

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

Introduction: The Tulare Joint Union High School District is located in a unique community nestled within the heart of one of the most fertile agricultural regions in the San Joaquin Valley. The district encompasses a community of more than 78,000 residents who are passionate about the quality of life for our students during their school-age years and beyond. We are a growing district that is currently serving over 5,500 students within our three comprehensive high schools, alternative education programs and adult education programs. Our staff is committed to providing all students with a safe, nurturing educational environment that inspires students to reach their individual potential. It is our goal as educators to continue to provide a rigorous academic curriculum that best prepares our students with 21st Century skills; to offer students a variety of co-curricular opportunities outside of the classroom that build positive character traits and areas of interest; and to develop caring, compassionate adults who understand the value of serving their larger community. Tulare Joint Union High School District is comprised of a diverse population of students in grades 9-12, comprised of 72% socio-economically disadvantaged students and 13% English language learners. During the 2014-15 school year, the District employed 300 full time and part time teachers, all but one who were Highly Qualified under No Child Left Behind requirements. Of those 300 teachers, 53 or 18% were Hispanic, 5 or 2% were Asian, 4 or 1% were African American, and 206 or 69% were White, and 32 or 11% were unknown (CALPADS 2013-14). All district core content curriculum is standards-based and school board adopted. English is aligned to the Common Core State Standards, and the math program has transitioned to a curriculum that is aligned to the Common Core State Standards (College Preparatory Math). History and Foreign Language curriculum was adopted in 2012. In addition, all English, math, science, social studies, and ELD teachers were provided professional development on the Common Core State Standards during the 2013-2014 and 2014-2015 school years. ELA Teachers have developed Common Core State Standard units and have implemented them into their curriculum. A scheduled maintenance program is administered on a regular basis, with heavy maintenance functions occurring during vacation periods to ensure that school grounds and facilities remain in excellent repair. Each Title 1 site has an active School Site Council as well as several parent booster groups. Parent Institute for Quality Education (PIQE) is provided at each comprehensive site and more than 150 parents graduate each year. California Standards Tests from 2013-2014 indicated that 48% of our students are proficient or above in English Language Arts, 22% in Math, 58% in Science, and 50% in History and Social Studies. The district's suspension rate is 4.9%, a drop from 15%, with 0% of our students expelled each year. (Source: 2013-2014 SARC) The district's attendance rate is 93.4%. (Source: 2014-15 P-2) Looking forward to the next three years, the district has used the LCAP process to identify areas of needed improvement. The LCAP plan will highlight goals which focus on improving student achievement for all students, but more specifically students that are low income (LI), English-language learners (EL) and Foster youth (FY).

LCAP Introduction

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

LCAP Introduction

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

LCAP Introduction

Involvement Process	Impact on LCAP
<p>The Budget Advisory Committee (BAC) representatives discuss progress toward LCAP goals, metrics, and other areas of focus. The BAC includes parents, students, staff, staff, administration, and Board of Trustees representatives.</p> <p>LCAP information and consultation sessions with CTA and CSEA. Union representatives attend BAC meetings and School Services budget session. Union bargaining sessions include LCAP considerations and discussions.</p> <p>LCAP information was presented in English and Spanish. Stakeholder input was gathered at Site Staff Meetings, School Site Council, Parent Organization meetings, and through online surveys in English and Spanish.</p> <p>Superintendent’s Cabinet discusses development and completion of LCAP with regard to staffing needs and LCAP timeline for public hearing and budget approval.</p> <p>Board of Trustees reviews LCAP goals and impact on multi-year projections.</p> <p>Meeting Dates: BAC – 11/12/14, 2/19/15, 4/21/15, 5/26/15 CSEA – 7/23/14, 7/31/14, 8/14/14, 8/23/14, 8/31/14, 9/2/14 CTA – 8/4/14, 8/15/15, 5/13/15, 5/22/15, 5/28/15, 6/3/15 Cabinet – 12/11/15, 2/5/15, 3/4/15, 3/19/15, 5/21/15 Board of Trustees – 1/22/15, 2/18/15, 3/5/15, 3/19/15, 4/13/15, 4/28/15, 5/21/15 SSC and school staff – 5/20/15 (May Revision Workshop) School Site Council – 2/24/15 (Mission Oak), 3/26/15 (Tulare Western), 4/7/15 (Tulare Union) School Parent Organizations – 2/23/15 (Tulare Western), 3/9/15 (Mission Oak), 3/13/15 (Tulare Union)</p>	<p>BAC confirms LCAP goals align to District initiatives. Recommendation to continue current goals and the addition of goals that address school climate and college and career readiness.</p> <p>Taking feedback from the various meetings, actions with accompanying funding, including staffing considerations were drafted into the LCAP.</p> <p>Supplementary services and actions based on stakeholder feedback was added to initial actions to show a comprehensive view of actions across various sources of funds.</p> <p>Discussion confirms addition of 0.50 FTE Counseling time has had a positive impact on parental involvement. Need for additional staffing considerations were drafted into the LCAP.</p> <p>Board of Trustees transparently displayed the actions proposed as well as a summary of the feedback from the various stakeholder groups.</p> <p>Between February 23, 2015 and April 13, 2015, feedback was solicited from each stakeholder group. From April 15 – May 15, revisions and edits to the next 3-year plan were made.</p> <p>On May 26th, the draft LCAP was further edited by the BAC in the following areas: academic achievement, instructional technology, implementation of English Language Development standards, implementation of common core standards, parental involvement, facilities, school climate, and college and career readiness.</p>

Involvement Process	Impact on LCAP
<p>Annual Update for 2014-15: Information was shared with each stakeholder group on the LCAP actions that had been accomplished and the outcomes on metrics being collected. Monthly, information was shared with the Board of Trustees on actions, with updates after BAC meetings on the metrics and progress. Dates highlighted above identify meetings where the actions taken and data and metrics were shared.</p>	<p>Annual Update: Impact on LCAP for Next 3 Years In analyzing our progress in Academic Achievement in English Language Arts and Mathematics, it was determined that additional action steps were needed to support students that are most at-risk so that they can be successful and reach their goal of graduating high school. Funding has been identified in Goal 1, Actions 4, 5, 6, 7, 9, 10, and 11, address this need.</p> <p>Within Goal 2, it was determined that additional staffing was needed to support the Technology Department. Funding has been identified in Goal 2, Action 4 to address this need.</p> <p>Within Goal 3, no significant changes were made to the plan developed in 2014-15 for the LCAP Year 2.</p> <p>In analyzing our progress in Full Implementation of Common Core State Standards, it was determined that additional staffing was needed to support teaching within the classrooms on the comprehensive sites, offer science labs on alternative education sites, and to address the growth in population of our students with special needs. Funding has been identified in Goal 4, Actions 4, 5(a), and 5(b) to address this need.</p> <p>In analyzing our progress in Parental Involvement, it was determined that we did not receive feedback in proportion to our student population in the following areas: parents of students with special needs, parents of students in alternative education programs, parents of foster youth, and community members. Funding has been identified in Goal 5, Actions 5, 6, 7, 8, and 9 to begin to address this need.</p> <p>Within Goal 6, it was determined that additional staffing was needed to support the Facilities Department. Funding has been identified in Goal 6, Action 4 to address this need.</p>

LCAP Section 2

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

LCAP Section 2

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

LCAP Section 2

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

FUNDING SOURCE LEGEND FOR EXPENDITURES

LCFF Base	Local Control Funding Formula Unrestricted Base
LCFF S/C	Local Control Funding Formula Supplemental/Concentration Grant Funding
Title 1	Elementary and Secondary Education Act (ESEA)
Title 3	Federal Limited English Proficient
Fund 400	Special Reserve Capital Projects Fund
SE	Special Education, State Funding
SCG	School Climate Grant
WA	Workability I Program

