764 3000-3999 Employee Benefits \$9,488 4000-4999 Books & Supplies \$972 LCFF Supplemental \$48,931 1000-1999 Certificated Salaries \$33,350 2000-2999 Classified Salaries \$25,149 3000-3999 Employee Benefits \$13,539 4000-4999 Books & Supplies \$0 5000-5999 Services & Other Operating Expenses \$28 Special Education \$72,066
15. 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.	1000-1999 Certificated Salaries \$272,892 3000-3999 Employee Benefits \$102,584 Title I \$375,476	1000-1999 Certificated Salaries \$186,417 3000-3999 Employee Benefits \$63,827 Title I \$250,244
16. The District will provide differentiated professional learning on strengthening PLCs, emphasizing student data analysis principally directed to support low income, foster youth and ELs; and continue to evaluate if certificated staffing is adequate to support teachers in RTI, Science, and Math.	1000-1999 Certificated Salaries \$74,194 3000-3999 Employee Benefits \$30,421 LCFF Supplemental \$104,615	1000-1999 Certificated Salaries \$86,136 3000-3999 Employee Benefits \$30,488 LCFF Supplemental \$116,624

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Pandemic and a halt with in-person instruction, funds allocated to actions in goal 1 were redirected to other goals and actions and the Learning Continuity and Attendance Plan. For the 19-20 school year the secondary Science adoption was postponed and funds were reallocated to other goals and actions including technology for students to use at home, a new Learning Management system, and increased staffing to contact parents and assess student need. Funds from categorical programs were carried over to use for the 20-21 school year and the Learning Continuity and Attendance Plan to meet the district need for intervention programs and learning loss mitigation.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 and the implementation of distance learning. Specific challenges included needing additional technology, internet access, staff development, and student support for technology. CAASPP testing was suspended for the 19-20 school which limits the data available to measure the success of some action in goal 1. Some actions were modified to accommodate distance learning for students and staff. Some of the successes in achieving this goal include TK-5 adoption of NGSS Science curriculum and materials and professional development to support the roll out of TWIG during which teachers were given multiple days of professional development supported by Instructional Services and site teacher leaders. Another success was the implementation of a virtual learning program to support distance learning and technology/internet access for all students.

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: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
19-20 18/19 ELA - 52% Met or Exceeded Standards 18/19 Math - 40% Met or Exceeded Standards 18/19 CAST 45% Met or Exceeded Standards 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 7%. 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%.	The scores below are reflective of information for the English learner student group from the 2019 California Dashboard: Some data is limited due the pandemic and suspension of CAASPP testing for the 19-20 school year. CAASPP was suspended for the 19-20 school year Science - Baseline year, no comparison data available. College & Career - Increased 48.7% Graduation Rate - Increased 14.4% Suspension Rates - Maintained, 4.6% Suspended at Least Once Total Grads with UC/CSU Required Courses decreased. The total for students in UC/CSU Required Courses decreased. ELPI Level - 49.5% making progress towards English language proficiency EL reclassification rate - 17/266 (6%) students were reclassified for the 19-20 school year. Percentage of total AP EL students with Scores of 3+ did not increase. Percentage of student who scored a 4 on EAP ELA and Math increased, however the scores are now calculated as distance from standard, which changes the reported increase.

Expected	Actual
Baseline 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%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. 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.	1000-1999 Certificated Salaries \$7,000 3000-3999 Employee Benefits \$1,350 4000-4999 Books & Supplies \$6,000 Title III \$14,350	1000-1999 Certificated Salaries \$0 3000-3999 Employee Benefits \$0 5000-5999 Services & Other Operating Expenses \$29,001 Title III \$29,001
2. The District will ensure all EL students are scheduled for designated ELD instruction. In addition, TUSD will provide additional professional	1000-1999 Certificated Salaries \$10,658	1000-1999 Certificated Salaries \$13,090

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
development principally directed towards the specific need of EL students and strengthening equitable classroom practices; and provide consistent feedback, follow up coaching and support.	3000-3999 Employee Benefits \$4,172 Title III \$14,830 1000-1999 Certificated Salaries \$35,820 3000-3999 Employee Benefits \$13,008 LCFF Supplemental \$48,828 5000-5999 Services & Other Operating Expenses \$98,513 Title I \$98,513	3000-3999 Employee Benefits \$4,350 Title III \$17,441 1000-1999 Certificated Salaries \$36,016 3000-3999 Employee Benefits \$11,865 LCFF Supplemental \$47,881 5000-5999 Services & Other Operating Expenses \$0 \$0
3.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.	1000-1999 Certificated Salaries \$31,599 3000-3999 Employee Benefits \$13,138 LCFF Supplemental \$44,737	1000-1999 Certificated Salaries \$16,803 3000-3999 Employee Benefits \$6,786 LCFF Supplemental \$23,589
4.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.	2000-2999 Classified Salaries \$44,125 3000-3999 Employee Benefits \$13,021 LCFF Supplemental \$57,146	2000-2999 Classified Salaries \$38,829 3000-3999 Employee Benefits \$11,053 LCFF Supplemental \$49,882
5. 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.	2000-2999 Classified Salaries \$74,266 3000-3999 Employee Benefits \$27,456 5000-5999 Services & Other Operating Expenses \$50 LCFF Supplemental \$101,772	2000-2999 Classified Salaries \$61,136 3000-3999 Employee Benefits \$26,898 5000-5999 Services & Other Operating Expenses \$0 LCFF Supplemental \$88,034
6. 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.	2000-2999 Classified Salaries \$41,583 3000-3999 Employee Benefits \$24,298 5000-5999 Services & Other Operating Expenses \$500 LCFF Base \$66,381	2000-2999 Classified Salaries \$55,594 3000-3999 Employee Benefits \$26,765 5000-5999 Services & Other Operating Expenses \$2,480 LCFF Supplemental \$84,839

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Pandemic and a halt with in-person instruction, funds allocated to actions in goal 2 were redirected to other goals and actions and the Learning Continuity and Attendance Plan. For the 19-20 school year Ellevation was purchased to provide support and staff with the progress monitoring of reclassified English Learners. Funds from categorical programs were carried over to use for the 20-21 school year and the Learning Continuity and Attendance Plan to include purchasing MiFi's and devices for virtual learning. Staff worked extended hours and made home visits to support families of English Learners.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some successes implementing the actions in goal 2 include Tehachapi Unified School District providing ongoing professional development support for the Common Core State Standards in ELA/ELD, targeting English Learners; reviewing and revising essential standards, pacing guides and benchmarks for designated and integrated ELD; and identifying curricular gaps in ELD and adopting supplemental materials. The District supplied English Learner (EL) paraprofessionals to provide additional support for English Learner (EL) students in core curricular areas and provided translation services for meetings and conferences, emphasizing student data analysis for ELs. The District provided 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 and monitoring of reclassified English Learners. The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 which hindered the implementation of some actions for goal 2 to include providing targeted professional development for ELD.

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: Priority 3: Parental Involvement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Expected	Actual
<p>19-20 Parent attendance at Special Education BRIDGES/TASK meetings by 10 to 20 parents. These meetings promote the participation of parents of pupils with exceptional needs.</p> <p>Maintain 100% of students have access to broad course of study that includes all of the subject areas described in Section 51210(a).</p> <p>Maintain 100% of unduplicated students who have access to broad course of study that includes all of the subject areas described in Section 51210.</p> <p>Implement Inclusion Model for 75% of District students receiving Resource Specialist Services as per Special Education enrollment and percentage of students in inclusion program.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51210.</p> <p>100% of students have access to broad course of study that includes all of the subject areas described in Section 51220 (a).</p> <p>Course offerings/extracurricular activities and student participation will increase by 5%, as measured by activity rosters.</p> <p>Maintain -100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year.</p> <p>The District will hold DELAC a minimum of 3 times per year.</p> <p>The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision making process.</p> <p>Maintain-100% of 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</p>	<p>A Task/Bridges meetings was held March, 2018, however even with much encouragement attendance was limited to 15 participants.</p> <p>During the 2019-20 school year, 100% of students had access to broad course of study that includes all of the subject areas described in Section 51210.</p> <p>During the 2019-20 school year, 100% of students had access to broad course of study that includes all of the subject areas described in Section 51220 (a).</p> <p>During the 2019-20 school year, 100% of students had access to a broad course of study that includes all of the subject areas described in Section 51210 (including for unduplicated pupils).</p> <p>During the 2019-20 school year, course offerings/extracurricular activities and student participation maintained 85%. Tehachapi Unified does not offer a senior project/portfolio.</p> <p>6 out of 6 school sites held at least 3 School Site Council and ELAC meetings during the 2019-20 school year. Due to the absence of an administrator at THS that hosted ELAC meetings, only one ELAC meeting was held at THS.</p> <p>The TUSD Instructional Services team held 6 DELAC meetings during the 2019-20 school year.</p> <p>The TUSD Instructional Services team held LCAP Stakeholder Input meetings at all school sites in conjunction with their School Site Council meetings.</p> <p>All District meeting and parent education correspondences were translated into Spanish</p> <p>The TUSD Instructional Services team held a Title 1 Parent Engagement meeting and parent training on science and math during DELAC. However, we did not hold general parent education meetings focused on language arts and math.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Tehachapi Unified School District will provide access for students and parents to the THS Career Center, which will provide resources for college and career planning. Topics for parent education may include: career pathways, career fairs, college and career plans/field trips, FAFSA, Scholarships, ASVAB testing information, College Readiness and college applications. This service emphasizes student data analysis and is principally directed to support low income, foster youth and ELs.	2000-2999 Classified Salaries \$26,729 3000-3999 Employee Benefits \$21,132 LCFF Supplemental \$47,861	2000-2999 Classified Salaries \$28,200 3000-3999 Employee Benefits \$21,502 4000-4999 Books & Supplies \$109 5000-5999 Services & Other Operating Expenses \$7,225 LCFF Supplemental \$57,036
2. 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.	1000-1999 Certificated Salaries \$12,674 3000-3999 Employee Benefits \$4,219 5000-5999 Services & Other Operating Expenses \$30,000 LCFF Supplemental \$46,893	1000-1999 Certificated Salaries \$0 3000-3999 Employee Benefits \$0 5000-5999 Services & Other Operating Expenses \$50,290 LCFF Supplemental \$50,290
3. The District will coordinate, recruit/retain participants, and lead the Career Technical Education (CTE) Advisory Committee. This action is principally directed toward low income, homeless, foster and English learner student populations.	2000-2999 Classified Salaries \$6,255 3000-3999 Employee Benefits \$5,154 LCFF Supplemental \$11,409	2000-2999 Classified Salaries \$452 3000-3999 Employee Benefits \$298 LCFF Supplemental \$750
4. 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.	1000-1999 Certificated Salaries \$214,066 3000-3999 Employee Benefits \$84,194 5000-5999 Services & Other Operating Expenses \$1,500 LCFF Supplemental \$299,760	1000-1999 Certificated Salaries \$179,352 3000-3999 Employee Benefits \$69,395 5000-5999 Services & Other Operating Expenses \$58 LCFF Supplemental \$248,805
5. 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	4000-4999: Books And Supplies LCFF Supplemental \$4,750	4000-4999: Books And Supplies LCFF Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.		
6. 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.	5000-5999 Services & Other Operating Expenses \$5,610 LCFF Supplemental \$5,610	5000-5999 Services & Other Operating Expenses \$2,624 LCFF Supplemental \$2,624
7. The District will provide a variety of activities and clubs such as robotics, oral language, and leadership activities for students to choose and become involved. This action is principally directed toward low income, homeless, foster and English learner student populations.	4000-4999 Books & Supplies \$2,750 5000-5999 Services & Other Operating Expenses \$750 LCFF Supplemental \$3,500	4000-4999 Books & Supplies \$138 5000-5999 Services & Other Operating Expenses \$762 LCFF Base \$900
8. The District will provide funding for additional Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintain elementary music and P.E. paraprofessional staffing. This action is principally directed toward low income, homeless, foster and English learner student populations.	1000-1999 Certificated Salaries \$61,514 2000-2999 Classified Salaries \$16,703 3000-3999 Employee Benefits \$32,599 LCFF Supplemental \$110,816	1000-1999 Certificated Salaries \$66,239 2000-2999 Classified Salaries \$14,621 3000-3999 Employee Benefits \$30,529 4000-4999 Books & Supplies \$306 LCFF Supplemental \$111,695
9. The District will continue to develop cohesive district STEM program by developing an after school STEM club at all elementary sites, seeking funding option to assist with staffing and materials. This action is principally directed to support English Learners, Foster Youth, Low Income.	1000-1999 Certificated Salaries \$6,500 3000-3999 Employee Benefits \$1,254 4000-4999 Books & Supplies \$9,000 LCFF Supplemental \$16,754	1000-1999 Certificated Salaries \$2,045 3000-3999 Employee Benefits \$402 4000-4999 Books & Supplies \$1,525 5000-5999 Services & Other Operating Expenses \$1,376 LCFF Supplemental \$5,348

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Pandemic and a halt with in-person instruction, funds allocated to actions in goal 3 were redirected to other goals and actions including technology for students to use at home, a new Learning Management system, and increased staffing to contact parents and assess student need. For the 19-20 school year funds from categorical programs were carried over to use for the 20-21 school year and the Learning Continuity and Attendance Plan to support professional development for district initiatives and actions in the LCP.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some successes include, the District provided funding for additional Science, Technology, Engineering, Arts, and Math (STEAM) activities at the elementary level, and maintained elementary music and P.E. paraprofessional staffing. The District will increased A-G course offerings at THS and TILA, and increased Career Technical Education (CTE) Pathways, PLATO, dual enrollment, concurrent enrollment, and AP opportunities, such as no-cost AP Testing. The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring 2020 and the implementation of distance learning. Another challenge was coordinating, recruiting/retaining participants, and leading the Career Technical Education (CTE) Advisory Committee.

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:
- Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
- Local Priorities:

Annual Measurable Outcomes

Expected	Actual
19-20 Fully Credentialed Teachers: 93% 100% compliance on FIT report Good/Exemplary ratings for all schools School Attendance Rate will maintain 96% at the District Level. Cummings Valley Elementary - 95.5% Golden Hills Elementary - 96% Tompkins Elementary - 96.00% Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 84.90%	Fully Credentialed Teachers: 93% Tehachapi Unified had 14 teachers teaching outside subject area of competence. 100% compliance on FIT report. There no Williams complaints filed for the 19-20 school year. Good/Exemplary ratings for all schools School Attendance Rate will maintain 96% at the District Level. Cummings Valley Elementary 94.71 % Golden Hills Elementary 94.55 % Tompkins Elementary 94.16 % Jacobsen Middle 95.73 % Tehachapi High 96.33 % Monroe Continuation High 81.41 % The above attendance rates are through March 13 of 2020. March 17th TUSD closed for distance learning due to COVID-19.