LCAP Section 2 - Current Year Goals

GOAL:	#1 Academic achievement in English language arts and mathematics	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	52% of students within the district are below proficient in English Language Arts (ELA) and 78% of students within the district are below proficient in Mathematics.		
Goal Applies to:	Schools:	District-wide	
Goal Applies to:	Applicable Pupil Subgroups:	EL, LI, Foster Youth, Special Needs	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase the percentage of student passing their ELA courses based on semester grades from 87% to 88%. Increase the percentage of student passing their Math courses based on semester grades from 78% to 79%. Increase the percentage of students scoring proficient or above on the district-wide writing performance task from 47% to 48%. Increase the percentage of student passing the census CAHSEE in both ELA and Mathematics from 83% to 84%. Establish baseline data for the California Assessment of Student Performance & Progress (CAASPP) test.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Professional development release time outside the school calendar with dedicated time for professional learning communities and to discuss progress in student data.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$80,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Professional development provided by Tulare County Office of Education and others.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#3 Continue English language arts and mathematics support courses provided by staff members during the school day (double-blocked, success lab, Math 180, Reconnecting Youth course, Mustang Academy, Redskin Academy) for students identified through local criteria.	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$595,900 LCFF S/C: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4 Provide online courses for original credit and credit recovery by expanding the user licenses for Edgenuity software.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$91,000 LCFF S/C: 4100 Core Curricula Materials</p>
<p>#5 Provide support materials to assist in teaching to the ELA common core standards (Intel Assess, School City, Eclipse).</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$63,000 LCFF S/C: 4300 Materials and Supplies</p>
<p>#6 Provide summer school courses for credit recovery.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$459,760 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#7 Maintain highly qualified staff in all subject areas.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,106,300 LCFF Base: 1000-1999 Certificated Personnel Salaries</p>
<p>#8 Contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).</p>	<p>Mission Oak Tulare Union Tulare Western</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u></p>	<p>\$805,500 LCFF S/C: 7142 Other Tuition</p>

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#9 Family Community Liaisons to make home visits and assist families with applying for Free and Reduced Priced Meals (FRPM).</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$182,140 LCFF S/C: 2000-2999 Classified Personnel Salaries</p>
<p>#10 Continue to offer Expository Reading and Writing Course (ERWC) to ensure students are prepared for college.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$45,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#11 Expand teacher-lead Mini-Rounds process at Mission Oak by six teachers, for a total of 12 teachers.</p>	<p>Mission Oak</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$5,380 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 1		LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increase the percentage of student passing their ELA courses based on semester grades from 88% to 89%. Increase the percentage of student passing their Math courses based on semester grades from 79% to 80%. Increase the percentage of students scoring proficient or above on the district-wide writing performance task from 48% to 49%. Increase the percentage of student passing the census CAHSEE in both ELA and Mathematics from 84% to 85%. Increase the number of students showing progress over the CAASPP 2015-2016 baseline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide PCL/PD release time outside the school calendar with dedicated time to discuss progress in AMO student data.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$80,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Continue to provide professional development provided by Tulare County Office of Education (TCOE) and others.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#3 Continue English language arts and mathematics support courses provided by staff members during the school day (double-blocked, success lab, Math 180, Reconnecting Youth course, Mustang Academy, Redskin Academy) for student identified through local criteria.	MO TU TW	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$628,700 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#4 Continue to provide online courses for original credit and credit recovery	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$91,000 LCFF S/C: 4100 Core Curricula Materials & Supplies

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Provide support materials to assist in teaching to the ELA common core standards (Intel Assess, School City, Eclipse)</p>	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$63,000</p> <p>LCFF S/C: 4300 Materials and Supplies</p>
<p>#6 Continue to provide summer school courses for credit recovery</p>	All Schools	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$467,600</p> <p>LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#7 Maintain highly qualified staff in all subject areas.</p>	District-wide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,442,150</p> <p>LCFF Base: 1000-1999 Certificated Personnel Salaries</p>
<p>#8 Continue to contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).</p>	Mission Oak Tulare Union Tulare Western	<p><input type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u></p>	<p>\$758,100</p> <p>LCFF S/C: 7142 Other Tuition</p>
<p>#9 Continue to have Family Community Liaisons make home visits and assist families with applying for Free and Reduced Priced Meals (FRPM).</p>	District-wide	<p><input type="checkbox"/> ALL</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$171,970</p> <p>LCFF S/C: 2000-2999 Classified Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#10 Continue to offer Expository Reading & Writing Course to ensure students are prepared for college.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$45,000</p> <p>LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#11 Continue to expand teacher-lead Mini-Rounds process at Mission Oak by six teachers, for a total of 18 teachers. Begin teacher-lead Mini-Rounds process at Tulare Union with six teachers.</p>	<p>Mission Oak</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$10,800</p> <p>LCFF S/C: 1000-1999 Certificated Substitute Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal #1			
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase the percentage of student passing their ELA courses based on semester grades from 89% to 90%. Increase the percentage of student passing their Math courses based on semester grades from 80% to 81%. Increase the percentage of students scoring proficient or above on the district-wide writing performance task from 49% to 50%. Increase the percentage of student passing the census CAHSEE in both ELA and Mathematics from 85% to 86%. Increase the number of students showing progress over the CAASPP 2015-2016 baseline.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide PLC/PD release time outside the school calendar with dedicated time to discuss progress in AMO student data.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$80,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Continue to provide professional development provided by TCOE and others.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$35,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#3 Continue English language arts and mathematics support courses provided by staff members during the school day (double-blocked, success lab, Math 180, Reconnecting Youth course, Mustang Academy, Redskin Academy) for students identified through local criteria.	MO TU TW	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$663,600 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#4 Continue to provide online courses for original credit and credit recovery.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$91,000 LCFF S/C: 4100 Core Curricula Materials

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#5 Continue to provide support materials to assist in teaching to the ELA common core standards (Intel Assess, School City, Eclipse, etc.)	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$63,000 LCFF S/C: 4300 Materials and Supplies
#6 Continue to provide summer school courses for credit recovery.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$493,300 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#7 Maintain highly qualified staff in all subject areas.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,796,500 LCFF Base: 1000-1999 Certificated Personnel Salaries
#8 Continue to contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u>	\$758,100 LCFF S/C: 7142 Other Tuition
#9 Continue to have Family Community Liaisons make home visits and assist families with applying for Free and Reduced Priced Meals (FRPM).	District-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$171,970 LCFF S/C: 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#10 Continue to offer Expository Reading & Writing Course to ensure students are prepared for college.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$45,000</p> <p>LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#11 Continue to expand teacher-lead Mini-Rounds process at Mission Oak by six teachers, for a total of 24 teachers. Expand teacher-lead Mini-Rounds process at Tulare Union by six teachers, for a total of 12 teachers. Begin teacher-lead Mini-Rounds process at Tulare Western with six teachers.</p>	<p>Mission Oak</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$16,200</p> <p>LCFF S/C: 1000-1999 Certificated Substitute Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

GOAL:	#2 Ensure that all students have access to instructional technology	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	Not all classrooms within the district are adequately equipped for instructional technology and not all teachers are adequately trained to implement instructional technology.		
Goal Applies to:	Schools: District-wide		
	Applicable Pupil Subgroups:	EL, LI, Foster, Students with exceptional needs	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase the number of Technology Coach to teacher contacts from 200 to 220. Increase the number of student learning devices from 1,220 to 4,020. 100% of all classrooms will be equipped with at least one access point.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Expand professional development for teachers on the use of technology for instruction with SAMRi Cohort #3.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,000 LCFF S/C 1000-1999: Certificated Substitute Personnel Salaries
#2 Add new technology equipment and replace equipment based on age and utility.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,400,500 Special Reserve Fund 400: 4400 Non Capitalized Equipment
#3 Add or update infrastructure as needed for wireless access for student learning devices.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$130,000 Special Reserve Fund 400: 5600 Non Capitalized Improvements

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4 Add full-time Technology Secretary to support the implementation of instructional technology in the classroom.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$50,500</p> <p>LCFF S/C: 2000-2999 Classified Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 2		LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increase the number of Technology Coach to teacher contacts from 220 to 240. Increase the number of student learning devices from 4,020 to 4,200. 50% all classrooms will be equipped with two access points.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to expand professional development for teachers on the use of technology for instruction with SAMRi Cohort #4.	District-wide	<input checked="" type="checkbox"/> ALL	\$6,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C 1000-1999: Certificated Substitute Personnel Salaries
#2 Continue to add new technology equipment and replace equipment based on age and utility.	District-wide	<input checked="" type="checkbox"/> ALL	\$895,100
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Special Reserve Fund 400: 4400 Non Capitalized Equipment
#3 Continue to add or update infrastructure as needed for wireless access for student learning devices.	District-wide	<input checked="" type="checkbox"/> ALL	\$100,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Special Reserve Fund 400: 5600 Non Capitalized Improvements
#4 Continue full-time Technology Secretary to support the implementation of all aspects of instructional technology in the classroom.	District-wide	<input checked="" type="checkbox"/> ALL	\$51,500
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C: 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

Goal #2		LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Increase the number of Technology Coach to teacher contacts from 240 to 260. Increase the number of student learning devices from 4,200 to 4,400. 100% of all classrooms will be equipped with two access points.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to expand professional development for teachers on the use of technology for instruction with SAMRi Cohort #5.	District-wide	<input checked="" type="checkbox"/> ALL	\$6,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C 1000-1999: Certificated Substitute Personnel Salaries
#2 Continue to add new technology equipment and replace equipment based on age and utility.	District-wide	<input checked="" type="checkbox"/> ALL	\$890,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Special Reserve Fund 400: 4400 Non Capitalized Equipment
#3 Continue to add or update infrastructure as needed for wireless access for student learning devices.	District-wide	<input checked="" type="checkbox"/> ALL	\$125,000
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Special Reserve Fund 400: 5600 Non Capitalized Improvements
#4 Continue full-time Technology Secretary to support the implementation of all aspects of instructional technology in the classroom.	District-wide	<input checked="" type="checkbox"/> ALL	\$52,600
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF S/C: 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

GOAL:	#3 Full implementation of ELD standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	15% of student within our district have been identified as English language learners.		
Goal Applies to:	Schools: District-wide		
	Applicable Pupil Subgroups: English Language Learners		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase the percentage of students scoring proficient or above on the CELDT from 56% to 57%. Increase the number of students re-designated as English proficient from 136 to 138 students. Increase the percentage of EL students passing the English portion of the CAHSEE to 40%. Increase the percentage of EL students passing the Mathematics portions of the CAHSEE to 57%. Establish baseline for the percentage of EL students passing Social Studies courses based on semester grades. Establish baseline for the number Social Studies courses with ELD standards embedded in curriculum.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue sections in the master schedule for ELD support classes.	Mission Oak Tulare Union Tulare Western	___ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$350,500 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Continue to provide staff development on embedding ELD standards and instructional strategies into the Social Studies departments.	District-wide	<input checked="" type="checkbox"/> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$20,000 Title 3: 1000-1999 Certificated Personnel Salaries
#3 Continue to provide incentives for student performance on CELDT test (medals and recognition for re-designation).	District-wide	___ALL OR: ___Low Income pupils <input checked="" type="checkbox"/> English Learners ___Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	\$1,000 Title 3: 4000-4999 Books and Supplies

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4 Continue to provide supplemental materials and curriculum to teachers for classroom use.</p>	<p>Mission Oak Tulare Union Tulare Western</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$45,000 Title 3: 4000-4999 Books and Supplies</p>
<p>#5 Maintain highly qualified staff in all subject areas. (Duplicate Action – See Goal 1, Action 7)</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,106,300 LCFF Base: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 3 LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Increase the percentage of students scoring proficient or above on the CELDT from 57% to 58%. Increase the number of students re-designated as English proficient from 138 to 140 students. Increase the percentage of EL students passing the English portion of the CAHSEE to 41%. Increase the percentage of EL students passing the Mathematics portions of the CAHSEE to 58%. Increase the number of EL students passing Social Studies courses based on semester grades over 2015-16 baseline by 1%. 100% of Social Studies courses will have ELD standards embedded in curriculum. Establish baseline for the number of Science courses with ELD standards embedded in curriculum.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue sections in the master schedule for ELD support classes.	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$369,800 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Continue to provide staff development on embedding ELD standards in instructional strategies into the Science department.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$20,000 Title 3: 1000-1999 Certificated Personnel Salaries
#3 Continue to provide incentives for student performance on CELDT test (medals and recognition for re-designation)	District-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 Title 3: 4000-4999 Books and Supplies
#4 Continue to provide supplemental materials and curriculum to teachers for classroom use.	Mission oak Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$45,000 Title 3: 4000-4999 Books and Supplies

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Maintain highly qualified staff in all subject areas.</p> <p>(Duplicate Action – See Goal 1, Action 7)</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,442,150</p> <p>LCFF Base: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal #3			
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Increase the percentage of students scoring proficient or above on the CELDT from 58% to 59%.		
	Increase the number of students re-designated as English proficient from 140 to 142 students.		
	Increase the percentage of EL students passing the English portion of the CAHSEE to 42%.		
	Increase the percentage of EL students passing the Mathematics portions of the CAHSEE to 59%.		
	Increase the number of EL students passing Social Studies courses based on semester grades over 2015-16 baseline by 2%.		
100% of Social Studies courses will have ELD standards embedded in curriculum.			
Increase, by one percent over 2016-17 baseline, the number of EL students passing Science courses based on semester grades.			
Establish baseline for the number of Mathematics courses with ELD standards embedded in curriculum.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue sections in the master schedule for ELD support classes.	Mission Oak Tulare Union Tulare Western	<u> </u> ALL	\$390,200
		OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Continue to provide staff development on embedding ELD standards in instructional strategies into the Mathematics department.	District-wide	<u> </u> x ALL	\$20,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Title 3: 1000-1999 Certificated Personnel Salaries
#3 Continue to provide Incentives for student performance on CELDT test (medals and recognition for re-designation)	District-wide	<u> </u> ALL	\$1,000
		OR: <u> </u> Low Income pupils <u> </u> x English Learners <u> </u> Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Title 3: 4000-4999 Books and Supplies
#4 Continue to provide supplemental materials and curriculum to teachers for classroom use.	Mission Oak Tulare Union Tulare Western	<u> </u> ALL	\$45,000
		OR: <u> </u> Low Income pupils <u> </u> x English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Title 3: 4000-4999 Books and Supplies

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Maintain highly qualified staff in all subject areas.</p> <p>(Duplicate Action – See Goal 1, Action 7)</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$6,796,500</p> <p>LCFF Base: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

GOAL:	#4 Full implementation of Common Core state standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Identified Need :	State standards have not been fully implemented.		
Goal Applies to:	Schools: District-wide		
	Applicable Pupil Subgroups:	English Learners, Low Income, Foster, Redesignated Fluent English Proficient, Special Needs	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase the number of professional development hours from 3,500 to 3,550, based on substitute teacher hours paid. Begin implementation of Next Generation Science Standards (NGSS). Establish baseline for the number of students passing Science courses based on semester grades. Establish baseline for the number of students passing Social Studies courses based on semester grades. Increase number of students passing Mathematics courses from 78% to 80%, based on semester grades.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Professional development for teachers on implementing Next Generation Science Standards (NGSS).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Purchase instructional materials aligned to the Next Generation Science Standards (NGSS).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$75,000 LCFF S/C: 4100 Textbooks and Core Curricular Materials
#3 Continue to provide core content curricular leads at each comprehensive site.	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$36,300 LCFF S/C: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4 Provide math coach at each comprehensive site to assist math teachers in teaching Common Core math standards.</p>	<p>Mission Oak Tulare Union Tulare Western</p>	<p><u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$105,200 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>
<p>#5 Provide full-time science teacher for Alternative Education and increase part-time science teacher to full-time for Special Education.</p>	<p>Tech Prep Tulare Western</p>	<p><u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> x Other Subgroups:(Specify) <u> </u> Special Needs _____</p>	<p>\$81,900 LCFF S/C: 1000-1999 Certificated Personnel Salaries \$35,600 SE: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 4		LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increase the number of professional development hours from 3,550 to 3,600, based on substitute teacher hours paid.		
	Continue implementation of Next Generation Science Standards (NGSS).		
	Increase, by one percent over 2015-16 baseline, the number of students passing Science courses based on semester grades.		
	Increase, by one percent over 2015-16 baseline, the number of students passing Social Studies courses based on semester grades.		
	Increase number of students passing Mathematics courses from 80% to 82%, based on semester grades.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue professional development for teachers for continued implementation of Next Generation Science Standards (NGSS).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Continue to purchase instructional materials aligned to the Next Generation Science Standards (NGSS).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$75,000 LCFF S/C: 4100 Textbooks and Core Curricular Materials
#3 Continue to provide core content curricular leads at each comprehensive site.	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$36,300 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#4 Continue to provide math coach at each comprehensive site to assist math teachers in teaching Common Core math standards.	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$111,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Continue to provide full-time science teacher for Alternative Education and full-time science teacher for Special Education.</p>	<p>Tech Prep Tulare Western</p>	<p><u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> x Other Subgroups:(Specify) <u> </u> Special Needs</p>	<p>\$87,400 LCFF S/C: 1000-1999 Certificated Personnel Salaries \$37,600 SE: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 4			
LCAP Year 4: 2017-18			
Expected Annual Measurable Outcomes:	Increase the number of professional development hours from 3,600 to 3,650, based on substitute teacher hours paid. Continue implementation of Next Generation Science Standards (NGSS). Increase, by two percent over 2015-16 baseline, the number of students passing Science courses based on semester grades. Increase, by two percent over 2015-16 baseline, the number of students passing Social Studies courses based on semester grades. Increase number of students passing Mathematics courses from 80% to 82%, based on semester grades.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue professional development for teachers for continued implementation of Next Generation Science Standards (NGSS) and literacy skills.	District-wide	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$100,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#2 Continue to purchase instructional materials aligned to the Next Generation Science Standards (NGSS).	District-wide	<input checked="" type="checkbox"/> <u>ALL</u> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$75,000 LCFF S/C: 4100 Textbooks and Core Curricular Materials
#3 Continue to provide core content curricular leads at each comprehensive site.	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$36,300 LCFF S/C: 1000-1999 Certificated Personnel Salaries
#4 Continue to provide math coach at each comprehensive site to assist math teachers in teaching Common Core math standards.	Mission Oak Tulare Union Tulare Western	<input type="checkbox"/> <u>ALL</u> OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$117,100 LCFF S/C: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Continue to provide full-time science teacher for Alternative Education and Special Education.</p>	<p>Tech Prep Tulare Western</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> x Other Subgroups:(Specify) <u> </u> Special Needs <u> </u></p>	<p>\$91,200</p> <p>LCFF S/C: 1000-1999 Certificated Personnel Salaries</p> <p>\$39,700</p> <p>SE: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