Expected	Actual
<p>Baseline Fully Credentialed Teachers: 91% Teacher mis-assignments: 0 100% compliance on Williams Good/Exemplary ratings for all schools School Attendance Rate will maintain 95.5% at the District Level. Cummings Valley Elementary -94.52% Golden Hills Elementary - 95.08% Tompkins Elementary - 95.19% Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 84.90% School Attendance Rate will maintain 95.5% at the District Level. Cummings Valley Elementary -94.52% Golden Hills Elementary - 95.08% Tompkins Elementary - 95.19% Jacobsen Middle - 97.52% Tehachapi High - 95.91% Monroe Continuation High - 84.90%</p>	
<p>Metric/Indicator Priority 5 (b)-Pupil Engagement Chronic Absenteeism 19-20 District Level - 10% Cummings Valley Elementary - 10% Golden Hills Elementary - 9% Tompkins Elementary - 9.5% Jacobsen Middle - 1.5% Tehachapi High - 11.0%</p>	<p>District Level - 11.2% Cummings Valley Elementary - 11.5% Golden Hills Elementary - 10.3% Tompkins Elementary - 11.7% Jacobsen Middle - 11.9% Tehachapi High 7.41 % Monroe Continuation High 39.47 %</p>

Expected	Actual
<p>Monroe Continuation High - 52%</p> <p>Baseline 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%</p>	
<p>Metric/Indicator Priority 5 (c)-Pupil Engagement Middle School Drop Out Rates</p> <p>19-20 Jacobsen Middle - 0.50%</p> <p>Baseline Jacobsen Middle - 0.50%</p>	<p>Jacobsen Middle - .01% Per CALPADS Jacobsen recorded one student dropout for the 19-20 school year.</p>
<p>Metric/Indicator Priority 5 (d)-Pupil Engagement High School Drop Out Rates</p> <p>19-20 Tehachapi High - 1.62%</p> <p>Monroe Continuation High - 40.0%</p> <p>Baseline Tehachapi High - 1.62% Monroe Continuation High - 41.26%</p>	<p>Tehachapi High - 0.5% Per CALPADS Tehachapi High recorded 3 student dropouts for the 19-20 school year.</p> <p>Monroe Continuation High 9% Per CALPADS Monroe recorded 2 student dropouts for the 19-20 school year.</p>
<p>Metric/Indicator Priority 5 (e)-Pupil Engagement High School Graduation Rate</p> <p>19-20 High School Graduation Rate - 85%</p>	<p>High School Graduation Rate - 91.3%</p>

Expected	Actual
Baseline High School Graduation Rate - 80.8%	
Metric/Indicator Priority 6 (a)-School Climate Suspension Rate 19-20 District - 3.5% Cummings Valley Elementary - 4% Golden Hills Elementary - 4% Tompkins Elementary - 5% Jacobsen Middle - 5% Tehachapi High - 4% Monroe Continuation High - 7% Baseline 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 - 3.6% Cummings Valley Elementary - 1.5% Golden Hills Elementary - 2.7% Tompkins Elementary - 1.9% Jacobsen Middle - 3.7% Tehachapi High - 5.6% Monroe Continuation High - 13.2%
Metric/Indicator Priority 6 (b)-School Climate Expulsion Rate 19-20 District - 0.23% Cummings Valley Elementary - 0% Golden Hills Elementary - 0%	District - 0% Cummings Valley Elementary - 0% Golden Hills Elementary - 0% Tompkins Elementary - 0% Jacobsen Middle - 0% Tehachapi High - 0%

Expected	Actual
<p>Tompkins Elementary - 0% Jacobsen Middle - 0.30% Tehachapi High - 0.40% Monroe Continuation High - 0.55%</p> <p>Baseline 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%</p>	<p>Monroe Continuation High - 0%</p>
<p>Metric/Indicator Priority 6 (c)-School Climate Other local measure of safety and connectedness</p> <p>19-20 Students will report higher levels of feeling safe at school; increase to 78% in 5th grade, increase to 63% in 7th and increase to 68% in 9th grade as measured by the California Healthy Kids Survey.</p> <p>Baseline Students will report higher levels of feeling safe at school; increase from 73% in 5th grade, increase from 58% in 7th and an increase from 62% in 9th grade as measured by the California Healthy Kids Survey.</p>	<p>Students who reported higher levels of feeling safe at school; increased to 79% in 5th grade, stayed constant at 58% in 7th, and a decrease to 40% in 9th grade.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. 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,</p>	<p>1000-1999 Certificated Salaries \$19,317</p>	<p>1000-1999 Certificated Salaries \$21,578</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.	3000-3999 Employee Benefits \$7,504 4000-4999 Books & Supplies \$8,000 5000-5999 Services & Other Operating Expenses \$4,500 LCFF Base \$39,321	2000-2999 Classified Salaries \$60 3000-3999 Employee Benefits \$7,440 4000-4999 Books & Supplies \$3,335 5000-5999 Services & Other Operating Expenses \$6,490 LCFF Base \$38,903
2. 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.	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 LCFF Base \$45,745	1000-1999 Certificated Salaries \$17,442 3000-3999 Employee Benefits \$6,170 4000-4999 Books & Supplies \$6,378 5000-5999 Services & Other Operating Expenses \$1,121 LCFF Base \$31,111
3. The District will continue to provide funding for Warrior Crew, Warrior Welcome and 6th Grade Orientation at THS and JMS.	4000-4999: Books And Supplies LCFF Base \$750	1000-1999 Certificated Salaries \$125 3000-3999 Employee Benefits \$27 4000-4999 Books & Supplies \$0 LCFF Base \$152
4. 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.	4000-4999: Books And Supplies LCFF Supplemental \$1,500	4000-4999: Books And Supplies LCFF Supplemental \$0
5. It has been Tehachapi Unified School District's experience that low income, English Learners, and Foster Youth students do not always feel that they a voice in the educational setting The District will conduct and review data as well as increase the meaningful participation in the annual student surveys in grades 5-12, staff, and parents, related to a sense of feeling safe at school.	4000-4999: Books And Supplies LCFF Supplemental \$800	4000-4999: Books And Supplies LCFF Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6. 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.	1000-1999 Certificated Salaries \$12,764 2000-2999 Classified Salaries \$49,677 3000-3999 Employee Benefits \$14,747 4000-4999 Books & Supplies \$500 LCFF Supplemental \$77,598	1000-1999 Certificated Salaries \$0 2000-2999 Classified Salaries \$44,657 3000-3999 Employee Benefits \$17,327 5000-5999 Services and Other Operating Expenditures \$624 LCFF Supplemental \$62,608
7. The District will continue implementation of Safe & Inclusive Schools Curriculum in grades TK-12 and train all new district staff.	4000-4999: Books And Supplies LCFF Base \$1,000	5000-5999: Services And Other Operating Expenditures LCFF Base \$12,025
8. 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.	5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000	5000-5999: Services And Other Operating Expenditures LCFF Base \$79,017
9. The District will provide differentiated professional learning on strengthening counseling and psychology services, and continue providing in-school suspension class for middle and high school staffed by additional school counselor position. In addition, the District will work on the structure of the Alternative to Suspension (ATS) curriculum by hiring a consulting firm to collaboratively work with staff to implement restorative practices; principally directed to support Foster Youth, English Learners, and low income students.	1000-1999 Certificated Salaries \$117,460 2000-2999 Classified Salaries \$0 3000-3999 Employee Benefits \$49,161 5000-5999 Services & Other Operating Expenses \$31,000 LCFF Supplemental \$197,621	1000-1999 Certificated Salaries \$135,200 2000-2999 Classified Salaries \$15,294 3000-3999 Employee Benefits \$51,066 5000-5999 Services & Other Operating Expenses \$12,980 LCFF Supplemental \$214,541
10. 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.	No Cost	No Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
11. The District will add additional staffing for campus supervisors, noon supervisors, and crossing guards. In addition, TUSD will continue to provide additional support of P.E. paraprofessionals for locker room supervision and Tehachapi Police School Resource Officer. Additionally, the District will continue to provide classified substitutes to ensure appropriate level of supervision at all times. The District will explore adding an additional PE paraprofessional.	2000-2999 Classified Salaries \$423,763 3000-3999 Employee Benefits \$99,369 LCFF Base \$523,132 5000-5999 Services & Other Operating Expenses \$53,795 LCFF Supplemental \$53,795	2000-2999 Classified Salaries \$18,788 3000-3999 Employee Benefits \$6,338 LCFF Base \$25,126 5000-5999 Services & Other Operating Expenses \$72,579 LCFF Supplemental \$72,579
12. The District will continue to implement Attention to Attendance truancy reduction program, and refer students to SART for chronic absenteeism/truancy. Additionally, the District will continue to implement a Saturday School program option for students to recovery truancy status and loss of classroom instructional time due to discipline. This action is principally directed to support unduplicated students by ensure that they are at school regularly to support academic success.	1000-1999 Certificated Salaries \$14,427 3000-3999 Employee Benefits \$4,505 5000-5999 Services & Other Operating Expenses \$35,100 LCFF Supplemental \$54,032	1000-1999 Certificated Salaries \$50,778 3000-3999 Employee Benefits \$16,237 4000-4999 Book & Supplies \$93 5000-5999 Services & Other Operating Expenses \$35,193 LCFF Supplemental \$102,301

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Pandemic and a halt with in-person instruction, funds allocated to actions in goal 3 were redirected to other goals and actions including technology for students to use at home, a new Learning Management system, and increased staffing to contact parents and assess student need. For the 19-20 school year funds from categorical programs were carried over to use for the 20-21 school year and the Learning Continuity and Attendance Plan. Funds were allocated to staffing in support of student and family engagement during which TUSD staff reached out to parents and students with phone calls and home visits.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some successes with Goal 4 include continuation of evaluating and revising Comprehensive School Site Safety Plans, including maintaining the TUSD Safety Collaborative, updating the Vulnerability Assessment, increasing security cameras on campuses and buses, purchasing of radios and replacements, and providing professional development. The District implemented Attention to Attendance truancy reduction program, and referred students to SART for chronic absenteeism/truancy until the school closures. This action is principally directed to support unduplicated students by ensure that they are at school regularly to support academic success. The greatest obstacle was the sudden halt of in-person learning and the closures of our school sites due to the pandemic in the spring

2020 and the implementation of distance learning. Another challenge was adding additional staffing for campus supervisors, noon supervisors, and crossing guards and keeping the services of the School Resource Officer.

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: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>19-20 Parent attendance at Special Education BRIDGES meetings increase by 5%. These meetings promote the participation of parents of pupils with exceptional needs.</p> <p>Baseline 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/TASK meetings were held, however even with much encouragement parent/guardian attendance was limited with 15 participants.</p>
<p>19-20 100% of District Schools will hold School Site Council and ELAC a minimum of 3 time per year. The District will hold DELAC a minimum of 3 times per year. District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision-making process.</p> <p>Baseline 100% of District Schools will hold School Site Council and ELAC a minimum of 3 times per year.</p> <p>The District will hold DELAC a minimum of 3 times per year.</p>	<p>5 out of 6 school sites held at least 3 School Site Council and ELAC meetings during the 2019-20 school year. Due to the absence of an administrator at THS that hosted ELAC meetings, only one ELAC meeting was held at THS.</p> <p>The TUSD Instructional Services team held 6 DELAC meetings during the 2019-20 school year.</p>

Expected	Actual
<p>The District will hold 1 LCAP meeting at each school site to increase parent input into the LCAP decision- making process.</p>	
<p>19-20 100% 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 increase by 10%.</p> <p>Response rates on parent surveys will increase by 10%.</p> <p>Attendance at meetings and website response rates will be measured and increase by 10%.</p> <p>Baseline 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</p> <p>Mathematics targeting parents of unduplicated pupils (low income, ELs, foster, and homeless youths).</p>	<p>All District meetings and parent education correspondences were translated into Spanish.</p> <p>The TUSD Instructional Services team held a Title 1 Parent Engagement meeting and parent training on science and math during DELAC. However, we did not hold general parent education meetings focused on language arts and math.</p>

Expected	Actual
<p>Evaluations from Parent Education sessions will average “Good” or “3” on a scale of 1- 4. Response rates on parent surveys will increase by 5%.</p> <p>Attendance at meetings and website response rates will be measured and increase by 5%.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. 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.	4000-4999 Books & Supplies \$3,000 5000-5999 Services And Other Operating Expenditures \$360 \$3,500	4000-4999 Books & Supplies \$946 5000-5999 Services And Other Operating Expenditures \$360 \$1,306
2. 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 EL students.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$3,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental \$120
3. 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.	4000-4999 Books & Supplies \$2,000 5000-5999 Services & Other Operating Expenses \$26,347 LCFF Supplemental \$28,347	1000-1999 Certificated Salaries \$667 3000-3999 Employee Benefits \$127 4000-4999 Books & Supplies \$1,085 5000-5999 Services & Other Operating Expenditures \$40,019 LCFF Supplemental \$41,898

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. 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.	4000-4999: Books And Supplies Special Education \$250	4000-4999: Books And Supplies Special Education \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the Pandemic and a halt with in-person instruction, funds allocated to actions in goal 5 were redirected to other goals and actions including technology for students to use at home, a new Learning Management system, and increased staffing to contact parents and assess student need. For the 19-20 school year funds from categorical programs were carried over to use for the 20-21 school year and the Learning Continuity and Attendance Plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Some successes include the District providing professional development to administrators and staff on utilizing district and school site websites, Aeries, mobile app and purchasing ParentSquare to effectively communicate information and achievement to parents. Some challenges include providing 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 EL students.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Personal Protection Equipment (PPE) to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	70,000	252,282	No
Purchase of plexiglass and use of TUSD maintenance department labor costs associated with manufacturing of sneeze/cough guards to address health and safety concerns. Funding Source: Learning Loss Mitigation Funds	16,642	21,273	No
Purchase of Clorox cleaning equipment. Funding Source: Learning Loss Mitigation Funds	43,257	40,683	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

To keep students and staff safe for In-Person instruction, the District provided PPE for all school sites and programs within the district. Sneeze guards and protective equipment were added to all sites and buildings with high traffic areas and/or that are open to the public. Additional sneeze guards needed to be purchased for In-Person testing for student with disabilities and Initial and Summative ELPAC testing. Extra touchless thermometers need to be secured for multiple school sites and locations to screen students for In-Person instruction. Social distancing signage was displayed at all sites and buildings open to the public. Additional staff were trained and deployed to provide proper sanitization for high traffic areas at all sites and buildings district-wide. The District reviewed guidance and planned for the small cohort model which includes limiting cohort size, restricting cohort mixing, and maintaining proper physical distancing, masking, cleaning and other safety measures. TUSD reopened for the A/B Hybrid/Blended model of implementation to reopen schools when the monitoring status of Kern County was revised. May 3, 2020 TUSD students were able to attend district schools five days a week. As TUSD reopened for in-person instruction, more than 60% of TUSD students participated in in-person instruction. To mitigate cross-contamination, TUSD staff labeled student items and placed each student's items in a separate bin marked with the student's name.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

TUSD reopened in a manner consistent with guidance from the California Department of Education (CDE) and the California Public Health Department (CPHD). Health and safety procedures included the following: daily screening of students and staff for COVID symptoms and how to address those who display symptoms, social distancing protocols for students and staff to remain 6 feet apart, hand washing procedures and/or hand sanitizers to ensure frequency and thoroughness, the use of personal protection equipment (PPE) including face coverings, disinfecting procedures for hard surfaces and regularly scheduled deep cleaning of classrooms. Students were provided with disposable face coverings. Access to the campus was limited to students and staff until it was safe to resume large gatherings. Traditional recess outdoors were suspended but students were allowed to take breaks outdoors while maintaining distance or in the classroom. The District provided bussing for students who require transportation as written within their Individualized Education Plan (IEP). Bussing complied with the updated guidelines with regard to restricted bus capacity. Staff and students were required to comply with health and safety measures including the use of PPE such as face coverings and the use of nonalcoholic hand sanitizers. Before and after each bus route, classified staff/custodians disinfected the interior with cleaning equipment.

The District provided PPE for all school sites and programs within the district. Sneeze guards and protective equipment were added to all sites and buildings with high traffic areas and/or that are open to the public. Social distancing signage was displayed at all sites and buildings open to the public. Additional staff were trained and deployed to provide proper sanitization for high traffic areas at all sites and buildings district-wide. The District reviewed guidance and planned for the small cohort model which includes limiting cohort size, restricting cohort mixing, and maintaining proper physical distancing, masking, cleaning and other safety measures. The actions focused on students with special or exceptional needs, English learners, students at higher risk of further learning loss or students not participating in distance learning, students at risk of abuse or neglect, foster youth and students experiencing homelessness. TUSD reopened for the A/B Hybrid/Blended model of implementation to reopen schools when the monitoring status of Kern County was revised. May 3, 2020 TUSD students were able to attend district schools five days a week. As TUSD reopened for in-person instruction, more than 60 % of students participated in in-person instruction.

Each student had their own desk, electronic device, and supplies consistent with the students' individual needs. To mitigate cross-contamination, TUSD staff labeled student items and placed each student's items in a separate bin, marked with the student's name. TUSD staff assisted in keeping these items separate and organized throughout the school day. During A/B Hybrid/Blended instructions staff desks and seating was more than six feet away from student desks and seating as well as six feet or more of distance from the desk/seating of other staff. Group activities were limited and off-site field trips will be suspended.

To identify students who have experienced significant learning loss, district leaders and teachers used intervention programs purchased by the District as well as results summative assessments, grades and overall student engagement. Utilizing this data gave teachers quick accessible information about what students know, and where they need to be. Teachers adapted their sequence and

spacing to reflect where they needed to provide remediation or acceleration support. Teachers implemented a systematic cycle of interventions to address student needs and focus on intervention strategies to accelerate learning, particularly for English learners, Foster Youth, low income students, students with disabilities and the homeless

Challenges:

The District ensured learning and competency through the continued implementation of summative assessments across all grade levels, including but not limited to chapter tests, unit tests and Interim Assessment Blocks. At the elementary level, academic intervention and remediation will be provided by teachers before school. At the secondary level, academic intervention and remediation was led by teachers after school. Some of the challenges include virtual learner not engaged in completing the Interim Assessment Blocks and not attending after school tutoring sessions.

The District began offering In-Person instruction, November of 2020. Shortly thereafter, COVID numbers spiked among district support staff which forced the District to pause In-Person Instruction until March 1st, 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Chromebooks to implement a one to one (one device for every student) technology program and provide additional academic services for pupils and to support Low Income students without access to instructional technology. Funding Source: Learning Loss Mitigation Funds	1,424,479	1,486,542	Yes
Purchase of MiFis and ongoing, monthly subscription costs to provide internet access to families and to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	68,450	68,450	No
Purchase of additional Distance Learning equipment (web cameras, microphones, headsets, etc.) for educators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	5,000	45,674	No
Purchase of learning management system, Canvas, to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	22,000	21,000	Yes
Purchase of Zoom Pro accounts for teachers and administrators to provide additional academic services for pupils. Funding Source: Learning Loss Mitigation Funds	7,826	7,321	Yes
Purchase of supplemental, web-based online programs Kami and Screencastify to provide additional academic services for students and staff. Funding Source: Learning Loss Mitigation Funds	20,400	20,400	No
Purchase of access points for all classrooms. Funding Source: Learning Loss Mitigation Funds	212,113	212,113	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

TUSD offered devices to all students, including our unduplicated students and students with unique needs, needing access to technology. Public Wi-Fi access points were added to all school site parking lots and the District Office for students to access the internet during the day and into the evening. TUSD ensured students had equitable access to the technology and the infrastructure required to utilize District technology applications. TUSD purchased more than 5,000 devices to ensure students, including unduplicated and all other student groups in need of technology, had equitable access. Hot spots were added to all meal trucks and vans to increase access to internet even in remote areas serving our socio-economically disadvantaged students. TUSD queried the Foster/ Homeless students to assess the needs for devices and connectivity. The results indicated 8 students needed a device and one of the students did not have access to internet for whom a mobile Wi-Fi access device was provided. Access points were added to all classrooms in the district to ensure teachers engaged in Virtual Learning had the proper connectivity to provide synchronous and asynchronous instruction to their students. Students in areas without internet and connectivity limits gained access at all school sites via the public Wi-Fi access made available to all students. In addition, the District purchased Distance Learning equipment (web cameras, microphones, headsets, etc.) for educators to provide additional academic services for pupils. The Purchase of MiFis and ongoing, monthly subscription costs to provide internet access to families and to provide additional academic services for pupils has yet to be charged to TUSD by KCSOS.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Success:

To meet the Virtual Learning needs of our students, TUSD implemented the Canvas LMS. Engaging lessons are created and integrated into the online learning platform to address grade-level and subject based standards. Multiple trainings for the Canvas LMS were provided to administrators, teachers, students and parents/guardians. Teacher teams created and uploaded lessons and content which was made available to all District teachers. The District provided continuity of instruction during the school year through a Virtual Learning program comprised of the use of Zoom and the Learning Management System (LMS). This approach allowed students to access the full curriculum of substantially similar quality through electronic texts integrated into the LMS. For access to curriculum not available in an electronic format, students received physical texts during distribution dates determined by the school sites. To ensure continuity of instruction during Virtual Learning, site schedules were developed to ensure daily live interaction with certificated employees. Synchronous learning was provided through online lessons delivered through the teacher's classroom Zoom link. Asynchronous assignments are provided by the teachers through the LMS. When the transition between in-person instruction and Virtual Learning was necessary, the use of Canvas for both in-person and Virtual Learning ensured the continuity of instruction. For

the 2020-2021 school year, the California Department of Education waived the minimum requirements for instructional minutes offered during the school year. The District met the minimum requirements for instructional minutes offered during a school day through distance learning or in-person instruction when permitted, or a combination of the two. Screen time was considered during the development of daily instructional schedules. When establishing screen time, homework, reading, instructional activities and time value of work were considered.

Access to Devices and Connectivity: Challenge

TUSD offered devices to all students, including our unduplicated students and students with unique needs, needing access to technology. Multiple days of training, for the LMS, were made available for parents and students in English and Spanish. Public Wi-Fi access points were added to all school site parking lots and the District Office for students to access the internet during the day and into the evening. TUSD scheduled time for families to pick up devices and offered multiple devices to households with multiple students. A deployment and distribution schedule was created that required parents and students to pick up Chromebooks during specific time blocks in order to adhere to social distancing and appropriate safety measures. Appropriate technology user agreements were secured from parents for student use of technology at home. TUSD ensured students had equitable access to the technology and the infrastructure required to utilize District technology applications. For students without connectivity, or who prefer traditional packets, materials were available to be retrieved at the district office or school site. In some cases, materials were also delivered to the student's homes by TUSD staff. TUSD purchased more than 3,000 devices to ensure students, including unduplicated and all other student groups in need of technology, had equitable access. Hot spots were added to all meal trucks and vans to increase access to internet even in remote areas serving our socio-economically disadvantaged students. TUSD queried the Foster/ Homeless students to assess the needs for devices and connectivity. The results indicated 8 students needed a device and one of the students did not have access to internet for whom a mobile Wi-Fi access device was provided

Access points were added to all classrooms in the district to ensure teachers engaged in Virtual Learning had the proper connectivity to provide synchronous and asynchronous instruction to their students. For students in areas without connectivity, printed materials were made available for students during a scheduled pick up and drop off time. Students in areas without internet and connectivity limits gained access at all school sites via the public Wi-Fi access made available to all students.

Pupil Participation and Progress: Success

TUSD measured participation and assessed student progress through in-person and synchronous instructional minutes, in accordance with California state law. All California school districts were required to maintain 1) daily participation records for each student on each instructional day, 2) daily live interaction records for each student on each instructional day, and 3) weekly engagement records, for which distance learning is provided. When a student is unable to log into the synchronous class, other interactions represented the student's engagement for their daily learning using the Canvas "Roll Call" feature, last login date/time/duration, discussions, chat, other daily submissions and electronic attendance in Aeries. Student participation was measured through Zoom and Canvas, online activities, completion of regular assignments, and contact with the teacher and other students. The time value of student work corresponded to the daily live, instructional synchronous minutes indicated in the Virtual Learning school site schedules. Student attendance/presence in the virtual learning environment was monitored through the student information system which was utilized to track attendance for both in-person and virtual learning. The LMS was utilized to post

assessments for students. Teachers continued to administer student assessments to check students' academic level. Students' academic understanding was also monitored through progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Students will continue to be issued progress reports and quarter ending grades.

Distance Learning Professional Development: Success

In the spring of 2020, training focused on how to navigate the LMS and how to receive assistance if staff had difficulties using the platform. Additionally, weekly trainings were made available for teachers and administrators to learn how to implement additional Virtual Learning tools such as Zoom, YouTube, Google Classroom, Screencastify, Flipgrid, Class Dojo and Remind, to increase student engagement in distance learning. These tools were able to be integrated with the online LMS. The TUSD Technology Team implemented a help desk ticket system to quickly address any questions or implementation issues teachers, students and parents had with the online LMS. Technological support provided to teachers includes hardware such as web cameras, microphones, and headsets. Also included is ongoing professional development in the effective and engaging use of instructional technology to meet the needs of all students.

TUSD teachers were provided 4 days of training for the Canvas LMS. Prior to the start of the 20-21 school year, teachers new to TUSD were provided an additional day as they transitioned to their new roles. Teachers were also offered 6 paid hours of collaboration time for the LMS the first 3 days of school for the new school year. During this time, more training and support for the LMS was provided by Instructional Services department team members in collaboration with KCSOS. During monthly district led collaboration days, TUSD partnered with KCSOS to provide more in-depth training for the LMS and integrated digital resources. District staff met with teachers who needed more intensive support and provided them with one on one support to create content for their classes.

TUSD offered staff professional development opportunities weekly through workshop Wednesdays. Training for staff was also provided during District and site led collaboration days which occur bi-monthly. These trainings include support for the various learning loss mitigation programs purchased by the District. Support and resources were provided by Instructional services for Newsela, FastForward, Thinking Maps Digital Map Builder, Panorama Ed Playbook, Ellevation Strategies, RAZ +, Happy Numbers.....

Staff Roles and Responsibilities: Success

TUSD entered in to a Memorandum of Understanding with California School Employees Association (CSEA) Tehachapi Chapter #466 outlining the flexibility with roles and responsibilities of impacted staff. Impacted staff worked in different capacities within the school District to maintain continuity of District operations in alignment with COVID-19 needs such as increased cleaning and sanitization. Staff was assigned to multiple sites during the work day. Efforts were made to maintain regular work hours but start and end times may be altered for the needs of maintaining continuity of District operations. In addition to regular duties, unit members performed duties they were not ordinarily asked to perform such as cleaning and sanitization of classrooms and other common areas or support student engagement by making phone calls to families. Campus supervisors visited homes, providing academic and social emotional learning support for students who were not engaged in Virtual Learning. They copied materials for students requesting printed school work. Food service and transportation staff provided custodial support with sanitization at all sites and buildings throughout the district.

Language assessors and clerks provided support to the technology department in checking out devices to families. TUSD also entered into a Memorandum of Understanding with the Tehachapi Association of Teachers (TAT) establishing Virtual Learning norms, unit member expectations and work schedules. During regular contract hours they provided daily live interaction and instruction. Elementary teachers provided a minimum of two or more daily synchronous instruction sessions with students and secondary teachers provided a minimum of one daily synchronous instruction session with students per class period. Teachers also provided small group support and intervention to include academics, designated and integrated ELD and social emotional learning support. Certificated staff were required to work from the school site at least two days per week unless exempted per the District's exemption policy. District and site administrators regularly monitored the quality of instruction by reviewing analytics reports in the LMS, attending and observing live synchronous instruction, observing teacher and student interaction and receiving bi-weekly Virtual Learning lesson plans.

Supports for Pupils with Unique Needs: Success

For students in the Moderate/Severe program, the Unique Learning System, with online access, was used for grades TK-12 as well as our Transition to Adult Living and Lifestyle (TALL) program. Students in the Mild/Moderate program were able to access the online LMS which has lessons created by special education teachers. These students were supported by their case managers. Special education teachers communicated and supported students through a variety of ways which included email, Zoom meetings, telephone calls, and other communication systems. Students, parents and TUSD staff held Individual Education Program (IEP) meetings during the closure via Zoom and by telephone. Various assistive technologies, which include, Chromebooks, iPads, and an eye gaze machine were provided in the home environment to facilitate continuous learning. Prior Written Notices were sent to all TUSD Special Education families informing them about their child's instruction and services during the 2020-2021 school year. Individual Distance Learning Plans (DLPs) were developed and sent to parents electronically and by mail. Teachers connected with exceptional students/families and delivering instruction via Canvas and Clever.

During the COVID-19 school closures, TUSD provided additional services to ensure English learners, foster youth, and low-income students receive high-quality Virtual Learning opportunities. For example, to assist English learners, TUSD Language Assessors and bilingual aides contacted Spanish speaking families to check and see if they needed any assistance with Virtual Learning or other supports such as meals. Parent training for the online learning platform was provided in English and Spanish. Also, lessons in the online LMS were accessible in multiple languages with supports such as the Immersive Reader feature to help students who have difficulty understanding grade-level reading material. For students with special needs/exceptional needs, speech and language services were provided either via consult, directly or work packets as indicated in the Distance Learning Plan. Related services, including those provided by KCSOS, were available to students as determined appropriate in the DLP, either directly or via consult. Classroom aides and other support staff were redirected to support student engagement and support pupils with unique learning needs. Staff from other areas including daycare, food services, library services and others were assigned to provide virtual classroom support in conjunction with certificated staff. The support included activities such as one to one phone calls to students or families, connecting virtually with students through Zoom to provide instructional support to individual or small groups of students and assisting with the preparation of differentiated instructional support materials such as manipulatives and other learning tools.

Students in foster care were provided extra monitoring through the Foster Focus (County database) and support in registering for school and acquiring instructional technology. Students who were experiencing homelessness were provided additional coordination

and monitoring of attendance, participation and engagement from the District. School supplies and other necessities were made available to students experiencing homelessness.

For students with exceptional needs, weekly speech and language newsletters are sent to parents providing support with articulation, pragmatics and other speech/language deficits. TUSD school psychologists disseminate information and links to services which include mental health tips, academic counseling, social emotional supports and consultation for IEPs.

Success and Challenge

Students with exceptional needs received their required instructional minutes listed in their IEPs through our virtual learning platforms and work packets provided by the teacher. Platforms included video classroom conferencing, phone calls, live and recorded lessons and other online resources. Special Education teachers participated with students alongside the general education teacher providing support to the student when necessary. Special Education teachers were able to move students in and out of the virtual classrooms to provide their needed supports. Constant communication was kept between special education staff, teachers and parents. Staff provided options for synchronous and asynchronous learning schedules. Students with unique needs were unable to be seen in-person for assessments and/or direct services which posed a challenge to stay in compliance with IDEA.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of software to identify service-eligible student needs and address learning loss to close learning gaps. Funding Resource: Learning Loss Mitigation Funds	48,620	48,620	Yes
Provide before and/or after school academic interventions to address learning loss or accelerated progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	70,000	70,000	Yes
Provide Summer School for High School Students to address learning loss or accelerate progress to close learning gaps. Funding Resource: Local Control Funding Formula/Supplemental and/or Concentration	12,171	12,171	Yes
Purchase of intervention curriculum to address learning loss or accelerate progress to close learning gaps. Funding Source: Learning Loss Mitigation Funds	174,298	177,433	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

TUSD is purchased digital educational intervention programs to mitigate learning loss. These remediation resources targeted all students groups in the areas of ELA, Math, ELD, SEL and students with disabilities. Extra period assignments and/or extra duty positions were posted for teachers to provide additional support and direction for struggling learners during the regular school and after school. The District is purchased multiple programs to provide focused and intentional learning support to specific student groups to include English learners, foster youth, pupils with exceptional needs, the socioeconomically disadvantaged and pupils experiencing homelessness. TUSD provided before and/or after school academic interventions to address learning loss or accelerated progress to close learning gaps. The District is providing summer school for high school students to address learning loss, accelerate progress to close learning gaps and earn credits required for graduation. Summer school and ESY will run June 14th - July 9. The District did not purchase software to identify service-eligible student needs and address learning loss to close learning gaps. Those funds were allocated to intervention programs and the purchase of additional PPE.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success

TUSD assessed students' learning status multiple ways to include formative and summative assessments with the LMS, assignments completed and uploaded to the LMS and student engagement and attendance for live instruction. Teachers and students had access to traditional methods of assessment for ELA and Math to include ESGI, Connect Ed, Go Math, TCI and the District adopted Wonders curriculum, all of which were linked and/or imbedded in the LMS. TUSD is purchased additional support for interventions in Math, ELA, ELD and SEL.

Success

The District implemented collaboration and intervention practices that provided the foundation of the actions and strategies used to address learning loss and accelerate learning progress. All TUSD sites offered tutoring to students outside the regular school day. TUSD is purchased digital educational intervention programs to mitigate learning loss. These remediation resources targeted all students groups in the areas of ELA, Math, ELD, SEL and special education. Extra period assignments and/or extra duty positions were posted for teachers to provide additional support and direction for struggling learners. The District is purchased multiple programs to provide focused and intentional learning support to specific student groups to include English learners, foster youth, pupils with exceptional needs, the socioeconomically disadvantaged and pupils experiencing homelessness. Many of these students needed intervention, instruction and learning supports which reflected their individual needs. Materials and resources were selected with differentiation in mind. For example, English learner students needed materials designed to intervene in grade level ELA standards remediation, but English learner students benefited from intervention materials and strategies aimed at increasing their English language proficiency by aligning with State ELD standards.

Students were assessed throughout the school year and provided timely and targeted interventions to address learning loss and accelerate learning progress. English learners received designated and integrated ELD as part of their curriculum and instruction on a daily basis. Time was provided for designated and integrated ELD instruction within distance learning schedules. Accommodations for English learners included extensions of time for assignments, translating reading materials, and online translation services which include the Immersive Reader function imbedded in the LMS. Our ELD students received assignments aligned to the California ELD Standards through the Canvas platform. TUSD utilized ELD instructional aides and District Language Assessors to provide additional support for students who require more support. For low income, foster youth, and homeless students who were unable to connect to the internet, a variety of resources, such as personal hotspots and public Wi-Fi access points, were made available so they could access the internet. Printed materials were an option for low income, English learners, homeless, and any student unable to gain access to the online LMS.

Challenge

The District measured the effectiveness of the services and supports provided to address learning loss by reviewing assessment data, when available, to determine if student growth occurred, frequently monitoring student grades (progress reports, quarter/semester

grades). This evaluative process occurred within grade level or content area teacher collaborations for the purpose of sharing best instructional practices and strategies to meet the needs of all students. Monitoring students' progress on grade appropriate assessments informed instructional staff about the effectiveness of TUSD instructional strategies, where we needed to provide additional support for students, and indicated curricular areas or instructional strategies in which teachers needed further professional development. Teachers and administrators used the remaining limited collaboration time to identify changes in instruction to meet student needs, implement intervention strategies and assess the effectiveness of instructional strategies. Challenges include using collaboration and professional development time for training teachers on the new intervention programs purchased for learning loss mitigation. Not

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Success

TUSD psychologists disseminated information and links to teachers, parents and students to services which included mental health tips, academic counseling, social emotional supports, and consultation for individual education plans. Teachers and administrators, including Learning Directors, reached out to students through Zoom meetings, telephone calls, emails, and home visits. Furthermore, site administrators and teachers identified students and families who are not participating in Virtual Learning to see what additional supports the District could offer to remove barriers and increase access to Virtual Learning opportunities. Additionally, TUSD After School Education and Safety (ASES) employees reached out to low-income students enrolled in the ASES program to provide further educational and social emotional supports. TUSD educators were provided the opportunity to attend a training hosted by the Kern County Superintendent of Schools Foster Youth Services on providing educational supports for foster youth as well as learning about self-care practices for educators working with foster youth. Also, on Saturday, May 30, 2020 from 9:00 am - 2:00 pm, sixty TUSD educators attended a training hosted by the Kern County Superintendent of School Foster Youth Services on strategies for helping students who experienced traumatic situations as well as how to access McKinney Vento services available in Kern County.