GOAL:	#5 Increase the level of parental involvement	Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6_x 7_x 8_x COE only: 9__ 10__ Local : Specify _____	
Identified Need :	As a result of stakeholder surveys, parental involvement has been identified as an area of needed improvement		
Goal Applies to:	Schools: District-wide		
	Applicable Pupil Subgroups:	English Learner, Low Income, Foster, Students Needs	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Decrease the pupil-to-counselor ratio from 350:1 to 300:1. Increase the number of parents participating in the PIQE program from 176 to 220. Establish a baseline for the number of hits on the district's Parent Link app, measured by the software provider. Establish a baseline for the number of parents participating in DELAC, ELAC, and Migrant advisory committees. Establish a baseline for the number of parents of students with special needs, involved in school-connected organizations or activities. Establish a baseline for the number of parents of foster youth, involved in school-connected organizations or activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites.	Mission Oak Tulare Union Tulare Western	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify) __Special Needs	\$50,000 SCG: 5800 Professional & Consulting Services
#2 Continue to provide Parent Link app and Teleparent software programs to communicate information to parents.	District-wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$36,000 LCFF S/C: 5100 Sub Agreements
#3 Increase district English language advisory committee (DELAC), site English language advisory committees (ELAC) and Migrant parent advisory participation by recruiting parents through contact made by site administrators and Family Community Liaisons.	Mission Oak Tulare Union Tulare Western	__ALL OR: _x_Low Income pupils _x_English Learners _x_Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify) _____	\$2,000 LCFF S/C: 5900 Communications

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4 Continue to provide incentives for parental involvement (babysitting and recognition certificates).</p>	<p>Mission Oak Tulare Union Tulare Western</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$4,500 Title 3: 2000-2999 Classified Personnel Salaries</p>
<p>#5 Conduct parent involvement survey for parents of students with special needs.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Special Needs</p>	<p>\$1,500 SE: 5800 Professional & Consulting Services</p>
<p>#6 Implement PIQE program at Alternative Education.</p>	<p>Tech Prep Countryside</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____ Special Needs</p>	<p>\$10,000 SCG: 5800 Professional & Consulting Services</p>
<p>#7 Community forums with Tulare Police Department and Tulare City Schools on relevant issues</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000 LCFF S/C: 4000-4999 Books and Other Supplies</p>
<p>#8 Conduct parent involvement survey for parents of foster students.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000 LCFF S/C: 5800 Professional & Consulting Services</p>
<p>#9 Add 0.50 FTE Counselor position to all comprehensive sites and Alternative Education.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$225,000 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 5		LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Maintain the pupil-to-counselor ratio at 300:1		
	Increase the number of parents participating in the PIQE program from 220 to 240.		
	Increase, by 5% from 2015-16 baseline, the number of hits on the district's Parent Link app, measured by the software provider.		
	Increase, by 5% from 2015-16 baseline, the number of parents participating in DELAC, ELAC, and Migrant advisory committees.		
	Increase, by 10% from 2015-16 baseline, the number of parents of students with special needs, involved in school-connected organizations or activities.		
	Increase, by 10% from 2015-16 baseline, the number of parents of foster youth, involved in school-connected organizations or activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites.	Mission Oak Tulare Union Tulare Western	<u> </u> ALL	\$50,000
		OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> x Other Subgroups:(Specify) <u> </u> Special Needs	SCG: 5800 Professional & Consulting Services
#2 Continue to provide Parent Link app and Teleparent software programs to communicate information to parents.	All Schools.	<u> </u> x ALL	\$36,000
		OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LCFF S/C: 5100 Sub Agreements
#3 Continue to increase district English language advisory committee (DELAC), site English language advisory committees (ELAC) and Migrant parent advisory participation by recruiting parents through contact made by site administrators and Family Community Liaisons.	Mission Oak Tulare Union Tulare Western MO	<u> </u> ALL	\$2,000
		OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	LCFF S/C: 5900 Communications
#4 Continue to provide incentives for parental involvement (babysitting, and recognition certificates).	Mission Oak Tulare Union Tulare Western	<u> </u> ALL	\$4,500
		OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	Title 3: 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Continue to conduct parent involvement survey for parents of students with special needs.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u></p>	<p>\$1,500 SE: 5800 Professional & Consulting Services</p>
<p>#6 Continue to implement PIQE program at Alternative Education.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u></p>	<p>\$10,000 SCG: 5800 Professional & Consulting Services</p>
<p>#7 Continue community forums with Tulare Police Department and Tulare City Schools on relevant issues.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 LCFF S/C: 4000-4999 Books and Other Supplies</p>
<p>#8 Continue to conduct parent involvement survey for parents of foster students.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 LCFF S/C: 5800 Professional & Consulting Services</p>
<p>#9 Maintain the additional 0.50 FTE Counselor position at comprehensive sites and Alternative Education.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$199,100 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal #5		LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Maintain the pupil-to-counselor ratio at 300:1		
	Increase the number of parents participating in the PIQE program from 240 to 260.		
	Increase, by 10% from 2015-16 baseline, the number of hits on the district's Parent Link app, measured by the software provider.		
	Increase, by 10% from 2015-16 baseline, the number of parents participating in DELAC, ELAC, and Migrant advisory committees.		
	Increase, by 20% from 2015-16 baseline, the number of parents of students with special needs, involved in school-connected organizations or activities.		
	Increase, by 20% from 2015-16 baseline, the number of parents of foster youth, involved in school-connected organizations or activities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide Parent Institute for Quality Education (PIQE) program for parents at the comprehensive sites.	Mission Oak Tulare Union Tulare Western	<u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> x Other Subgroups:(Specify) _____	\$50,000 SE: 5800 Professional & Consulting Services
#2 Continue to provide Parent Link app and Teleparent software programs to communicate information to parents.	All Schools.	<u> </u> x ALL OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$36,000 SE: 5800 Professional & Consulting Services
#3 Continue to increase district English language advisory committee (DELAC), site English language advisory committees (ELAC) and Migrant parent advisory participation by recruiting parents through contact made by site administrators and Family Community Liaisons.	Mission Oak Tulare Union Tulare Western MO	<u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$2,000 LCFF S/C: 5900 Communications
#4 Continue to provide incentives for parental involvement (babysitting, recognition certificates).	Mission Oak Tulare Union Tulare Western	<u> </u> ALL OR: <u> </u> x Low Income pupils <u> </u> x English Learners <u> </u> x Foster Youth <u> </u> x Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____	\$4,500 Title 3 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Continue to conduct parent involvement survey for parents of students with special needs.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u></p>	<p>\$1,500 SE: 5800 Professional & Consulting Services</p>
<p>#6 Continue to implement PIQE program at Alternative Education.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u></p>	<p>\$10,000 SCG: 5800 Professional & Consulting Services</p>
<p>#7 Continue community forums with Tulare Police Department and Tulare City Schools on relevant issues.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 LCFF S/C: 4000-4999 Books and Other Supplies</p>
<p>#8 Continue to conduct parent involvement survey for parents of foster students.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 LCFF S/C: 5800 Professional & Consulting Services</p>
<p>#9 Maintain the additional 0.50 FTE Counselor position at comprehensive sites and Alternative Education.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$210,050 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

GOAL:	#6 Implementation of the Facility Master Plan	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Based on board recommendations and stakeholder input, a priority list for the Facility Master Plan has been developed		
Goal Applies to:	Schools: District-wide		
	Applicable Pupil Subgroups:	English Learners, Low Income, Foster, Special Needs	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Projection completion list attached.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue the renovation of Bob Mathias Stadium to provide handicapped accessible path of travel, replace concession and restroom facilities, and add handicapped seating. Begin process to renovate science classrooms at Tulare Union and Tulare Western.	Tulare Union Tulare Western	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$1,201,800 Fund 400: 6200 Building Improvements
#2 Continue to fund deferred maintenance activities, including flooring, lighting replacement, electrical, HVAC, painting, roof replacement, plumbing, chiller, track, tennis courts, equipment, doors, hardware, locks, evaporative coolers, paving, irrigation, gym floors, and bleachers.	District-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$2,374,000 Fund 400: 5600 Repairs and Maintenance
#3 Survey stakeholders to determine the most conducive learning environment for all district facilities.	District-wide	<input checked="" type="checkbox"/> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	\$200,000 Fund 400: 5800 Professional & Consulting Services

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#4 Provide Facilities/MOT Secretary position to support the implementation of the Facility Master Plan.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$50,500 LCFF S/C: 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

Goal # 6		LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:		Projection completion list attached.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Complete the renovation of Bob Mathias Stadium to provide handicapped accessible path of travel, replace concession and restroom facilities, and add handicapped seating. Continue process to renovate science classrooms at Tulare Union and Tulare Western.	Tulare Union Tulare Western	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,617,100 Fund 400: 6200 Building Improvements
#2 Continue to fund deferred maintenance activities, including flooring, lighting replacement, electrical, HVAC, painting, roof replacement, plumbing, chiller, track, tennis courts, equipment, doors, hardware, locks, evaporative coolers, paving, irrigation, gym floors, and bleachers.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,714,000 Fund 400: 5600 Repairs and Maintenance
#3 Establish template for the most conducive learning environment for all district facilities and develop implementation plans.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$200,000 Fund 400: 5800 Professional & Consulting Services
#4 Continue to provide Facilities/MOT Secretary position to support the implementation of the Facility Master Plan.	All Schools	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$51,500 LCFF S/C: 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

Goal #6		LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:		Projection completion list as attached.	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Completion of renovation of science classrooms at Tulare Union and Tulare Western.	Tulare Union Tulare Western	<input checked="" type="checkbox"/> ALL	\$4,000,000 Fund 400: 6200 Building Improvements
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
#2 Continue to fund deferred maintenance activities, including flooring, lighting replacement, electrical, HVAC, painting, roof replacement, plumbing, chiller, track, tennis courts, equipment, doors, hardware, locks, evaporative coolers, paving, irrigation, gym floors, and bleachers.	All Schools	<input checked="" type="checkbox"/> ALL	\$2,158,400 Fund 400: 5600 Repairs and Maintenance
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
#3 Begin implementation of template for the most conducive learning environment for all district facilities based on established priority list.	All Schools	<input checked="" type="checkbox"/> ALL	\$200,000 Fund 400: 5800 Professional & Consulting Services
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
#4 Continue to provide Facilities/MOT Secretary position to support the implementation of the Facility Master Plan.	All Schools	<input checked="" type="checkbox"/> ALL	\$52,600 LCFF S/C: 2000-2999 Classified Personnel Salaries
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Section 2 - Current Year Goals

GOAL:	#7 To create a positive learning environment in which all students feel welcomed, valued, safe and engaged as part of a greater community	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Based on 85% graduation rate, student engagement needs to improve.		
Goal Applies to:	Schools: District-wide		
	Applicable Pupil Subgroups: English Learner, Low Income, Foster, Special Needs		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase the district's attendance rate from 93.4% to 94.4%. Decrease the percentage of students identified as chronic absentees from 65.6% to 64%. Increase the district's graduation rate from 85% to 86%. Decrease the district's dropout rate from 14.5% to 13.5%. Decrease the district's suspension rate from 4.9% to 3.9%. Maintain the district's expulsion rate at 0%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue with Positive Behavioral Intervention and Support student incentives.	District-wide	<input checked="" type="checkbox"/> ALL	\$45,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF S/C: 4000-4999 Materials and Supplies
#2 Contract with Tulare County Office of Education to provide activities and services related to the School Climate Grant including, CAST, Reconnecting Youth, and a part-time school psychologist.	District-wide	<input checked="" type="checkbox"/> ALL	\$127,010
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	SCG:5100 Sub Agreements
#3 Provide intervention programs to at-risk students (Early Warning System, CAHSEE Bootcamp).	District-wide	<input checked="" type="checkbox"/> ALL	\$562,400
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Title 1: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4 Add full-time Attendance Officer to assist with truancy.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$84,780 LCFF S/C: 2000-2999 Classified Personnel Salaries</p>
<p>#5 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School.</p>	<p>Countryside</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$120,000 LCFF S/C: 5100 Sub Agreements</p>
<p>#6 Contract with Tulare County Health and Human Resources Child Welfare Services to provide Intern Education Case Manager to address the needs to foster youth.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000 LCFF S/C: 5100 Sub Agreements</p>
<p>#7 Add two full-time Psychologist to assist students with social-emotional needs.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$238,020 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 7		LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increase the district's attendance rate from 94.4% to 95.4%. Decrease the percentage of students identified as chronic absentees from 64% to 63%. Increase the district's graduation rate from 86% to 87%. Decrease the district's dropout rate from 13.5% to 12.5%. Decrease the district's suspension rate from 3.9% to 2.9%. Maintain the district's expulsion rate at 0%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue with Positive Behavioral Intervention and Support.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$45,000 LCFF S/C: 4000-4999 Materials and Supplies
#2 Continue to contract with Tulare County Office of Education to provide activities and services related to the School Climate Grant including, CAST, Reconnecting Youth, and a part-time school psychologist.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$134,000 SCG: 5100 Sub Agreements
#3 Continue to provide intervention programs to at-risk students (Early Warning System, CAHSEE Bootcamp).	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$593,332 Title 1: 1000-1999 Certificated Personnel Salaries
#4 Continue full-time Attendance Officer to assist with truancy.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$95,900 LCFF S/C: 2000-2999 Classified Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School</p>	<p>Countryside</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$120,000 LCFF S/C: 5100 Sub Agreements</p>
<p>#6 Continue to contract with Tulare County Health and Human Resources Child Welfare Services to provide Intern Education Case Manager to address the needs to foster youth.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1,000 LCFF S/C: 5100 Sub Agreements</p>
<p>#7 Continue with additional two full-time Psychologists to assist students with social-emotional needs.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$251,110 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal #7		LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Increase the district's attendance rate from 95.4% to 96.4%. Decrease the percentage of students identified as chronic absentees from 63% to 62%. Increase the district's graduation rate from 87% to 88%. Decrease the district's dropout rate from 12.5% to 11.5%. Decrease the district's suspension rate from 2.9% to 1.9%. Maintain the district's expulsion rate at 0%.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue with Positive Behavioral Intervention and Support.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$45,000 LCFF S/C: 4000-4999 Materials and Supplies
#2 Contract with Tulare County Office of Education to provide activities and services related to the School Climate Grant including, CAST, Reconnecting Youth, and a part-time school psychologist.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$36,000 SCG: 5100 Sub Agreements
#3 Continue to provide intervention programs to at-risk students (Early Warning System, CAHSEE Bootcamp)	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$625,965 Title 1: 1000-1999 Certificated Personnel Salaries
#4 Continue full-time Attendance Officer to assist with truancy	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$101,200 LCFF S/C: 2000-2999 Classified Personnel Salaries
#5 Continue to contract with Tulare Youth Service Bureau to provide mental health services to students at Countryside High School	Countryside	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$120,000 LCFF S/C: 5100 Sub Agreements

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#6 Continue to contract with Tulare County Health and Human Resources Child Welfare Services to provide Intern Education Case Manager to address the needs to foster youth.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1,000 LCFF S/C: 5100 Sub Agreements</p>
<p>#7 Continue with additional two full-time Psychologist to assist students with social-emotional needs.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$264,920 LCFF S/C: 1000-1999 Certificated Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