Success

All TUSD teachers had access to social/emotional learning content available through the learning management system. TUSD supported the continued implementation of the Say Something program. Jacobsen Middle School students enrolled in community service class and were engaged in SEL lessons as part of the course content. Site administrators scheduled home visits to check the well-being of students who had not engaged in Virtual Learning. Tutoring services were provided at each site focus on social emotional learning and student well being as well

Challenge

All TUSD teachers provided weekly office hours for students in support of Virtual Learning and social emotional wellness. The challenge was to have student voluntarily engage in office hours. This time was used as a check-in and check-out system, providing support with social emotional learning.

Success

Also, TUSD contracted with Panorama to assist with surveying the SEL needs of all students. TUSD administered two SEL surveys in the fall and spring of 20-21. Within the SEL platform, teachers had access to SEL lessons for all grades. TUSD school psychologists were available as a resource for students and families needing support and links to SEL support.

Success

Multiple references to mental health resources and services can be found on the TUSD website under Parent Resources in the Social/Emotional Mental Health Resources tab. These links include information in regard to mental health services, food and housing, substance abuse and suicide prevention. Included with these resources, is information to help families cope with sheltering in place,

talking to their children about the COVID-19 pandemic and tips for parents when discussing the pandemic with their children with special needs. Sample daily schedules for students and families, to assist with at home Virtual Learning, are included with these resources.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Success

Teachers, administrators, counselors and classified reached out to students in various formats. Teachers took attendance daily through Zoom and the Canvas LMS. Students who did not engage, received phone calls and emails as to their status. If families could not be contacted via phone call, text or email, the family received a home visit from school staff. Site staff created a list of students who had not engaged and sent staff out to provide resources and support to families unable to engage. Sites compiled a list of student groups who did not engaged and used District personnel to make contact via phone call, text message, email and by visiting the residence with staff who speak languages other than English. TUSD staff monitored daily, student attendance and engagement data and reached out directly to families when students missed instruction.

Challenge

TUSD used a multi-tiered approach for the reengagement process. First, after two full day absences, the classroom teacher reached out to contact the student. Next, the attendance clerk or office staff attempted to make contact and logs the information into the student information system. If unsuccessful with the first two steps, a site administrator worked with the Deputy of Security and Truancy and Campus Supervisors to schedule and make home visits. Students with poor attendance for one week were placed on the list by an administrator and scheduled for a home visit. All attempts at making contact with students and parents were logged in the student information system. Although the outreach was successful, the challenge was to get the non-engaged students to engage and/or attend school regularly.

Success

The District's communication tool, ParentSquare, allowed information to be translated into the preferred language of the parents/guardians. In addition, District Translators were available to support communication in the preferred language.

Some of the ways we reached out to students and families in English and Spanish to try and build relationships and keep them informed on student progress and maintain regular communication included but are not limited to the following:

- Mass notifications via ParentSquare. Telephone, email, text messaging
- Student and parent surveys
- Teachers and administrators make regular phone calls to students and parents with positive messages
- Virtual Back to School Night and other on-going school and District events such as flag ceremonies and virtual PTO meetings
- Canvas Announcement feature

- Virtual Parent Conferences, regular teacher virtual office hours
- Progress and Report Card mailings
- Title 1 Program Parent and Family Engagement Policy

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Success

TUSD served meals Monday through Friday from 6:45 am to 8:45 am at all 5 school sites, as well as 2 additional locations, for all children in the community. As of September 2nd, 2020 all students in the District were eligible for meals. The Food Services Team in collaboration with the Transportation Department provided meals to all District students at various locations throughout the Tehachapi area. Prior to the waiver, TUSD served approximately 150 eligible students per day. Since the waiver was granted for all students to receive meals, TUSD served approximately 4000 meals per day. The number of students accessing meals grew on a daily basis.

During the spring of 2020, TUSD provided meals to an average of 597 students per day at eight different locations around the greater Tehachapi area. Meals were offered at three school sites along with five other locations. Meals were delivered by District vans and the District food truck. Some of these locations were in outlying areas of the school district. TUSD added the five other locations to make it more convenient for parents and students to access meals. TUSD saw an increase in meals served as we added the new locations.

TUSD provided meals to families Monday through Thursday. During Thursday's food service offerings, families were able to receive breakfast and lunch for Friday, as well as Thursday's meals. Internet access was also offered at each meal delivery location to support students' access to distance learning opportunities. TUSD continued providing meals to families Monday through Thursday during Spring Break and meal services have been ongoing since March 18th, 2020.

Challenge

During in-person Instruction, it is anticipated that staff will deliver packaged meals to student's classrooms. TUSD Food Services maintains familiarity with communication from the California Department of Education and the U.S. Department of Agriculture (USDA) to ensure that operations are meeting applicable guidelines. one challenge was to meet the feeding requirements while staying compliant with CDPH social distancing guidelines.

These guidelines provide:

MEALS DURING ON CAMPUS INSTRUCTION

Provide contact-free meal service to protect students and employees.

All school meals are free until further notice.

Eliminate self-service stations and use individually packaged foods.

Stagger meal times as feasible to allow for distribution and as much physical distancing as possible.

GRAB & GO MEALS

Schools will establish meal serving hours for their Virtual Learning and in-person instruction students.

Curbside meal distribution service depending on staff availability and meal serving schedules.

Provide Grab-and-Go meals for consumption at home.

Grab & Go breakfast/lunch will continue to be served at all schools.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A			

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Tehachapi Unified did not have additional actions and/or plan requirements.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The established three goals in the LCAP, which align with TUSD 's District Initiatives, remain the foundation of the LCAP. After an analysis, state and local priority metrics changed to identify not just district-wide data results but to include data for student groups when applicable. Addressing learning loss is a priority for TUSD within the LCAP actions. With stakeholder input, TUSD created goals and actions to support all student groups with learning loss, SEL, technology and adequate staffing ratios. TUSD will be implementing a District Technology plan which will create systems to manage 1 to 1 devices as well as give direction for using technology for classroom instruction.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The state priority metrics in the 2021-2022 LCAP will be assessing the pupil learning loss district wide as well as for student groups. TUSD will be implementing a district-wide assessment plan to include universal screeners and formative and summative assessments. Collaboration time will be provided for teachers, administrators and support staff to review data and assess the learning loss needs of all student groups. Extra duty assignments and paraprofessional positions will be added to support the needs of all student groups.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between planned and estimated actions to increase and improve services for unduplicated students

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Prior to the pandemic TUSD began the process of analyzing and reflecting on student outcomes an success with LCAP goals and actions to help model the 2021-2024 LCAP. Stakeholders realized that identified needs that had already been noted were heightened due to the unprecedented circumstance that arose from the pandemic. The need for technology, connectivity and a comprehensive plan with regard to 1 to 1 and classroom instruction. Given the limited data for the 19-20 LCAP and the absence of Dashboard data, TUSD will be implementing a District Assessment Plan which will provide formative and summative assessment data. The need for expanded SEL instruction and support was noted by stakeholders,. TUSD will be expanding SEL support with actions and services outlined in the 21-24 LCAP. The established three goals in the LCAP remain the foundation of the LCAP. After an analysis state and local priority metrics changed to identify not just district wide data results but to include data for student groups when applicable. The LCAP actions in 2021-2022 to 2023-2024 will address the learning loss experienced due to the pandemic.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	24,450,718.00	20,702,655.00
	3,500.00	107,728.00
EPA	5,732,473.00	3,517,629.00
LCFF Base	11,229,854.00	10,816,288.00
LCFF Supplemental	3,318,339.00	2,629,985.00
Special Education	3,545,464.00	3,254,712.00
Title I	473,989.00	250,244.00
Title II	117,919.00	79,627.00
Title III	29,180.00	46,442.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	24,450,718.00	20,702,655.00
	24,413,668.00	20,611,493.00
4000-4999: Books And Supplies	9,050.00	0.00
5000-5999: Services And Other Operating Expenditures	28,000.00	91,162.00
	72,332.00	142,076.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	24,450,718.00	20,702,655.00
		3,500.00	107,728.00
	EPA	5,732,473.00	3,517,629.00
	LCFF Base	11,203,104.00	10,725,246.00
	LCFF Supplemental	3,308,289.00	2,629,865.00
	Special Education	3,545,214.00	3,254,712.00
	Title I	473,989.00	250,244.00
	Title II	117,919.00	79,627.00
	Title III	29,180.00	46,442.00
4000-4999: Books And Supplies	LCFF Base	1,750.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental	7,050.00	0.00
4000-4999: Books And Supplies	Special Education	250.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	25,000.00	91,042.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	3,000.00	120.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	22,401,417.00	19,202,853.00
Goal 2	446,557.00	340,667.00
Goal 3	547,353.00	477,448.00
Goal 4	1,020,294.00	638,363.00
Goal 5	35,097.00	43,324.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$129,899.00	\$314,238.00
Distance Learning Program	\$1,760,268.00	\$1,861,500.00
Pupil Learning Loss	\$305,089.00	\$308,224.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,195,256.00	\$2,483,962.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$129,899.00	\$314,238.00
Distance Learning Program	\$305,963.00	\$346,637.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$435,862.00	\$660,875.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,454,305.00	\$1,514,863.00
Pupil Learning Loss	\$305,089.00	\$308,224.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,759,394.00	\$1,823,087.00



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tehachapi Unified School District	Stacey Larson-Everson Superintendent	severson@teh.k12.ca.us (661) 822-2700 Ext. 2701

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Tehachapi Unified School District (TUSD) 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 4,300 students in Transitional Kindergarten through the 12th grade. Students attending TUSD come from the City of Tehachapi proper and all of the surrounding areas: Golden Hills, Old Town, Bear Valley Springs, Stallion Springs, Oak Knolls, Alpine Forest Park, Mountain Meadows, Cummings Valley, Brite Valley, Old West Ranch, Sand Canyon, Hart Flat, and Keene. Approximately one-third of students live within walking distance of their school.

The Tehachapi community (greater Tehachapi) is a mountain valley covering 50,000 acres of level land. Tehachapi is located between Bakersfield and Mojave in Kern County, California. TUSD operates three elementary schools, one middle school, one comprehensive high school, an alternative high school, and one home-based independent learning academy.

The area is known for The Tehachapi Loop, electricity-generating wind turbines, proximity to Edwards Air Force Base, Mojave Space Port, apple orchards, sod farms, cement plants, and gliding. A maximum-security prison, California Correctional Institute, also known as the Tehachapi State Prison, has long been located in the area. The area's favorable climate, close proximity to Los Angeles and Bakersfield, and employment opportunities in light manufacturing, wind energy, and retail marketing continue to attract new residents to Tehachapi.

Tehachapi Unified offers an extensive variety of academic courses and extracurricular activities. Students attending Tehachapi High School (THS) have access to Career Technical Education (CTE) Pathways, Tehachapi High Engineering and Manufacturing Academy (THEMA) classes, Advanced Placement (AP) classes, performing and fine arts classes as well as a variety of athletic programs. Over the past few years, Cerro Coso and THS have partnered to offer dual and concurrent enrollment classes. THS currently offers College Algebra, Trigonometry, Calculus, Professional Development, and various CTE Pathways courses for dual-enrollment credit with Cerro Coso College. TUSD has created a satellite campus for Cerro Coso at the Tehachapi Education Center. Over the past two years, this program has the largest student body aside from the main campus in Ridgecrest for Cerro Coso College. Jacobsen Middle School (JMS) includes sixth through eighth-grade students. JMS offers their students opportunities to participate in Spanish classes, advanced math classes, performing and fine arts classes, technology classes, and classes based on how the brain acquires information. Students at the elementary schools have access to robotics, Response to Intervention (RTI), a Jump Start second-semester Transitional Kindergarten class, music class, physical education classes, and a Gifted and Talented Education (GATE) program. Additionally, Tehachapi Independent Learning Academy (TILA) offers an option for families who are looking for a distance-based learning experience.

All of the TUSD schools implement a Positive Behavior Intervention Support (PBIS) program to teach and reward positive student behaviors. Before and after school tutoring is available to students who need additional support mastering grade-level standards. A School Resource Officer (SRO) helps keep the TUSD campuses safe.

TUSD is dedicated to preparing students for the challenge of college and careers through a unique set of diverse learning experiences which are rooted in both long-standing traditions and modern and innovative instructional approaches.

In March of 2020, TUSD, like many other school districts throughout California and the nation, closed all school campuses due to COVID-19. While TUSD was able to quickly shift to a distance learning model, the loss of in-person instruction and services was felt throughout our community. TUSD schools are an essential component of daily life for many Tehachapi residents. Students and their families depend on our schools for childcare, meals, internet access, and education as well as access to a variety of other resources and programs including sports, clubs, music programs, and connections to community resources. Throughout school closures, TUSD continued to serve students with a vigorous distance learning program that included services for English Learners, Students with Disabilities, social-emotional supports, and standards-driven instruction. The District also provided a robust meal distribution program as well as dissemination of learning materials and supplies, including Chromebooks, WiFi hubs, and student desks. Over the course of the 2020-2021 school year, TUSD was initially able to return student cohorts to school for in-person instruction, and then in March 2021, all students were provided the opportunity to return to school campuses for in-person learning. The 2020-2021 school year ended strong with 60% of students across TUSD schools attending in-person instruction five days per week and 40% remaining on a distance-based structure to daily education and learning. The surrounding community of Tehachapi is strong and resilient; and, as a district and community hub, we recognize that our needs, and in particular the needs of our students, are continuing to evolve. In meeting with various stakeholder groups over the past several months, deep discussions were held regarding the implementation of high-impact actions and services that will best support our students. TUSD is grateful to our stakeholders, including community members, parents, guardians, administration, teachers, and staff for their significant contributions to the development of this plan as well as their ongoing commitment to the long-term success of TUSD students.

Reflections: Successes

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

Founded on a review of TUSD performance level on state and local indicators as measured by the California Dashboard, the annual self-assessment tools, stakeholder input, and actual progress towards LCAP goals, TUSD takes pride in the following successes:

California School Dashboard and progress made towards LCAP goals:

Based on the California School Dashboard comparison from 2017-18 to 2018-19, TUSD made progress in the following areas Chronic Absenteeism Dashboard Indicator overall increase from the orange to the yellow range. The increase is due in part to the support of the Deputies of Truancy and Security reaching out to students and families, and the use of School Innovations ad Achievement tracking absences and sending notices to parents of students in danger of meeting chronic absentee criteria. TUSD offers an Alternative to Suspension program in lieu of suspension for certain suspendable infractions which resulted in the Suspension Rate Dashboard Indicator overall increase from the orange to the green range. Tehachapi High School provided credit retrieval opportunities using Edmentum/Plato online courses, during the school day as well as after school for students in danger of not meeting graduation requirements which increased The Graduation Rate Indicator from the yellow to the green range. College & Career Indicator overall increase from the red to the green range which is a direct result of our partnerships with Cerro Coso Community College and Measure Education. Through Cerro Coso, TUSD students have access to Dual and Concurrent enrollment courses. Measure ED provided support and direction with keeping accurate CALPADS information for Dashboard reporting. Through the efforts of increased PD in mathematics first instruction and course, completion is improving. This in conjunction with targeted conversations between staff and grade 11 students about the importance of the EAP criteria on the CAASPP, the Mathematics Indicator increased from the orange to the yellow range.

Annual Self-Assessment and Stakeholder Input:

A multitude of meetings were held with various stakeholder groups to ensure that all stakeholders had the opportunity to provide input. Meetings were offered virtually and were provided in addition to electronic surveys that were shared with all staff and parents. Stakeholders shared that they have valued the following programs and services:

1. TUSD provided ongoing and regular communication with parents, students, and staff throughout school closures.
2. A variety of resources including meals, school supplies, laptops, and WiFi access were provided to students and families throughout school closures.
3. TUSD scheduled regular and ongoing opportunities throughout school closures for parents and guardians to actively engage in two-way dialogue with the district superintendent.
4. TUSD provided all TUSD families with choice and flexibility in choosing the learning pathway most appropriate and responsive to their unique family needs. TUSD was intentional and mindful in the development of return to school plans to ensure that all students continued to have the choice to return for in-person instruction and educational services.

TUSD will continue to strongly strive towards uncompromising excellence. To preserve and advance the successes described above, TUSD will:

1. Maintain ongoing and regular communication with parents, students, and staff
2. Continue to connect learning resources and basic needs with students and families
3. Continue to provide regular, monthly opportunities for parents, community members, and staff to engage in two-way dialogue with the superintendent
4. Expand learning pathways options, including the development of virtual learning options and the amplification of independent study programs
5. Increase training and support for staff in the areas of technology, best first instruction, and social-emotional student learning
6. Continue and broaden the implementation of Multi-Tiered System of Support (MTSS) so that we strengthen and systematize social-emotional, behavioral, and academic supports across all grade levels and for all students
7. Implement specific strategies to remove barriers to student achievement for Foster and Homeless Youth, Low Income Students, Students with Disabilities, and English Learner students.

Reflections: Identified Need

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

Founded on a review of TUSD performance level on state and local indicators as measured by the California Dashboard, the annual self-assessment tools, stakeholder input, and actual progress towards LCAP goals, TUSD takes pride in the following successes:

California School Dashboard:

Based on the California School Dashboard comparison from 2017-18 to 2018-19, TUSD decreased performance in overall English Language Arts, moving from Yellow to Orange. ELA Student Group outcome data shows that in addition to All Students in Orange, five student groups also scored in Orange (AA, Hispanic, Homeless, SED, and SWD) and two student groups outperformed the others scoring in Yellow (EL and White). In order to address academic achievement in ELA, TUSD will take the following actions:

- 1) Provide professional development for staff to ensure evidence-based best ELA practices are being used in every classroom (during Workshop Wednesdays, Collaboration Days, and Professional Development Days).
- 2) The District will continue to provide additional staff members to support the academic achievement of struggling students; including instructional aides at each site, extra duty certificated tutors, District instructional coaches, and the addition of elementary vice-principals who will support site principals with administrative tasks, allowing for elementary school principals to spend significantly more time in classrooms and guiding first best instruction at their school sites.
- 3) TUSD has purchased fully integrated digital platforms that will support TUSD with the implementation of comprehensive assessments and differentiated instruction to better meet the instructional needs of all TK-12 students. These comprehensive platforms will support universal screeners, formative assessments, summative assessments, and interventions for students not meeting grade-level standards.

While scores in Mathematics improved to Yellow for most student groups including the All Students group, African American and Homeless Student Groups declined to Red. TUSD will partner with KCSOS for professional development and coaching in the area of mathematics.

Further, with broad professional development in the area of Universal Design for Learning (UDL), students in grades TK-12 will benefit from the flexible ways teachers will provide math instruction as well as the multiple ways that students will demonstrate what they know. TUSD teachers will engage UDL strategies to support students in building conceptual understanding, procedural fluency, and developing positive attitudes towards math. Additionally, Jacobsen Middle School will hire a site instructional coach to provide support for math teachers in grades 6-8 using federal funds.

The College and Career Indicator is, in general, a source of pride in TUSD scoring Green on the 2019 Dashboard. However, Students with Disabilities scored Orange. TUSD will continue to offer more opportunities for inclusion specifically for students with disabilities. THS will continue to enroll students with disabilities in A-G courses that meet graduation requirements. Through the IEP transition plan, students will have goals and objectives that focus on college and career exploration. Students with Disabilities will be provided access to dual and concurrent enrollment courses offered at THS.

While TUSD improved from Orange to Yellow for all students in Chronic Absenteeism, the Two or More Races student group declined to Red. In response, the District will continue to implement previous interventions and support for improved daily attendance outcomes with staff dedicated to monitoring attendance and conducting with families. TUSD will increase resources including the expanded use of an attendance monitoring and communication platform to facilitate increased communication with families and ease of access to attendance data reports and resources. This increase in communication will allow more opportunities to understand potential student barriers to daily attendance as well as provide needed individual student supports. TUSD will also increase support, resources, and methods to improve student daily attendance with the addition of a Director of Student Services and the staffing of a School Site Specialist at all schools to provide increased contact with absent students in support of improved daily attendance. This new Director of Student Services position will coordinate programs, support data monitoring, and link services to students and families. Finally, TUSD will staff a School Social Worker at each school. This new position will also significantly increase access to student supports as well as assist with expected post-pandemic increased mental health and social-emotional student needs. TUSD schools will also include attendance in their school plans so that appropriate goals, actions, and expenditures are aligned with the LCAP.

The overall Graduation Rate for All Students was Blue, however, the Graduation Rate for Students with Disabilities was Orange. TUSD will increase opportunities for inclusion and push-in to the mainstream setting for Students with Disabilities. To support this effort to increase inclusion, the District will provide training to Special Education teachers and General Education teachers as well as instructional support staff on inclusion best practices. Also, the District will provide inclusion guidelines and protocols for grades TK-12. Additionally, THS will continue to enroll students with disabilities in courses that meet graduation requirements. After-school tutoring, credit recovery classes, and targeted intervention will also be offered to students with disabilities to increase graduation rates.

TUSD is implementing a number of behavioral supports for students to reduce suspension rates. While these strategies have been successful for some student groups, including All Students, Foster Youth, Hispanic, Two or More Races, and White Students, all of which scored Green, additional strategies are needed to address student groups that scored in Red and Orange. African American Students scored Red and American Indian, English Learners, and Homeless Students scored Orange. The District will continue to implement an Alternative to Suspension (ATS) program and increase services by providing program staff at both THS and JMS, as opposed to providing staff and services at only one location. ATS will provide students with curriculum, instruction, targeted support, and counseling. Also, through the implementation of a proactive, preventive schoolwide culture framework which combines Positive Behavior Interventions and Supports

(PBIS) and Social-Emotional Learning (SEL), TUSD will promote the teaching, modeling, and acknowledgment of positive and desired student behaviors. While we are proud of the progress we are making in the area of suspensions, we still identify this as an area of need for some of our student groups. In order to further address this issue, TUSD will increase training for staff in the area of the best first instruction (including classroom management). TUSD will also continue its Professional Learning Communities (PLC) Model during teacher Collaboration Days and specifically dedicate time for site teams to focus on suspension rates through regular data analysis at the site level. At the District level leadership will focus on suspension rates during monthly principal PLC meetings.

TUSD schools will utilize a Plan-Do-Study-Act (PDSA) cycle to identify, implement, and analyze the effectiveness of strategies designed to decrease suspensions.

Annual Self-Assessment and Stakeholder Input

Through self-assessment, stakeholder surveys, as well as stakeholder meetings, TUSD, has identified these areas of need:

Related to Goal 1: Increase classroom learning supplies as well as curriculum and technology for students.

Prior to school closures due to the COVID-19 pandemic, stakeholders expressed a desire for increased technology for teachers and students. As a result of the pandemic, TUSD purchased in excess of 4,000 additional devices to ensure district families could access learning online. Teachers quickly pivoted to the Canvas digital platform to support distance learning. Moving forward stakeholders continued to echo the need for increased technology supports, including training and support for teachers, students, and parents. Additionally, stakeholders have expressed a desire for classroom supplies to increase hands-on learning and student engagement, as well as increased access to the curriculum at home so that student may continue their learning and academic exploration beyond classroom walls.

Related to Goal 1: Modernization and repair of facilities.

Stakeholders have voiced the need for modernization and or repair of facilities. TUSD will seek to expand, modernize, and repair existing facilities and learning spaces to increase capacity and flexibility to serve students with in-person learning as well as encourage school and community pride.

Related to Goal 2: Increase both in school and outside of school academic supports.

It is clear that stakeholders want TUSD to continue to focus on helping students achieve their academic goals in English Language Arts and Mathematics. The District will provide professional development for staff in the area of the best first instruction to ensure evidence-based practices are being used in every classroom. The district will also provide training, staff, and tools for administrators in an effort to strengthen the systems of support and accountability at the site level. TUSD will provide three District Instructional Coaches as well as extra duty assignments to support the implementation of before and after school tutoring programs.

Related to Goal 3: Increase student access to counselors and social/emotional supports.

Stakeholders voiced the need for increased social-emotional supports to assist with increasing mental health issues related to the COVID-19 pandemic including isolation, depression, and re-entry to school. TUSD will implement a Multi-Tiered System of Support (MTSS) in order to systematize behavioral, academic, and social-emotional supports for all students.

Related to Goal 3: Increase opportunities for parents and families to engage at the school level. Families play a vital role in the education of TUSD students. TUSD schools will continue to encourage parents, guardians, and families to engage in a variety of school activities as well as opportunities for two-way communication. Throughout school closures and the pandemic, families expressed a strong need to remain connected and informed. As detailed in Goal 3, Action 8, LCFF funds will support parent and family engagement and communication.

LCAP Highlights

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

The 2020-2023 TUSD LCAP highlights three goals focusing on: Basic Services, Achievement, and Engagement. The goals are designed to provide all students with high-quality instruction, the support needed for academic achievement, and positive school behavior. The goals were also created in alignment with the 8 State priorities which are: 1) Student Achievement, 2) Student Engagement, 3) Student Outcomes, 4) School Climate, 5) Parent Involvement, 6) Basic Services, 7) Implementation of Common Core State Standards, and 8) Course Access.

TUSD's focus on students' Academic Achievement includes actions and services to support the strong implementation of research and evidence-based best instructional practices, including Explicit Direct Instruction (EDI) and Universal Design for Learning (UDL). These practices are research-based will help close the achievement gap for our Socioeconomically Disadvantaged Students, English learners, Foster Youth, and Students with Disabilities, as well as meet the ongoing instructional needs of all students. Professional development efforts will emphasize first best instruction so that all students maximize learning during instructional time. To meet the needs of specific student groups, the District will develop and implement a professional development plan to support district-identified goals and initiatives. TUSD will provide training and learning opportunities by increasing workshop Wednesdays to include all instructional support staff. The District will also implement an ELL Instructional Coach to support the district-wide implementation of Integrated and Designated ELD as well as support teachers with coaching in instructional practices designed to meet the specific needs of EL students. Further, the District will provide 5 (1 per site) extra duty positions to support the full implementation of English Language Development. The District will also continue to use progress monitoring software to monitor reclassified EL students and create systems district-wide. Two additional days of professional learning opportunities to foster professional growth for staff have been added, with an emphasis on academic standards and first best instruction, to increase positive learning outcomes for socioeconomically disadvantaged students, English learners, Foster Youth, and students with disabilities will be offered district-wide

The focus areas of Basic Services for TUSD to include standards-driven instruction, which will guide the planning, implementation, and assessment of student progress. Expectations for student learning are mapped out with standards by subject matter and grade levels. The use of standards ensures that lessons are based on specific, standards-driven learning targets. Learning expectations help identify when students aren't mastering their grade-level content so that interventions can be implemented and assist students with their learning. TUSD's

focus on basic services also encompasses an assurance that TUSD students will have access to and participate in clean and safe school facilities. The District will maintain 1:1 technology devices in the classroom and at home, as well as develop and implement a TUSD Educational Technology Plan to explicitly support student learning and technology skills by grade level. The District will provide all schools with Site Technology Technicians and Tech Mentors to support students' technology needs. The District will provide 3 additional teachers to support physical education at the elementary sites. These physical education teachers will help ensure that all elementary students engage in rigorous physical activity in alignment with state standards, as well as form the foundation of a structure that will enable each grade level team at each school site to have a weekly meeting within the school day, to focus on data and the explicit instructional needs of their students. Music and Physical Education paraprofessionals will provide instructional support. Both music and physical education will be integrated into the school year at each elementary site. TUSD will also continue to fund the cost of Advanced Placement (AP) materials and tests so that all students have access to AP assessments and may earn AP credit. The District will increase learning opportunities for students by providing two full-time positions for music instruction at the secondary level instead of one. The district anticipates the expansion of learning opportunities within the independent study program to include additional staff to support in-person tutoring and virtual learning.

To address the area of Engagement, TUSD will implement a Multi-Tiered System of Support (MTSS) district-wide. MTSS is a comprehensive plan which will guide support for all learners through academic, behavioral, and social-emotional programs. Since a student grappling with behavior problems will likely have difficulty focusing on academics, it is important to address the whole child. TUSD increases Alternative to Suspension (ATS) supports for middle and high school students by increasing both certificated and classified program staff. The District will provide a Director of Student Services and two Deputies of Security and Truancy to reduce chronic absenteeism and truancy, as well as create cohesive intervention procedures. The District will provide School Site Social Workers at all campuses and Elementary Vice Principals at all 3 elementary sites to support parent engagement and communication for English Learners, Foster Youth, Homeless, and socioeconomically disadvantaged students. The District will offer Family Engagement Stipends at all schools. The District will also provide a Coordinator of Instructional Support and Improvement to facilitate and lead the implementation of MTSS district-wide as well. The District will also implement 15 (3 per site) Extra Duty positions to support MTSS at the site level and provide support for English Learners, Foster Youth, Homeless, and socioeconomically disadvantaged students.

Comprehensive Support and Improvement

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

Schools Identified

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

Monroe Continuation High School is eligible for Comprehensive Support and Improvement due to all indicator results in the Red range on the California Dashboard.

Support for Identified Schools

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

Monroe Continuation High School partnered with KCSOS to complete a Continuous Improvement Process that included a school-wide needs assessment (Fidelity Integrity Assessment: FIA), student outcome data dive, Problem of Practice Root Cause Analysis, Theory of Action, and implementation of an action plan. The Root Cause Analysis showed that a significant underlying cause for suspensions was a lack of social-emotional and behavioral support for students at school and at home. These actions are supported by the research and best practices resources provided by SWIFT Schools as part of the FIA toolkit. Therefore, Monroe will adopt an SEL curriculum and provide professional development to support student needs as well as contract five hours a week with a mental health practitioner to provide individual and group counseling. Additionally, Monroe will contract for one year of service for a school counselor or social worker to help with college and career plans, immediate mental health needs, academic follow-up, and other services as needed. Monroe will also partner with our TUSD Workability program to fund paid work experience for our students to be able to successfully apply for jobs, have job training, and feel a sense of accomplishment by earning a paycheck. Additionally, to address underlying issues that may stem from home, parenting classes will be offered. These supports are in alignment with TUSD LCAP goals and are connected to College and Career readiness, a safe learning environment, and parent education.

Monitoring and Evaluating Effectiveness

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

TUSD will evaluate the Monroe CSI plan based on a reduction in suspension rates. The goal is to move Monroe from Red to Orange on the California School Dashboard. Monroe will monitor data regularly to determine the effectiveness of implemented strategies, including professional development attendance, frequency of counseling, frequency in delivery of SEL lessons, and feedback from parent and student SEL surveys. Additionally, SMART goals will be set as a way to measure program effectiveness along with the implementation of the PDSA Cycle (Plan Do Study Act).

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Data was gathered at staff and community meetings in which the LCAP goals were discussed to include Superintendent Parent Advisory Committee, Citizens Task Force, School Site Council Meetings, DELAC meetings, SELPA Administrator, local bargaining units as well as from students, principals, administrators, and the TUSD teachers. Through these various groups of stakeholders, input was concentrated on goals and actions to promote and encourage positive student outcomes for all students.

For TUSD, stakeholder input drives the development of the LCAP. The District consulted with parents, guardians, students, and staff, including principals and teachers, local bargaining units, and the community, over the course of the year, conducting multiple meetings and administering surveys to all employees, students in grade 3 and above, and all parents. The District also consulted with various TUSD committees in developing this plan, including the Citizen's Task Force (CTF), Superintendent's Parent Advisory Council (SPAC), Parent Teacher Organization (PTO) Presidents, and the District English Learner Parent Advisory Committee.

PTO Presidents 4/12, 5/10

SPAC 4/12, 5/11

CTF 4/22, 5/20, 5/26

DELAC 10/20, 11/17, 2/16, 5/13

Parent Survey 4/23

Quarterly meetings with teachers bargaining unit and classified staff bargaining unit

Superintendent Chat (open to all families) on LCAP 4/16, 5/21

Staff Survey 4/26

District leadership LCAP development meeting dates: 3/2, 3/4, 3/24, 4/9, 4/24, 4/28

At these meetings, the District took steps to ensure voices were heard from stakeholders that represent English Learner students, socioeconomically disadvantaged students, students with disabilities, and homeless students. Information was shared with stakeholders including available Dashboard data, local data, previous LCAP goals, and progress made toward meeting LCAP goals. Survey data and input were also shared. Most importantly, stakeholders were engaged in a specific two-way dialogue about District areas of success and areas of need (from their perspectives). Through these various groups of stakeholders, input was concentrated on goals and actions to promote and encourage positive student outcomes for all students.

This year, due to COVID-19 restrictions and concerns for personal health and safety, survey collection was completed exclusively through electronic means. In total, 458 LCAP specific parent/guardian surveys and 120 staff surveys were gathered. Additionally, 2,487 students submitted survey responses relating to their own perspectives, social-emotional learning, and relationships at school. This important student data was also used to inform the LCAP development process.