GOAL: #8 Provide students with essential skills to be college and career ready upon graduation		Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__ 6__ 7__x_ 8__x_ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Based on multiple surveys, students are graduating without the essential skills for college and career		
Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: English Learner, Low Income, Foster, Special Needs	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Increase the number of students participating in honors and advance placement courses from 1,552 to 1,568. Increase the number of students participating in Linked Learning pathways from 120 to 300. Establish a baseline for the number of student passing CTE courses based on semester grades. Increase the A-G course completion rate from 32% to 33%. Establish a baseline for the number of special needs students in workforce or enrolled in post-secondary CTE courses based on annual post-high school survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide honors and advance placement courses.	Mission Oak Tulare Union Tulare Western	__ALL OR: __x_ Low Income pupils __x_ English Learners __x_ Foster Youth __x_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1,419,700 LCFF Base: 1000-1999 Certificated Personnel Salaries
#2 Expand the number of students participating in Linked Learning pathways by adding sophomore grade level.	Mission Oak Tulare Union Tulare Western	__x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$140,200 LCFF Base: 1000-1999 Certificated Personnel Salaries
#3 Continue to offer career-technical education courses throughout the district and expand CTE course offerings to include online options.	District-wide	__x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,734,000 LCFF Base: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#4 Provide additional opportunities for A-G courses through Edgenuity online software courses.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,000 LCFF Base: 1000-1999 Certificated Personnel Salaries</p>
<p>#5 Continue to provide work experience for special needs students through the Workability Program.</p>	<p>District-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$1180,000 WA: 2000-2999 Classified Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal # 8		LCAP Year 2: 2016-17	
Expected Annual Measurable Outcomes:	Increase the number of students participating in honors and advance placement courses from 1,568 to 1,584. Increase the number of students participating in Linked Learning pathways from 300 to 420. Increase, by 1% from 2015-16 baseline, the number of student passing CTE courses based on semester grades. Increase the A-G course completion rate from 33% to 34%. Increase, by 10% from 2015-16 baseline, the number of special needs students in workforce or enrolled in post-secondary CTE courses based on annual post-high school survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide honors and advance placement courses.	Mission Oak Tulare Union Tulare Western	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,497,800 LCFF Base: 1000-1999 Certificated Personnel Salaries
#2 Continue to expand the number of students participating in Linked Learning pathways by adding junior grade level.	Mission Oak Tulare Union Tulare Western	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$221,900 LCFF Base: 1000-1999 Certificated Personnel Salaries
#3 Continue to offer career-technical education courses throughout the district and expand CTE course offerings to include online options.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,884,400 LCFF Base: 1000-1999 Certificated Personnel Salaries
#4 Continue to provide additional opportunities for A-G courses through Edgenuity online software courses.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 LCFF Base: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>#5 Continue to provide work experience for special needs students through the Workability Program.</p>	<p>District-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Special Needs</u></p>	<p>\$115,000</p> <p>WA: 2000-2999 Classified Personnel Salaries</p>

LCAP Section 2 - Current Year Goals

Goal #8		LCAP Year 3: 2017-18	
Expected Annual Measurable Outcomes:	Increase the number of students participating in honors and advance placement courses from 1,584 to 1,600. Increase the number of students participating in Linked Learning pathways from 420 to 540. Increase, by 1% from 2015-16 baseline, the number of student passing CTE courses based on semester grades. Increase the A-G course completion rate from 34% to 35%. Increase, by 10% from 2015-16 baseline, the number of special needs students in workforce or enrolled in post-secondary CTE courses based on annual post-high school survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#1 Continue to provide honors and advance placement courses.	Mission Oak Tulare Union Tulare Western	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,580,200 LCFF Base: 1000-1999 Certificated Personnel Salaries
#2 Continue to expand the number of students participating in Linked Learning pathways by adding senior grade level.	Mission Oak Tulare Union Tulare Western	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$312,100 LCFF Base: 1000-1999 Certificated Personnel Salaries
#3 Continue to offer career-technical education courses throughout the district and expand CTE course offerings to include online options.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,043,100 LCFF Base: 1000-1999 Certificated Personnel Salaries
#4 Continue to provide additional opportunities for A-G courses through Edgenuity online software courses.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000 LCFF Base: 1000-1999 Certificated Personnel Salaries

LCAP Section 2 - Current Year Goals

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
#5 Continue to provide work experience for special needs students through the Workability Program.	District-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$115,000 WA: 2000-2999 Classified Personnel Salaries

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

LCAP Section 2 - Annual Update

Original GOAL from prior year LCAP:	#1 Improve student achievement in English Language Arts and Mathematics		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: All students including English Learners, Low Income, Foster Youth		
Expected Annual Measurable Outcomes:	Improvement on state and local assessment data, student report cards, observations during Instructional Rounds.		Actual Annual Measurable Outcomes:	87% students passing English benchmarks 78% students passing Mathematic benchmarks 82% students passing CAHSEE in English 83% students passing CAHSEE in Mathematics
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Professional development release time outside the school calendar.		\$30,000	Provided pay to teachers, outside of the instructional year, for professional development and collaboration.	
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____	

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Staff will attend training offered by TCOE and others		\$45,000	Staff attended training offered by Tulare County Office of Education and other organizations.	\$15,459
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Intervention provided by staff members during the school day, including summer school.		\$2,389,700	Assigned classes in the master schedule that provided intervention support in ELA and mathematics.	\$1,881,030
Scope of service:	Mission Oak Tulare Union Tulare Western		Scope of service:	Mission Oak Tulare Union Tulare Western
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Intervention services for Alternative Education online classes for credit recovery		\$15,000	Provided Plato software licenses for all sites, including Alternative Education, for credit recovery.	\$46,200
Scope of service:	Tech Prep		Scope of service:	District-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide support strategies and materials to assist in teaching to the ELA common core standards		\$15,000	Purchased materials to assist in teaching to the ELA common core standards	
Scope of service:	District-wide		Scope of service:	
Scope of service:	District-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Additional mental health and counseling services (YSB) including Foster Youth		\$12,000	Additional mental health and counseling services (YSB) provided to all students as needed.	
Scope of service:	Mission Oak Tulare Union Tulare Western		Scope of service:	
Scope of service:	Mission Oak Tulare Union Tulare Western		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Contract with TCOE to provide services to severely handicapped students according to their IEPs		\$670,000	Contracted with TCOE to provide services to severely handicapped students according to their IEPs	
Scope of service:	Mission Oak Tulare Union Tulare Western		Scope of service:	
Scope of service:	Mission Oak Tulare Union Tulare Western		Scope of service:	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) ___ Special Education			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) ___ Special Education	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Professional development for staff will be increased through teacher-lead mini rounds. Additional intervention courses for students not passing benchmarks will be added. Online course offering will be expanded. Summer school for credit recovery will be offered.

LCAP Section 2 - Annual Update

Original GOAL from prior year LCAP:	#2 Ensure that all students have access to instructional materials with an emphasis on instructional technology		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: All students including English Learners, Low Income, Foster Youth		
Expected Annual Measurable Outcomes:	Survey staff and students to determine effective use of technology in the classroom and needs. Review technology equipment based on age and utility.	Actual Annual Measurable Outcomes:	200 Tech Coach to teacher contacts 1,220 Devices 246 Access points	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Staff development provided to staff on technology skills and resources		\$10,000	Staff development provided to staff on technology skills and resources	
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Initial purchase of and maintenance of technology to insure students have access to technology		\$730,000	\$1,088,252
Scope of service:	District-wide		
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Additional infrastructure needed for enhancement of wireless access for student learning devices		\$370,000	\$349,250
Scope of service:	District-wide		
<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Technology equipment will be upgraded or replaced, additional student learning devices and infrastructure added, add technology secretary position to provide support to department and LCAP goals.		