Once all the stakeholder feedback was collected, the District administration team analyzed the feedback and used it to draft the LCAP. Through these various groups of stakeholders, input was concentrated on goals and actions to promote and encourage positive outcomes for all students as well as remediate areas of identified need.

The Kern County Consortium SELPA Executive Director was consulted regarding the specific supports for Students with Disabilities included in the LCAP. Additionally, through the Stakeholder Feedback Process, no written comments were received from stakeholder groups, therefore no written response was required from the Superintendent.

An overview of the LCAP and the updates made this year were presented in draft form during the Regular Board Meeting on June 8, 2021, and a Public Hearing was held. No feedback was given regarding the LCAP draft during the Public Hearing.

A summary of the feedback provided by specific stakeholder groups.

A multitude of meetings was held with various stakeholder groups to ensure that all stakeholders had the opportunity to provide input. Meetings were offered virtually and were provided in addition to electronic surveys that were shared with all staff and parents. Stakeholders shared that they have valued the following programs and services:

1. TUSD provided ongoing and regular communication with parents, students, and staff throughout school closures.
2. A variety of resources including meals, school supplies, laptops, and WiFi access were provided to students and families throughout school closures.
3. TUSD scheduled regular and ongoing opportunities throughout school closures for parents and guardians to actively engage in two-way dialogue with the District Superintendent.
4. TUSD provided all TUSD families with choice and flexibility in choosing the learning pathway most appropriate and responsive to their unique family needs. TUSD was intentional and mindful in the development of return to school plans to ensure that all students continued to have the choice to return for in-person instruction and educational services.

Parent and staff surveys and various stakeholder groups' feedback identified the following areas of need:

- Increased classroom learning supplies, access to curriculum and technology for students
- Increased student access to counselors and social/emotional supports
- Increased opportunities for parents and families to engage a school level
- Modernization and repair of facilities
- Increased both in school and outside of school academic supports

A multitude of meetings was held with various stakeholder groups to ensure that all stakeholders had the opportunity to provide input. Meetings were offered virtually and were provided in addition to electronic surveys that were shared with all staff and parents. Stakeholders shared that they have valued the following programs and services.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced the development of the LCAP. The three new goals for the 2021-2022 LCAP were created in response to stakeholder input as well as to meet the state priorities and respond to students' academic, social-emotional and behavioral needs. Commonalities in stakeholder interests were noted and outlined in the actions of the LCAP goals to address the following areas of interest and need staff professional development, standards-based instruction for staff and parents as well as math professional development for staff and math training for parents, and other professional learning opportunities. Additional areas of intent and needs are the development and maintenance of technology infrastructure, equipment, and programs to support learning at all levels for EL, SWD, FY, and SED, and All Students. Summer school for credit retrieval to keep students in grades 9-12 on track for graduation will continue. Before and after school tutoring for students not meeting standards was an aspect that stakeholders indicated as being necessary and has been included in the LCAP. Other feedback indicated the need for professional learning opportunities for teachers in response to ELD instruction and students' social-emotional learning. Actions have been added to the LCAP to meet the needs of all teachers in the areas of ELD instruction. As Social Emotional Learning (SEL) and engagement were also noted as priorities across stakeholder groups, SEL is extensively addressed within TUSD LCAP Goal 3. TUSD has developed actions specific to Multi-Tiered Systems of Support (MTSS), student connectedness, student safety, and parent and student engagement.

Goals and Actions

Goal

Goal #	Description
1	<p>Tehachapi Unified School District will provide students with safe facilities, learning resources, and high-quality instruction that is research-based, standards-driven, culturally responsive, and inclusive, which ensures all learners have access to and can participate in meaningful and challenging learning opportunities.</p> <p>State Priorities: 1A, 1B, 1C, 2A, 2B, 4A, 4F, 4H, 7A, & 7B</p>

An explanation of why the LEA has developed this goal.

Based on achievement data for TUSD various student groups, it is evident that many students are not demonstrating grade-level mastery of English Language Arts and Math standards. Additionally there is disproportional levels of success between all students and many student groups. Efforts will focus on improving outcomes for all students and to close the achievement gap for specific student groups who are struggling in the priorities addressed in this goal. Educational researcher John Hattie highlights the importance of teachers being clear about what students are expected want to learn in each lesson. According to Hattie, teacher clarity is one of the most potent influences on student achievement. Providing students with safe, clean and well maintained facilities will support student learning and positive student outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Rate of Teachers who are fully credentialed on CALPADS	93% of the TUSD teachers are fully credentialed.				100% Teachers are fully credentialed on CALPADS
1B rate of access to standards-aligned instructional materials based Inventory and enrollment comparison.	100% of students access to standards-aligned instructional materials.				100% of students access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C All school campuses will receive a rating of good or better in the FIT report	All school campuses received a rating of good or better on FIT				All school campuses received a rating of good or better on FIT
2A All courses will incorporate and support full implementation of all state content and performance standards as measured by a score of 4+ on the self-reflection tool	Most areas are 3+ with some rated as 2				4+ rating in all areas of the self-reflection tool.
2B English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit	English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit				100% English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit
4A Students will make progress towards grade level expectation and close learning gaps for students performing below all students in ELA as measured by the California School Dashboard.	2019/20 Baseline: All Students -10.6 English Learners - 69.7 Homeless -50.6 SED -39.8 SWD -102.5 African American - 55.6 Hispanic -38.1 White 3.4				2023-24 Expected Outcome: All Students -1.6 EL -54.7 Homeless -35.6 SED -24.8 SWD -84.5 AA -46.6 Hispanic -29.1 White 12.4

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Students will make progress towards grade level expectation and close learning gaps for students performing below all students in Math as measured by the California School Dashboard.	2019/20 Baseline: All Students -48.1 English Learners - 102.4 Homeless -108.7 SED -75.7 SWD -133.3 African American - 111.6 Hispanic -76.1 White -4 Two+ Races -33.7				2023-24 Expected Outcome: All Students -39.1 EL -93.4 Homeless-99.7 SED -66.7 SWD - 124.3 AA -102.6 Hispanic -67.1 White 5 2+ Races -24.7
4A Students will increase the % of students who score Met Standard and Exceeded Standard	2018-19 All Students 31.01% Low Income Students 17.75% English Learners 1.52%				All Students 37% Low Income Students 30% English Learners 12%
4F EL Students who reclassify as English Proficient on the ELPAC	20.6% EL Students who reclassify as English Proficient on the ELPAC				25% EL Students who reclassify as English Proficient on the ELPAC
4H Rate of students who report prepared on EAP in ELA	51.1% met or exceeded standards in 2019				57% met or exceeded standards
4H Rate of students who report prepared on EAP in Mathematics	39.73% met or exceeded standards in 2019				43% met or exceeded standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7A Access to and enrollment in a broad course of study - review of daily schedules and master schedules (as appropriate by grade level) to ensure full access and enrollment for all students.	100% of students have access to and are enrolled in a broad course of study				Maintain 100% access and enrollment
7B % of ELs who make progress toward English proficiency (as measured by ELPAC)	49.5% of ELs who make progress toward English proficiency				58.5% of ELs who make progress toward English proficiency (as measured by ELPAC)
7C Compliance rate for students with IEP's being enrolled in the appropriate classes	100% Compliance rate for students with IEP's being enrolled in the appropriate classes				100% compliance rate for students with IEP's being enrolled in the appropriate classes

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development to Increase Student Achievement	To meet the needs of targeted student groups, the District will develop and implement a professional development plan to support District identified goals and initiatives. TUSD will provide training and learning opportunities by increasing workshop Wednesdays to include all instructional support staff. Research by the U.S. Department of Education's Institute of Education Sciences concluded that student achievement can improve by as much as 21 percentile points as a result of teachers' participation in well-designed professional development programs. TUSD Instructional Coaches and Coordinators will assist teachers with implementation of research and evidence based best practices to foster positive learning outcomes for socioeconomically disadvantaged student groups, English learners,	\$424,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth, and students with disabilities. During designated District collaboration time, administrators and educational leaders will help teachers continue professional learning across content areas consistent with District initiatives. Additionally, coaches will model lessons, develop and participate in coaching cycles with teachers, reinforcing instructional strategies to support the unique needs of various student groups.		
2	SBAC Preparation and Follow-up Support Student Achievement (SBAC)	Instructional Coaches and Coordinators and other District leadership team members will assist school administrators and teachers with strategies for student preparation and administration of the Smarter Balance Assessment Consortium (SBAC). The National Education Association suggests that teachers can use teach empowering test-taking activities to alleviate student test anxiety and help students develop testing strategies that can be integrated into year-round curriculum. Historically, California Dashboard data indicates that socioeconomically disadvantaged student groups, English learners, Foster Youth, and students with disabilities score low on state assessments and as a result are frequently referred to Student Study Teams (SSTs). The purposed implementation of SSTs is to monitor student progress as well as to develop and implement a plan to support students who are not making adequate academic progress. Therefore, Student Study Team support is an integral aspect of positive Smarter Balanced Assessment Consortium (SBAC) learning outcomes and academic success for TUSD's targeted student populations.	\$1,431,618.00	No
3	Support for English Learners - Other Student Outcomes (ELPI)	To support positive language development and academic achievement of English Learners, TUSD will provide curriculum, books, and learning materials in English as well as the students' primary language when appropriate. The District will provide a District ELD Coach to support district-wide implementation of Integrated and Designated ELD as well as support teachers with coaching in instructional practices designed to meet the needs of EL students. The District will provide 5 (1 per site) Extra Duty positions to support full	\$512,136.00	Yes

Action #	Title	Description	Total Funds	Contributing
		implementation of English Language Development and strategies designed to meet the unique and specific needs of EL students. The District will continue to use progress monitoring software to monitor reclassified EL students, identify ELs who are not making adequate progress in acquiring English, and create systems district-wide to identify both the language and academic needs of EL students. According to the Institute of Research on Education Policy (IREP), sufficient and appropriate student and family support for English learners helps build families' knowledge of appropriate academic behavior, student and family responsibilities, and school expectations. IREP also found EL students benefit from libraries and materials that span more than one language and many grades. District Language Assessors and Bilingual Para-professionals will assist with home-to-school communication and academic support for TUSD English Learner students. With additional materials and assistance from Language Assessors and Bilingual Para-professionals English learners will be better supported in their language development.		
4	Basic Services (Facilities in Good Repair)	The TUSD Maintenance and Operation team inspects school facilities to ensure the buildings are safe and well maintained. All TUSD inspections indicate TUSD facilities are in good repair. The California Department of Education envisions school facilities that enhance the achievement of all students and are learner-centered, safe, sustainable, and centers of the community. In fact, students who receive instruction in buildings with good environmental conditions can earn tests scores that are 5-17 percent higher than scores for students in substandard buildings. The creation and implementation of a TUSD Facilities Maintenance and Renovation Plan will promote TUSD's ability to provide all students and staff access to clean, safe and update facilities which will enhance school pride and support student learning.	\$3,100,000.00	No
5	Teacher Credentials - (Basic Service,	TUSD will provide fully credentialed and effective teachers, administrators, and classified support staff with appropriate authorizations, certifications and training. One of the most important	\$21,691,571.00	No

Action #	Title	Description	Total Funds	Contributing
	Teacher Credentialing)	factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is associated with student learning. This is important for our socioeconomically disadvantaged students, English Learners, Foster Youth, and Students with Disabilities who are at greater risk for being taught by a unqualified teacher. For example, by monitoring credentialing requirements, TUSD ensures that English Learners are taught by instructors who have met specific certification requirements for working with English Learner students. The District will continue to participate in the KCSOS Mentor and Induction Program.		
6	Professional Development - Implementation of Academic Standards	Two additional days of professional learning opportunities to promote the professional growth of staff in the areas of academic standards and evidence-based first best instruction will be provided to certificated staff. These additional professional development days are intended to increase positive learning outcomes for socioeconomically disadvantaged students, English learners, Foster Youth, and Students with Disabilities District-wide. The Association of Supervision of Curriculum Development published an article outlining the important role instructional leaders can play in professional growth. District staff and site instructional leaders will help schools improve teaching and learning through increased collaboration and distributive leadership. Collaborative teacher groups will analyze local data from common formative and summative assessments and determine next steps to support targeted student groups.	\$270,000.00	Yes
7	Basic Services (Students Have Standards Based Instructional Materials)	All TUSD students have standards based instructional materials. The California Department of Education requires all students to receive instruction aligned to California State content standards and curriculum frameworks. To ensure teachers are using standards-based materials, TUSD adopts instructional materials that are on the list of approved materials by the California State Board of Education. At the beginning of each school year, the Instructional Services team checks with site administrators and librarians to ensure that all	\$695,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers have adequate standards based materials to provide to all TUSD students.		
8	School Librarians - Implementation of Academic Standards	Access to current and varied reading materials is a necessity for positive student academic outcomes. Research provides compelling evidence that school librarians and library staff have a positive impact on student achievement. Studies show that this remains true when variables such as socioeconomic factors are accounted for. The research into school library impact shows higher student performance as manifested in improved reading test scores, higher academic achievement, and positive attitudes towards learning. Services provided by the school Site Library Techs and Clerks will support student achievement by providing access to various books and learning materials that our socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities may not otherwise have access to outside of the school setting.	\$374,678.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	<p>Tehachapi Unified School District will provide students with a rigorous and interactive instructional program that reduces the educational disparity in academic outcomes for state-identified student groups and provides all students access to support systems as well as opportunities for problem-solving, collaboration, and innovation as measured by participation in professional learning opportunities and technology integration.</p> <p>State Priorities: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4G, 4H, 7A, 7B, 7C, & 8</p>

An explanation of why the LEA has developed this goal.

Based on TUSD's College and Career overall score in the Green range on the California School Dashboard and "Standards Met" rating for "Access to a Broad Course of Study and Implementation of Academic Standards" on the Dashboard, many TUSD students are graduating prepared and ready to enroll in a College or Career pathway. TUSD's goal is to maintain an overall Dashboard rating in the Green range for college and career preparation as well as a "Standard Met" Dashboard rating for "Access to a Broad Course of Student and Implementation of Academic Standards". The use of standards ensures that teaching practices deliberately focus on agreed-upon learning targets. Expectations for student learning are mapped out with each prescribed standard. As reported by the Association for Supervision and Curriculum Development, the success of a school organization is contingent upon clear, commonly defined goals. A common focus clarifies understanding, accelerates communication, and promotes a collective purpose.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A All courses will incorporate and support full implementation of all state content and performance standards as measured by a score of 4+ on the self-reflection tool	Most areas are 3+ with some rated as 2				4+ rating in all areas of the self-reflection tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2B English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit	English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit				100% English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit
4A Students will make progress towards grade level expectation and close learning gaps for students performing below all students in ELA as measured by the California School Dashboard.	2019/20 Baseline: All Students -10.6 English Learners - 69.7 Homeless -50.6 SED -39.8 SWD -102.5 African American - 55.6 Hispanic -38.1 White 3.4				2023-24 Expected Outcome: All Students -1.6 EL -54.7 Homeless -35.6 SED -24.8 SWD -82.5 AA -46.6 Hispanic -29.1 White +6.4
4A Students will make progress towards grade level expectation and close learning gaps for students performing below all students in Math as measured by the California School Dashboard.	2019/20 Baseline: All Students -48.1 English Learners - 102.4 Homeless -108.7 SED -75.7 SWD -133.3 African American - 111.6 Hispanic -76.1 White -4 Two+ Races -33.7				2023-24 Expected Outcome: All Students -39.1 EL -93.4 Homeless-99.7 SED -66.7 SWD - 124.3 AA -102.6 Hispanic -67.1 White -25 2+ Races -24.7

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4B % of students who completed A-G on CA School Dashboard	2019 Dashboard results for A-G CA Dashboard 2020 All Students 62% Hispanic 59.3% White 60% Low Income 51.4% Students with Disabilities 40%				All Students 71% Hispanic 86% White 69% Low Income 60% Students with Disabilities 49%
4C % of students who complete a CTE Pathway on CA School Dashboard	2019 Dashboard results for CCI - CTE pathway June 2021 All Students 17.4%				All Students 23.4%
4D % of students who complete both A-G and a CTE Pathway on CA School Dashboard	2019 Dashboard results for CCI - A-G & CTE pathway June 2021 All Students 0.0%				All Students 5%
4E % of EL students who make progress toward English Proficiency on CA School Dashboard	2019 Dashboard results for ELPI EL making progress toward proficiency 49.5%				EL making progress toward proficiency 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4G % of students who pass an AP Test with a score of 3+ on CA School Dashboard	2019 Dashboard results for CCI - AP 3+ All Students 28.8%				All Students 33%
4H Rate of students who report prepared on EAP in ELA	51.1% met or exceeded standards in 2019				57% met or exceeded standards
4H Rate of students who report prepared on EAP in Mathematics	39.73% met or exceeded standards in 2019				43% met or exceeded standards
7A Access to and enrollment in a broad course of study - review of daily schedules and master schedules (as appropriate by grade level) to ensure full access and enrollment for all students.	100% of students have access to and are enrolled in a broad course of study				Maintain 100% access and enrollment
7B % of ELs who make progress toward English proficiency (as measured by ELPAC)	49.5% of ELs who make progress toward English proficiency				58.5% of ELs who make progress toward English proficiency (as measured by ELPAC)
7C Compliance rate for students with IEP's being enrolled in the appropriate classes	100% Compliance rate for students with IEP's being enrolled in the appropriate classes				100% compliance rate for students with IEP's being enrolled in the appropriate classes
8 Other Student Outcomes: Support	2019 Baseline:				All Students >= 55% SWD 20.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
improvements with the College and Career Indicator and close the achievement gap for SWD	All Students 51.2% SWD 10.2%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Alignment of Instruction, Curricular Support and Resources	Consistent instructional strategies, including Explicit Direct Instruction and Universal Design for Learning, will support the teaching of essential standards in ELA, Math, Science and Social Science at all grade levels and for all student groups District-wide through targeted professional learning for staff and intentional implementation in classrooms. A District-wide, standards-based, assessment plan will be created and implemented to include formative and summative assessments for the purpose of monitoring student progress and communicating student achievement using standards-based report cards.	\$101,500.00	Yes
2	Technology - Implementation of Academic Standards	Technology integration and support will enhance teaching and learning, as well as increase college and career readiness by addressing 21st Century Learning Objectives. According to the U.S. Department of Education, technology can be used to support both teaching and learning. Having technology available to students expands course offerings, experiences, and learning materials while increasing student engagement and motivation, and accelerates learning. Providing our socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities access to technology that they may not otherwise have access to at home will better provide them greater resources for digital, standards-based materials. Having greater access to technology will increase our students' preparation for college and career options. The District will maintain 1 to 1 technology devices in the classroom and at home and	\$585,231.00	Yes

Action #	Title	Description	Total Funds	Contributing
		develop and implement a TUSD Educational Technology Plan to support student learning with technology. The District will provide all school sites with Site Technology Technicians and Tech Mentors to support students' technology needs.		
3	Elementary Class Access - Course Access/Broad Course of Studies	<p>In order to ensure that Socioeconomically Disadvantaged Students, English learners, Foster Youth, and Students with Disabilities have equal access to a broad course of study at the elementary level, all students who qualify have the opportunity to participate in Jumpstart Transitional Kindergarten and the Gifted and Talented Education (GATE) program. The District will revise TUSD GATE eligibility criteria and the TUSD GATE service model as well as expand STEM and STEAM learning opportunities at all elementary sites. Research shows that musical training has a positive effect on biological processes important for auditory learning, memory, and hearing speech in challenging listening situations (e.g., noisy classrooms), which appear to translate into better mathematics and language learning results. Schools with music programs also demonstrate higher student attendance rates. Separate research surmises that one in three kids in the U.S. is overweight or obese. Both childhood obesity and poor academic performance tend to be clustered in schools with a high percentage of lower-income, minority students, creating a student health issue that is especially problematic in those communities. Across the country, research shows students with higher fitness scores also have higher test scores. Physical activity has a positive influence on memory, concentration, and classroom behavior. Research therefore concludes physical activity programs in schools can have both immediate and long-term benefits on academic performance as well as student health. It provides incontrovertible evidence that exercise can help all students, especially special education students, improve in school. The District will provide 3 additional teachers to support physical education at the elementary sites. Music and Physical Education paraprofessionals will also provide instructional support for their programs which will be integrated into the school year at each elementary site.</p>	\$505,585.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Secondary Class Access - Course Access/Broad Course of Studies	In order to ensure that Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities have equal access to a broad course of study, middle and high school counselors will encourage these under-represented student groups to participate in a variety of educational programs. According to the California Department of Education, all students receive access to core academic content and courses that lead to graduation and success regardless of income, race, primary language, disability, and/or family situation. Thus, under-represented student groups are counseled to and encouraged to enroll in Career Technical Education (CTE) pathways, dual enrollment classes, concurrent enrollment classes, advanced placement opportunities, Tehachapi High Engineering Manufacturing Academy (THEMA), Project Lead the Way, online PLATO courses and expanded learning opportunities for summer school and credit retrieval . Bilingual THS students may also earn the State Seal of Bi-literacy. TUSD will continue fund the cost of Advanced Placement (AP) materials and tests so that all students have access to earn AP credit. The district will provide two full time positions for music instructions at the secondary level. By continuing to support TUSD Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities in their academic endeavors through access to a broad course of study, TUSD will provide a variety of educational opportunities for all student groups.	\$247,317.00	Yes
5	Tehachapi Independent Learning Academy - Course Access/Broad Course of Studies	Alternative schools and programs of choice provide a different way for students to achieve a standards based education. Tehachapi Independent Learning Academy (TILA) offers TUSD students an opportunity to complete their education in a home-school setting with instructional support. The California Department of Education states that effective instructional strategies available in alternative education formats such as independent study and flexible scheduling increases attendance and improves performance. Such options are particularly important to Socioeconomically Disadvantaged Students and Foster Youth who may benefit from the educational choices. The District anticipates the expansion of learning opportunities in the independent	\$273,195.00	Yes

Action #	Title	Description	Total Funds	Contributing
		study program to include additional staff to support in-person tutoring and virtual learning.		
6	Professional Development to Support English Learners - Other Student Outcomes (ELPI)	Training and support will be offered for administrators and staff on the facilitation of English Learner services to support English Learners' language acquisition outcomes. According to the Policy Analysts for California Education (PACE) research suggests that English Learners often suffer from restricted educational opportunity compared to that of Non-English Learners, particularly with regard to their academic learning needs. Districts can improve English Learners academic success by requiring, monitoring, and re-enforcing District policies to provide ELs with full and equitable access to core content. TUSD Instructional Coaches will organize and implement training focused on research-based EL strategies that promote English language development. According to WestEd, quality professional development for teachers of English Learners offers principled and practical approaches for effectively teaching the conceptual understandings, academic practices, and language that are critical to ensuring that English language learners achieve 21st century success. TUSD leadership will work in partnership with KCSOS and school site teams to implement services for English Learners that promote English language acquisition and positive academic outcomes.	\$114,325.00	Yes
7	First Best Instruction	TUSD will provide teachers, administrators, and support staff with professional development and training in specific evidence-based first best instructional strategies in EDI and UDL. Supporting first best instruction will improve outcomes for all students and accelerate outcomes for students struggling academically to close the gap and support grade-level achievement for all students. PD will be delivered by instructional coaches and contracted experts in UDL and EDI. Release time for teachers to participate in the PD will happen weekly during allotted PE time as well as during extra duty learning opportunities such as Workshop Wednesdays and Early Release Collaboration Days. Students will be instructed and supervised by PE teachers and PE paraprofessionals during weekly elementary grade	\$7,400,000.00	No

Action #	Title	Description	Total Funds	Contributing
		level team meetings. For secondary ELA and Math teachers, the team meetings will be held quarterly and teachers will be released for PD with the implementation of substitutes.		
9				

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	<p>Tehachapi Unified School District will engage students, their families, and the community by providing an equitable, inclusive, and responsive school environment to support both personal and academic growth for all students.</p> <p>State Priorities: 3A, 3B, 3C, 5A, 5B, 5C, 5D, 5E, 6A, 6B, 6C, & 8</p>

An explanation of why the LEA has developed this goal.

TUSD needs to improve suspension rates as well as chronic absenteeism for multiple student groups. In 2020, the Association of California School Administrators (ACSA) published an article on this topic, stating that, "Working to make sure a student is emotionally ready to engage in the learning process is key. Students who struggle academically may be dealing with issues at a much deeper level. That level of stress prevents them from opening their minds to connect with the learning process". TUSD's implementation of MTSS will provide a method to combine multiple students supports into a strong, flexible, and responsive system that will offer support systems for students in the areas of behavior, academics, and attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Parent participation in superintendent public feedback events Offer a variety of open forums for direct access to district leadership	Number of feedback events with the Superintendent = 10 Average attendance = 20 people				Number of feedback events with the Superintendent = 15 Average attendance = 30 people
3A Parent participation School Site Councils at all sites	100% of sites operate a SSC and meet all parity requirements.				100% of sites operate a SSC and meet all parity requirements.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3B Parent participation in ELAC and DELAC	All sites and the DO operate ELAC with local parent participation and TUSD District Office operates DELAC with full parent participation				Maintain full participation at site ELAC and District Office DELAC
3C Parent/Guardian participation in IEP meetings	100% of parents/guardians participate in IEP meetings				100% of parents/guardians participate in IEP meetings
5A Rate of Daily Attendance for TUSD and each site	<p>Attendance Rate for TUSD = 96%</p> <p>School Site Rates:</p> <p>Cummings Valley Elementary - 95.5%</p> <p>Golden Hills Elementary - 96%</p> <p>Tompkins Elementary - 96%</p> <p>Jacobsen Middle - 97.5%</p> <p>Tehachapi High - 95.9%</p> <p>Monroe Continuation High - 84.9%</p>				<p>School Attendance Rate will maintain 96% at the District Level.</p> <p>School Site rates will be:</p> <p>Cummings Valley Elementary - 96.5%</p> <p>Golden Hills Elementary - 97%</p> <p>Tompkins Elementary - 97%</p> <p>Jacobsen Middle - 98%</p> <p>Tehachapi High - 97%</p> <p>Monroe Continuation High - 90%</p>
5B % of students reported as Chronically Absent on CA School Dashboard	2019 CA Dashboard results for Chronic Absenteeism				2019 CA Dashboard results for Chronic Absenteeism

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All Students 11.2% EL 10% FY 3.1% Homeless 21.4% SED 15.2% SWD 17.9% AA 18.2% Asian 10% Hispanic 12.7% White 9.8% 2+ races 24.6%				All Students 8.0% EL 6.5% FY 0% Homeless 16% SED 10% SWD 12% AA 13% Asian 5% Hispanic 7% White 5% 2+ races 19%
5C % of middle school dropouts on CALPADS	Middle School Drop out rate = 0.1%				>0.5% Middle School Drop Out Rate
5D % of high school dropouts on CALPADS	High School Drop Out Rate = 2.3%				>1.0% High School Drop Out Rate
5E High School Graduation Rates on CA School Dashboard	2019 CA Dashboard results for Graduation Rate All Students 91.9% EL 90.9% SED 88.5% SWD 73.9% Hispanic 92% White 92.2%				2019 CA Dashboard results for Graduation Rate All Students 95% EL 95% SED 92% SWD 79% Hispanic 95% White 95%
6A Pupil Suspension Rates on CA School dashboard	2019 CA Dashboard results for Suspension Rate All Students 3.6% EL 4.6%				2019 CA Dashboard results for Suspension Rate All Students 2.6% EL 2.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	FY 4.3% Homeless 7.9% SED 5.2% SWD 7.2% AA 14.9% AIAN 6.7% Asian 0% Hispanic 4% White 3.1% 2+ races 2.9%				FY 2.3% Homeless 5.9% SED 3.2% SWD 5.2% AA 12.9% AIAN 4.7% Asian 0% Hispanic 2% White 1.1% 2+ races 0%
6B Pupil Expulsion Rates on DataQuest	Pupil Expulsion Rates 0.0%				>1.0% Pupil Expulsion Rate
6C Survey results from California Healthy Kids. Level of school connectedness for students	Rate of students self-reporting connectedness at school in 2019 was 64%				Rate of students self-reporting connectedness at school in 2019 was 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavior Intervention and Supports - School Climate (Suspension Rate, Climate Survey)	Positive Behavior Intervention and Supports (PBIS) are used at all school sites to teach behavioral expectations. PBIS is a universal, schoolwide prevention strategy that is currently implemented in over 9,000 schools across the nation to reduce disruptive behavior problems through the implementation of behavioral, social emotional learning, and organizational behavioral principles. According to the Journal of Positive Behavior Interventions, PBIS can significantly reduce student suspensions and office discipline referrals. TUSD's Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities particularly benefit from explicit teaching because clearly defined behavioral expectations reduced presumptions and reduce student referrals and suspensions. To support PBIS implementation District-wide, site will be guided to revisit	\$40,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and revise PBIS site plans post- pandemic as well as provided with developmentally appropriate student incentive resources.		
2	Alternative to Suspension Class - School Climate (Suspension Rate, Climate Survey)	TUSD will continue providing Alternative to Suspension (ATS) classes for middle and high school students. For 2021-2022 staffing will be increased from one certificated team members to two certificated positions. ATS classified staffing will also be increased from one to two team members. TUSD's Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities will benefit from the structured ATS program that requires students to complete class assignments, set positive goals, and participate in restorative circles instead of missing school due to a suspension. Research indicates that students who are suspended often suffer academically and are more likely to drop out and be involved in the criminal justice system later in life. TUSD will staff a Special Education Paraprofessional in the ATS setting to ensure students with Individual Learning Plans (IEPs) receive the accommodations and modifications outlined in their IEPs.	\$332,775.00	Yes
3	Site Supervisors and School Resource Officer - School Climate (Suspension Rate, Climate Survey)	Through the implementation of School Safety Plans, the District will increase current levels of staffing for Campus Supervisors, Noon Supervisors, School Site Specialist, and Crossing Guards to keep TUSD campuses safe. Additionally, a School Resource Officer (SRO) will promote a positive school climate by being available to address issues before they escalate. According to the Department of Justice, a carefully planned SRO program allows SROs to become integral players in bridging the gap between a healthy educational environment and disruptive and escalating situations that may result in students being removed from campus. A student climate survey will reflect how safe students feel on their campus and how connected they feel to supportive adults at school.	\$950,522.00	No
4	Positive Student/Teacher	The District will provide professional learning opportunities on research-based strategies to encourage positive student-staff	\$498,972.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Relationships - Student Engagement (Chronic Absenteeism & Graduation Rate)	relationships. TUSD continues to implement a variety of activities aimed at increasing and supporting students connectedness to school to include PBIS activities, Warrior Crew and Safe school Ambassadors. Additional services from School Social Workers will provide support for TUSD students. The American School Counselor Association states that by having a counselor or other trusted adult on campus, they can help maintain nonthreatening relationships with students to best promote student achievement and development. If students feel connected to an adult on campus, they are more likely to attend school. Since our Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities tend to have high absentee rates and lower graduation rates, Social Workers and Behavioral Counselors will provide another layer of support for our most needy populations.		
5	High Interest, Hands-On Curriculum - Student Engagement (Chronic Absenteeism & Graduation Rate)	To keep students motivated to attend school and learn, TUSD will make use of high interest, hands-on curriculum. Lessons designed to increase student engagement and learning are especially beneficial to our Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities, who tend to score lower on State summative testing such as the CAASPP. According to the Glossary of Education Reform, student engagement increases when teachers create lessons, assignments, or projects that appeal to student interests or that stimulate their curiosity. For example, students might be assigned to report on the causes of a local environmental problem, determine the species of an unknown animal from a few short descriptions of its physical characteristics and behaviors, or build a robot that can complete a specified task. Teachers may also use strategies to stimulate engagement through social interactions such as grouping students to work collaboratively on projects. Since students have unique learning styles, teachers can work to develop lessons that incorporate a variety of strategies that engage students in the learning process, ultimately increasing our student's interest in knowledge acquisition.	\$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Social Emotional Learning program - Student Engagement (Chronic Absenteeism & Graduation Rate)	Social Emotional Learning programs will be used to identify students who would benefit from social emotional support. Social Emotional Learning (SEL) programs are an important part of students' academic success. A 2017 meta-analysis from California Social Emotional Learning (CASEL) found that students participating in SEL programs performed 13 percentage points higher than their non-SEL peers when it comes to academics. The CASEL analysis also suggests that SEL programs may have long-term preventative benefits. Perhaps students who've been given targeted instruction in areas like smart decision making, forming healthy relationships, and goal setting, learn to apply those skills in other areas of their lives. The District's SEL programs outline strategies available to teachers to assist their students with positive social emotional development to provide support for all students as well as unique supports for English Learners, Foster Youth, Homeless and Socioeconomic Disadvantage Students.	\$70,000.00	Yes
7	School Attendance Review Team - Student Engagement (Chronic Absenteeism & Graduation Rate)	The District will provide a Director of Student Services and two Deputies of Security and Truancy to reduce chronic absenteeism and truancy and create cohesive interventions procedures. TUSD will continue to implement a truancy reduction program as well as refer students to the TUSD School Attendance Review Team (SART) for chronic absenteeism and truancy. The California Department of Education states that irregular attendance or chronic absence can be significantly reduced when schools, communities, and families join together to monitor and promote attendance, as well as to identify and address the factors that prevent students from attending school. Irregular attendance varies greatly among student populations, and it is critical to identify which grade levels or schools have a problem so that the causes of poor attendance can be addressed and interventions can be targeted where they are needed most. TUSD's Deputies of Truancy and Attendance will continue to make home visits to check on and monitor students with a history of poor attendance. Increased support for TUSD Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and	\$111,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Students with Disabilities will help decrease chronic absenteeism and increase graduation rates.		
8	Family Engagement	Families play a vital role in the education of students. The United States Department of Education states that, "Raising the next generation is a shared responsibility. When families, communities and schools work together, students are more successful and the entire community benefits. For schools and districts across the U.S., family engagement is becoming an integral part of education reform efforts." Family engagement in schools is associated with an increases in student attendance, student reading rates, student participation in secondary education, and a decrease in students drop out rates. When schools and families work together, students benefit. TUSD school sites will encourage parents and guardians to participate in family nights such as Math Nights, TASK meetings, A-G parent education, Parent University, as well as School Site Council meetings, Parent Teacher Association meetings, Title I meetings, and English Language Advisory Committee meetings. The District will provide School Site Social Workers at 5 campuses and Elementary Vice Principals at all 3 elementary sites to support parent engagement and communication for English Learners, Foster Youth, Homeless and Socioeconomic Disadvantage Students. The District will offer Family Engagement Stipends at all schools to increase staff support of family engagement activities.	\$50,000.00	Yes
9	Multi Tiered Systems of Support	A Multi-Tiered System of Supports helps schools and districts to organize resources through alignment of academic standards, social emotional supports and behavioral expectations. The California Department of Education's (CDE) defines Multi-Tiered System of Support (MTSS) as a basis for understanding how California educators can work together to ensure equitable access and opportunity for all students to achieve the State Standards. MTSS includes Response to Instruction and Intervention (RtI2) as well as additional, distinct philosophies and concepts. Professional development focused on MTSS will provide TUSD educators with a	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		platform to examine, reflect upon, and improve instructional practice, data-based decision making, and delivery of interventions. In collaboration with District and site leadership, the District will provide support for professional development for all staff focused on the implementation and success of MTSS. The District will provide a Coordinator of Instructional Support and Improvement to facilitate and lead MTSS Districtwide as well as 15 (3 per site) Extra Duty positions to support MTSS at the site level and to provide increased support for English Learners, Foster Youth, Homeless and Socioeconomic Disadvantage Students.		