LCAP Section 2 - Annual Update

Original GOAL from prior year LCAP:	#3 Full implementation of ELD standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: District-wide Applicable Pupil Subgroups: All students including English Learners, Low Income, Foster Youth		
Expected Annual Measurable Outcomes:	Improvement on state and local assessment data, student report cards, observations during Instructional Rounds.	Actual Annual Measurable Outcomes: The number of students scoring proficient or above on the CELDT – 56% The number of students re-designated as English proficient-136 Increase the number of EL students passing the English and Mathematics portions of the CAHSEE to 39% and 56%	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Assign sections on master schedule for ELD support classes	\$297,600	Additional ELD support classes during the school day.	\$350,500
Scope of service:	District-wide	Scope of service:	District-wide
__ALL		__ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Staff will attend training offered by TCOE and others		\$20,000	Staff attended training offered by Tulare County Office of Education and other organizations	\$7,100
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Training for staff new to CELDT on test administration		\$1,000	There were no new staff needing to be trained on CELDT test administration.	\$0
Scope of service:	District-wide		Scope of service:	District-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
CELDT/ELPAC Test Administration		\$1,000	CELDT/ELPAC Test Administered to students required no expenditures.	\$0
Scope of service:	District-wide		Scope of service:	District-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide certificates and medals to student redesignated		\$1,000	Certificates and medals provided to student that are redesignated	\$1,000
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
Materials to assist teachers in implementing ELD standards into classroom curriculum		\$10,000	Materials purchased to assist teachers in implementing ELD standards into classroom curriculum	\$43,147
Scope of service:	District-wide		Scope of service:	District-wide
__ ALL			__ ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Additional professional development will be provided to staff on implementation of ELD Standards in content areas.		

LCAP Section 2 - Annual Update

Original GOAL from prior year LCAP:	#4 Full implementation of Common Core		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: All students including English Learners, Low Income, Foster Youth		
Expected Annual Measurable Outcomes:	Improvement in state and local assessment data, student report cards, observations during Instructional Rounds.	Actual Annual Measurable Outcomes:	Full implementation of new Algebra 1, Geometry, and Algebra 1 curriculum.- all three courses implemented in 2014-2015. Full implementation of units of study in English 9, English 10, English 11. Units of study implemented in 2014-2015.	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Staff will attend training offered by TCOE and others		\$250,000	Staff attended training offered by TCOE and other organizations.	
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Professional development for CTE teachers will attend training offered by TCOE and others		\$20,000	CTE teachers attended training offered by TCOE and other organizations	\$5,700
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Purchase materials aligned to Common Core in content areas		\$100,000	Purchased materials aligned to Common Core in content areas	\$281,459
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	
Provide stipend for teachers acting as leads in core content areas		\$35,910	Provided stipend for teachers acting as leads in core content areas	\$36,300
Scope of service:	Mission Oak Tulare Union Tulare Western		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____			OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Increase professional development. Implement Next Generation Science Standards (NGSS). Add mathematics coaches at comprehensive sites. Add science teachers for Alternative Educations and Special Education.

LCAP Section 2 - Annual Update

Original GOAL from prior year LCAP:	#5 Parental Involvement		Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: All students including English Learners, Low Income, Foster Youth		
Expected Annual Measurable Outcomes:	Increased numbers of parents participating in their child's education		Actual Annual Measurable Outcomes:	176 parents graduated PIQE program at Mission Oak, Tulare Union and Tulare Western ParentLink app software purchased and parent training begun. Student to Counselor ratio reduced from 400:1 to 350:1.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide PIQE at all sites		\$50,000	Provided PIQE training at all comprehensive sites \$46,200	
Scope of service:	District-wide		Scope of service:	Mission Oak Tulare Union Tulare Western
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Provide ParentLink App		\$30,000	Purchased ParentLink app and trained staff and parents on use.	\$30,000
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Provide Teleparent services		\$16,000	Renewed Teleparent service contract and trained staff on use.	\$16,000
Scope of service:	District-wide		Scope of service:	District-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Reach out to ELAC and Migrant parents to increase advisory participation		\$20,000	Recruited additional parents to serve on ELAC and Migrant parent advisory committees.	\$0
Scope of service:	District-wide		Scope of service:	District-wide
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Provide snacks and babysitting services to parents attending meetings		\$4,500	Snacks and babysitting services provided for parents that attended meetings	
Scope of service:	District-wide		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Increase counselor to student and counselor to parent ratio		\$135,450	Reduced counselor to student ratio from 400:1 to 350:1	
Scope of service:	Mission Oak Tulare Union Tulare Western		Scope of service:	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Further reduce the counselor to student and counselor to parent ratio by adding .50 FTE at each comprehensive site.			

LCAP Section 2 - Annual Update

Original GOAL from prior year LCAP:	#6 Implementation of the next phase of the Facility Master Plan	Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: District-wide	Applicable Pupil Subgroups: All students including EL, LI, Hispanic, Foster Youth	
Expected Annual Measurable Outcomes:	Progress toward completing projects as listed on the Facility Master Plan.	Actual Annual Measurable Outcomes:	Listing of projects completed or in progress as listed on the attached Facility Master Plan projects list.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Complete design phase of Bob Mathias Stadium remodel to add handicapped accessible path of travel, replace concessions and restroom facilities, and add handicapped seating.	\$1,675,100	Design phase of Bob Mathias Stadium remodel completed and construction on Mathias Stadium project to begin in June 2015.	\$1,460,000
Scope of service:	Tulare Union	Scope of service:	Tulare Union
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Establish multi-year deferred maintenance project plan for all district facilities.		\$500,000	Multi-year deferred maintenance project plan developed for all district facilities except Adult Education.		\$507,355
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Establish template for ideal classroom environment		\$200,000	Meetings conducted to gather stakeholder input to establish template for ideal classroom environment.		\$100
Scope of service:	District-wide		Scope of service:	District-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Add clerical position to Facilities Department to support progress toward LCAP goals and implementation of Facility Master Plan.			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>7,170,072</u>
District demographics indicate that 72% of our students qualify for Free & Reduced meals, 15% are English learners, and 1% are Foster Youth. Because these groups represent a significant percentage of our population, our stakeholders have determined all district goals are designed to close the achievement gap, provide additional learning opportunities, and meet the needs of these targeted students. The district’s unduplicated eligible students comprise 73% of our student population. In closing the achievement gap and implementing our goals, our stakeholders have determined the best approach is to allow the remaining 27% of students to automatically receive similar services. By providing these services district-wide, we are able to serve the populations that generated these funds.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

16.64	%	The district is meeting its minimum proportionality requirement by expenditure of the total 2015-2016 supplemental and concentration grant funding for qualifying purposes as listed on Attachment A. The District has demonstrated the proportional use of supplemental and concentration grant funds by budgeted expenditure of those dollars. No attempt is made to demonstrate proportional use by percentage of services.
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LCAP Section 3 – Supplemental and Concentration Grant Funds

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

LCAP Annual APPENDIX

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]