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
40.68%	\$3,057,981

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

Using the calculation tool provided by the State, Tehachapi Unified School District has calculated that it will receive \$3,057,981 in Supplemental Funding under the Local Control Funding Formula (LCFF). TUSD will increase and improve existing actions and services based on the prioritized needs identified for TUSD Unduplicated Students.

TUSD 2020-2021 enrollment of unduplicated students is 52.5%, with 4 of the sites at 50% or higher. The high unduplicated student count, Districtwide, indicates that students who are at-risk and living below the poverty line attend all schools; accordingly, LCFF funding is used to provide all students access to the core curriculum and to advanced course work, remove barriers in the education process, and raise student confidence and performance levels so that all students graduate from high school, prepared to succeed in the workplace or at the postsecondary level.

In conjunction with TUSD stakeholders and staff, all actions, except those which pertain to the Williams Act, are intended to increase and improve services addressing the needs of TUSD Foster Youth (FY), English Learners (EL), and Socioeconomically Economically Disadvantaged (SED). TUSD has identified actions needed to increase and improve services for unduplicated pupils to achieve the three goals highlighted in the TUSD LCAP.

These services are as follows:

PBIS:

PBIS supports all students in maintaining a positive culture, but most importantly, it positively impacts SED, FY, and EL students, and students with unique needs. Positive Behavioral Interventions and Supports (PBIS) is a universal, schoolwide prevention strategy currently implemented in over 9,000 schools across the nation. The TUSD Coordinator of MTSS will be the liaison between many site programs and

the District and will be directly involved in the development and implementation of the TUSD Multi-Tiered Systems of Support Plan. When put in place with reliable systemic processes and proactive procedures, most of the support systems succeed for all children but have a more significant impact on SED, FY, and EL students and students with unique needs.

Panorama/Newsela:

Social-emotional skills are critical to the school success of all students but, most importantly, SED, FY, and EL students and students with unique needs. A study conducted a randomized controlled trial over a one-year period with 7,300 students and 321 teachers in 61 schools across six school districts, from kindergarten to second grade. Significant improvements in social-emotional competence and behavior were made by children who started the school year with skill deficits in these areas. Additionally, the number of lessons completed and student engagement were predictive of improved student outcomes.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of the Second Step. *Journal of School Psychology*, 53, 463–477. <https://doi.org/10.1016/j.jsp.2015.09.002>

iReady Assessments:

TUSD will utilize iReady ELA and math assessments as a district-wide summative assessment tool three times a year to all K-8th grade students. This tool allows teachers an opportunity to know how students are progressing throughout the year. Teachers use the data to better plan lessons, including enrichment and interventions. It is critical to all students, but most importantly, unduplicated students, that teachers can know where to intervene to accelerate students' progress towards meeting standards in ELA and math. The tool is important for all students and, most specifically, SED, FY, EL students, and students with unique needs. Parents will receive iReady scores and an information guide (translated to Spanish) to support their understanding of the data.

1.1 TUSD instructional coaches and coordinators will assist teachers with the implementation of research-based practices to foster positive learning outcomes for socioeconomically disadvantaged student groups, English Learners, Foster Youth, and Students with Disabilities. During designated district collaboration time, administrators and educational leaders will help teachers continue professional learning across content areas consistent with district initiatives. Additionally, coaches will model lessons, develop and participate in coaching cycles with teachers, reinforcing strategies supporting the various student groups.

1.6 Two additional days of professional learning opportunities to foster professional growth of staff with an emphasis on academic standards to increase positive learning outcomes for Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities will be offered district-wide.

1.8 Services provided by the school site library techs will support student achievement by providing access to various books and learning materials that our socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities may not otherwise have access to outside of the school setting.

2.2 Providing our socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities access to technology that they may not otherwise have access to at home will better provide them greater resources for digital, standards-based materials. Having greater access to technology will increase our students' preparation for college and career options. The district will maintain 1 to 1 technology devices in the classroom and at home and develop and implement a TUSD Educational technology plan to

support student learning with technology. The district will provide 5 school sites with site technology technicians and tech mentors to support students' technology needs.

2.3 In order to ensure that socioeconomically disadvantaged students, English Learners, Foster Youth, and Students with Disabilities have equal access to a broad course of study at the elementary level, all students who qualify have the opportunity to participate in Jumpstart Transitional Kindergarten and the Gifted and Talented Education (GATE) program. The district will revise the GATE eligibility criteria and service model and expand STEM and STEAM learning opportunities at all elementary sites. The district will provide 3 additional teachers to support physical education at the elementary sites. Music and Physical Education Paraprofessionals provide instruction and their programs are integrated into the school year at each elementary site.

2.4 In order to ensure that socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities have equal access to a broad course of study, middle and high school counselors will encourage these unduplicated student groups to participate in a variety of educational programs. By continuing to support our socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities in their academic endeavors through access to a broad course of study, TUSD provides a variety of educational opportunities for all student groups. Unduplicated student groups are counseled to and encouraged to enroll in Career Technical Education (CTE) pathways, dual enrollment classes, concurrent enrollment classes, advanced placement opportunities, Tehachapi High Engineering Manufacturing Academy (THEMA), Project Lead the Way, online PLATO courses, and expanded learning opportunities for summer school and credit retrieval. The district will provide two full-time positions for music instructors at the secondary level. By continuing to support our socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities in their academic endeavors through access to a broad course of study, TUSD provides a variety of educational opportunities for all student groups.

2.5 Tehachapi Independent Learning Academy (TILA) offers Tehachapi USD students an opportunity to complete their education in a home school setting with instructional support. This option of choice is particularly important to socioeconomically disadvantaged students and foster youth who may benefit from the educational choices. The district will expand the learning opportunities in the independent study program to include additional staff to support in-person tutoring and virtual learning.

3.1 TUSD's socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities particularly benefit from explicit teaching because clearly defined behavioral expectations take away any presumptions and reduce referrals and suspensions. To support PBIS, Instructional services will work with administrators to provide support for the continued implementation of restorative practices.

3.2 TUSD will continue providing an Alternative to Suspension (ATS) class for middle and high school students staffed by two additional teacher positions. TUSD's socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities will benefit from the structured ATS program that requires students to complete class assignments, set positive goals and participate in restorative circles instead of missing school due to a suspension. A special education paraprofessional is also in the ATS class to ensure students with Individual Learning Plans (IEPs) receive the accommodations and modifications outlined in their IEPs.

3.4 Social Emotional Learning programs will be used to identify students who would benefit from social-emotional support. Social-Emotional

Learning (SEL) programs are an important part of students' academic success. The district's SEL programs outline strategies available to teachers to assist their students with positive social-emotional development to provide support for English Learners, Foster Youth, Homeless, and Socioeconomic Disadvantaged Students.

3.7 The district will provide a Director of Student Services and two deputies of Security and Truancy to combat chronic absenteeism and truancy and create cohesive interventions procedures. TUSD will continue to implement a truancy reduction program as well as refer students to the TUSD School Attendance Review Team (SART) for chronic absenteeism and truancy. Irregular attendance varies greatly among student populations, and it is critical to identify which grade levels or schools have a problem so that the causes of poor attendance can be addressed and interventions can be targeted where they are needed most. Therefore, the district will continue to provide TUSD's Deputies of Attendance will make home visits to check on and monitor students with a history of poor attendance. Increased support for our Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities will help decrease chronic absenteeism and increase graduation rates.

3.8 TUSD school sites will encourage parents and guardians to participate in family nights such as Math Nights, TASK meetings, A-G parent education, Parent University, as well as School Site Council meetings, Parent Teacher Association meetings, Title I meetings, and English Language Advisory Committee meetings. The district will provide School Site Social Workers at 5 campuses and Elementary Vice Principals at all 3 elementary sites to support parent engagement and communication for English Learners, Foster Youth, Homeless, and Socioeconomic Disadvantaged Students. The District will offer Family Engagement Stipends at all schools.

3.9 In collaboration with District and school leadership, the District will provide support for professional development for the implementation and success of MTSS, the District's Safe and Inclusive Schools program and the student anonymous reporting system. The District will provide a Coordinator of Instructional Support and Improvement to facilitate MTSS districtwide as well as 15 (3 per site) extra duty positions to support MTSS at the site level to provide support for English Learners, Foster Youth, Homeless and Socioeconomic Disadvantaged Students.

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

In addition to the Districtwide actions described in the previous prompt to support FY, EL, and SED students. TUSD supports targeted actions to meet the specific needs of ELs.

1.3 To support the positive language development and academic achievement of English Learners, TUSD will provide curriculum, books, and learning materials in the students' primary language. The District will implement an ELD Instructional Coach to support District-wide implementation of Integrated and Designated ELD as well as support teachers with coaching in instructional practices designed to meet the needs of EL students. The District will provide 5 (1 per site) extra duty positions to support the full implementation of English Language Development. The District will continue to use progress monitoring software to monitor reclassified EL students and create systems District-wide.

2.6 Training and support will be offered for administrators and staff on the facilitation of EL services to leverage English learners' language acquisition. Instructional coaches organize and implement training focused on research-based EL strategies that promote language development. The Instructional Services team will help site administrators and teachers implement services for English learners that promote English language acquisition and positive academic outcomes.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$38,173,931.00		\$1,109,792.00	\$716,277.00	\$40,000,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$34,525,976.00	\$5,474,024.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development to Increase Student Achievement	\$424,575.00				\$424,575.00
1	2	All	SBAC Preparation and Follow-up Support Student Achievement (SBAC)	\$1,431,618.00				\$1,431,618.00
1	3	English Learners Foster Youth Low Income	Support for English Learners - Other Student Outcomes (ELPI)	\$512,136.00				\$512,136.00
1	4	All	Basic Services (Facilities in Good Repair)	\$3,100,000.00				\$3,100,000.00
1	5	All	Teacher Credentials - (Basic Service, Teacher Credentialing)	\$21,691,571.00				\$21,691,571.00
1	6	English Learners Foster Youth Low Income	Professional Development - Implementation of Academic Standards	\$270,000.00				\$270,000.00
1	7	All	Basic Services (Students Have Standards Based Instructional Materials)	\$695,000.00				\$695,000.00
1	8	English Learners Foster Youth Low Income	School Librarians - Implementation of Academic Standards	\$374,678.00				\$374,678.00
2	1	English Learners Foster Youth Low Income	Alignment of Instruction, Curricular Support and Resources	\$101,500.00				\$101,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Technology - Implementation of Academic Standards	\$585,231.00				\$585,231.00
2	3	English Learners Foster Youth Low Income	Elementary Class Access - Course Access/Broad Course of Studies	\$505,585.00				\$505,585.00
2	4	English Learners Foster Youth Low Income	Secondary Class Access - Course Access/Broad Course of Studies	\$247,317.00				\$247,317.00
2	5	English Learners Foster Youth Low Income	Tehachapi Independent Learning Academy - Course Access/Broad Course of Studies	\$273,195.00				\$273,195.00
2	6	English Learners	Professional Development to Support English Learners - Other Student Outcomes (ELPI)	\$114,325.00				\$114,325.00
2	7	Students with Disabilities	First Best Instruction	\$5,573,931.00		\$1,109,792.00	\$716,277.00	\$7,400,000.00
3	1	English Learners Foster Youth Low Income	Positive Behavior Intervention and Supports - School Climate (Suspension Rate, Climate Survey)	\$40,000.00				\$40,000.00
3	2	English Learners Foster Youth Low Income	Alternative to Suspension Class - School Climate (Suspension Rate, Climate Survey)	\$332,775.00				\$332,775.00
3	3	All	Site Supervisors and School Resource Officer - School Climate (Suspension Rate, Climate Survey)	\$950,522.00				\$950,522.00
3	4	English Learners Foster Youth Low Income	Positive Student/Teacher Relationships - Student Engagement (Chronic Absenteeism & Graduation Rate)	\$498,972.00				\$498,972.00
3	5	English Learners Foster Youth Low Income	High Interest, Hands-On Curriculum - Student Engagement (Chronic Absenteeism & Graduation Rate)	\$160,000.00				\$160,000.00
3	6	English Learners Foster Youth Low Income	Social Emotional Learning program - Student Engagement (Chronic Absenteeism & Graduation Rate)	\$70,000.00				\$70,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	7	English Learners Foster Youth Low Income	School Attendance Review Team - Student Engagement (Chronic Absenteeism & Graduation Rate)	\$111,000.00				\$111,000.00
3	8	English Learners Foster Youth Low Income	Family Engagement	\$50,000.00				\$50,000.00
3	9	English Learners Foster Youth Low Income	Multi Tiered Systems of Support	\$60,000.00				\$60,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,731,289.00	\$4,731,289.00
LEA-wide Total:	\$4,210,777.00	\$4,210,777.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$520,512.00	\$520,512.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development to Increase Student Achievement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$424,575.00	\$424,575.00
1	3	Support for English Learners - Other Student Outcomes (ELPI)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$512,136.00	\$512,136.00
1	6	Professional Development - Implementation of Academic Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$270,000.00	\$270,000.00
1	8	School Librarians - Implementation of Academic Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$374,678.00	\$374,678.00
2	1	Alignment of Instruction, Curricular Support and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,500.00	\$101,500.00
2	2	Technology - Implementation of Academic Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$585,231.00	\$585,231.00
2	3	Elementary Class Access - Course Access/Broad Course of Studies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$505,585.00	\$505,585.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Secondary Class Access - Course Access/Broad Course of Studies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Cummings Valley Elementary, Golden Hills Elementary and Tompkins Elementary Schools TK - 5th Grades	\$247,317.00	\$247,317.00
2	5	Tehachapi Independent Learning Academy - Course Access/Broad Course of Studies	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jacobsen Middle School and Tehachapi High School 6th - 12th Grades	\$273,195.00	\$273,195.00
2	6	Professional Development to Support English Learners - Other Student Outcomes (ELPI)	LEA-wide	English Learners	All Schools	\$114,325.00	\$114,325.00
3	1	Positive Behavior Intervention and Supports - School Climate (Suspension Rate, Climate Survey)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$40,000.00
3	2	Alternative to Suspension Class - School Climate (Suspension Rate, Climate Survey)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$332,775.00	\$332,775.00
3	4	Positive Student/Teacher Relationships - Student Engagement (Chronic Absenteeism & Graduation Rate)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$498,972.00	\$498,972.00
3	5	High Interest, Hands-On Curriculum - Student Engagement (Chronic	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	\$160,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		Absenteeism & Graduation Rate)					
3	6	Social Emotional Learning program - Student Engagement (Chronic Absenteeism & Graduation Rate)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$70,000.00
3	7	School Attendance Review Team - Student Engagement (Chronic Absenteeism & Graduation Rate)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$111,000.00	\$111,000.00
3	8	Family Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
3	9	Multi Tiered Systems of Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.