TULARE JOINT UNION HIGH SCHOOL DISTRICT
 2015-16-LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
 ATTACHMENT A

Goals	Actions	State Priorities	Metric (There should be a metric for each action. *)	2015-16 LCAP Year			2016-17 Year 2				2017-18 Year 3				
				Expected Outcome (There should be an outcome for each action.)	Total Activity/Service Cost	Unduplicated S/C Grant Costs	Funding Source	Expected Outcome (There should be an outcome for each action.)	Total Activity/Service Cost	Unduplicated S/C Grant Costs	Funding Source	Expected Outcome (There should be an outcome for each action.)	Total Activity/Service Cost	Unduplicated S/C Grant Costs	Funding Source
#1 Academic Achievement in ELA and Math	1) Professional development release time outside the school calendar with dedicated time for professional learning communities and to discuss progress in student data.	1, 2, 4, 7, 8	PD Calendar, workshop registration	Staff receives training/has PLC time, student progress improves	80,000	80,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Staff receives training/has PLC time, student progress improves	80,000	80,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Staff receives training/has PLC time, student progress improves	80,000	80,000	LCFF S/C 1000-1999 Certificated Personnel Salaries
	2) Professional development provided by Tulare County Office of Education and others.		Workshop registration	Staff receives training, student progress improves	35,000	35,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Staff receives training, student progress improves	35,000	35,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Staff receives training, student progress improves	35,000	35,000	LCFF S/C 1000-1999 Certificated Personnel Salaries
	3) Math and reading support courses provided by staff members during the school day (double-blocked, success lab, Math 180, Reconnecting Youth course, Mustang Academy, Redskin Academy).		Semester grades, District-wide performance task, CAHSEE passage	Increase number of students passing ELA and math by 1%	595,900	595,900	LCFF S/C 1000-1999 Certificated Personnel Salaries	Increase number of students passing ELA and math by 1%	628,700	628,700	LCFF S/C 1000-1999 Certificated Personnel Salaries	Increase number of students passing ELA and math by 1%	663,600	663,600	LCFF S/C 1000-1999 Certificated Personnel Salaries
	4) Provide online courses for original credit and credit recovery by expanding the user licenses for Edgenuity software.		Semester grades, District-wide performance task, CAHSEE passage	Increase number of students passing ELA and math by 1%	91,000	91,000	LCFF S/C 4100 Core Curricula Materials	Increase number of students passing ELA and math by 1%	91,000	91,000	LCFF S/C 4100 Core Curricula Materials	Increase number of students passing ELA and math by 1%	91,000	91,000	LCFF S/C 4100 Core Curricula Materials
	5) Provide support materials to assist in teaching to the ELA common core standards (Intel Assess, School City, Eclipse).		Invoices	Teachers have tools to measure student progress	63,000	63,000	LCFF S/C 4300 Materials and Supplies	Teachers have tools to measure student progress	63,000	63,000	LCFF S/C 4300 Materials and Supplies	Teachers have tools to measure student progress	63,000	63,000	LCFF S/C 4300 Materials and Supplies
	6) Provide summer school courses for credit recovery.		Summer school course offering	Summer school enrollment and course passage rates increased	459,760	459,760	LCFF S/C 1000-1999 Certificated Personnel Salaries	Summer school enrollment and course passage rates increased	485,100	485,100	LCFF S/C 1000-1999 Certificated Personnel Salaries	Summer school enrollment and course passage rates increased	511,800	511,800	LCFF S/C 1000-1999 Certificated Personnel Salaries
	7) Maintain highly qualified staff in all subject areas.		Commission on Teacher Credential records	All teachers are highly qualified	6,106,300		LCFF Base 1000-1999 Certificated Personnel Salaries	All teachers are highly qualified	6,442,150		LCFF Base 1000-1999 Certificated Personnel Salaries	All teachers are highly qualified	6,796,500		LCFF Base 1000-1999 Certificated Personnel Salaries
	8) Contract with Tulare County Office of Education to provide services to severely handicapped students according to their Individualized Education Plans (IEPs).		Attendance records	Severely handicapped students receive services leading to graduation	805,500	805,500	LCFF S/C 7142 Other Tuition	Severely handicapped students receive services leading to graduation	805,500	805,500	LCFF S/C 7142 Other Tuition	Severely handicapped students receive services leading to graduation	805,500	805,500	LCFF S/C 7142 Other Tuition
	9) Family Community Liaisons to make home visits and assist family with applying for Free and Reduced Priced Meals (FRPM).		Travel logs, FRPM applications submitted	English language learner families will increase the number of FRPM applications submitted by 50	182,140	182,140	LCFF S/C 2000-2999 Classified Personnel Salaries	English language learner families will increase the number of FRPM applications submitted by 50	192,200	192,200	LCFF S/C 2000-2999 Classified Personnel Salaries	English language learner families will increase the number of FRPM applications submitted by 50	202,800	202,800	LCFF S/C 2000-2999 Classified Personnel Salaries
	10) Continue to offer Expository Reading and Writing Course (ERWC) to ensure students are prepared for college.		Master schedule	Expand the number of courses offered to all comprehensive sites	45,000	45,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Expand the number of courses offered to all comprehensive sites	45,000	45,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Expand the number of courses offered to all comprehensive sites	45,000	45,000	LCFF S/C 1000-1999 Certificated Personnel Salaries
	11) Expand teacher-lead Mini-Rounds process at Mission Oak by six teachers, for a total of 12 teachers		Number of staff participating	Increase the number of staff involved in Mini-Rounds process	5,380	5,380	LCFF S/C 1000-1999 Certificated Substitute Personnel Salaries	Increase the number of staff involved in Mini-Rounds process	10,800	10,800	LCFF S/C 1000-1999 Certificated Substitute Personnel Salaries	Increase the number of staff involved in Mini-Rounds process	16,200	16,200	LCFF S/C 1000-1999 Certificated Substitute Personnel Salaries

TULARE JOINT UNION HIGH SCHOOL DISTRICT
 2015-16-LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
 ATTACHMENT A

Goals	Actions	State Priorities	Metric (There should a metric for each action. *)	2015-16 LCAP Year			2016-17 Year 2				2017-18 Year 3				
				Expected Outcome (There should be an outcome for each action.)	Total Activity/Service Cost	Unduplicated S/C Grant Costs	Funding Source	Expected Outcome (There should be an outcome for each action.)	Total Activity/Service Cost	Unduplicated S/C Grant Costs	Funding Source	Expected Outcome (There should be an outcome for each action.)	Total Activity/Service Cost	Unduplicated S/C Grant Costs	Funding Source
#2 Instructional Technology	1) Professional development for teachers on the use of technology for instruction (SAMRI Cohort #3).	1, 2,, 4, 7, 8	PD Calendar, workshop registration	Increase Technology Coach to Teacher contacts by 10%	6,000	6,000	LCFF S/C 1000-1999 Certificated Substitute Personnel Salaries	Increase Technology Coach to Teacher contacts by 10%	6,000	6,000	LCFF S/C 1000-1999 Certificated Substitute Personnel Salaries	Increase Technology Coach to Teacher contacts by 10%	6,000	6,000	LCFF S/C 1000-1999 Certificated Substitute Personnel Salaries
	2) Add new technology equipment and replace equipment based on age and utility.		Invoices	Increase number of student learning devices by more than 200%	1,400,500		Special Reserve Fund 400 4400 Non Capitalized Equipment	Increase number of student learning devices by more than 200%	895,100		Special Reserve Fund 400 4400 Non Capitalized Equipment	Increase number of student learning devices by more than 200%	890,000		Special Reserve Fund 400 4400 Non Capitalized Equipment
	3) Add or update infrastructure as needed for wireless access for student learning devices.		Invoices	Increase percentage of classrooms with one access point to 100%	130,000		Special Reserve Fund 400 5600 Non Capitalized Improvements	Increase percentage of classrooms with two access points to 50%	100,000		Special Reserve Fund 400 5600 Non Capitalized Improvements	Increase percentage of classrooms with two access points to 100%	125,000		Special Reserve Fund 400 5600 Non Capitalized Improvements
	4) Continue full-time Technology Secretary to support the implementation of all aspects of instructional technology in the classroom.		Tech orders processed in timely manner	Improved tech need response time	50,500	50,500	LCFF S/C 2000-2999 Classified Personnel Salaries	Reduce work order completion time by 5%	51,500	51,500	LCFF S/C 2000-2999 Classified Personnel Salaries	Reduce work order completion time by 5%	52,600	52,600	LCFF S/C 2000-2999 Classified Personnel Salaries

TULARE JOINT UNION HIGH SCHOOL DISTRICT
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 ATTACHMENT A

Goals	Actions	State Priorities	Metric (There should a metric for each action. *)	2015-16 LCAP Year			2016-17 Year 2				2017-18 Year 3				
				Expected Outcome (There should be an outcome for each action.)	Total Activity/ Service Cost	Unduplicated S/C Grant Costs	Funding Source	Expected Outcome (There should be an outcome for each action.)	Total Activity/ Service Cost	Unduplicated S/C Grant Costs	Funding Source	Expected Outcome (There should be an outcome for each action.)	Total Activity/ Service Cost	Unduplicated S/C Grant Costs	Funding Source
#3 Full implementation of ELD standards	1) Continue to offer sections in the master schedule for ELD support classes.	1, 2, 4, 7, 8	Master schedule	Number of students enrolled in support courses	350,500	350,500	LCFF S/C 1000-1999 Certificated Personnel Salaries	Number of students enrolled in support courses	369,800	369,800	LCFF S/C 1000-1999 Certificated Personnel Salaries	Number of students enrolled in support courses	390,200	390,200	LCFF S/C 1000-1999 Certificated Personnel Salaries
	2) Continue Professional Development on embedding ELD standards and instructional strategies into Social Studies.		PD Calendar, workshop registration	Increased number of courses with ELD standards imbedded	20,000		Title 3 1000-1999 Certificated Personnel Salaries	Increased number of courses with ELD standards imbedded	20,000		Title 3 1000-1999 Certificated Personnel Salaries	Increased number of courses with ELD standards imbedded	20,000		Title 3 1000-1999 Certificated Personnel Salaries
	3)Incentives for student performance on CELDT test (medals and recognition for re-designation).		Invoices	Redesignated students provided certificates and medals	1,000		Title 3 4000-4999 Books and Supplies	Redesignated students provided certificates and medals	1,000		Title 3 4000-4999 Books and Supplies	Redesignated students provided certificates and medals	1,000		Title 3 4000-4999 Books and Supplies
	4) Provide supplemental materials and curriculum to teachers for classroom use.		Invoices	Supplemental materials provided	45,000		Title 3 4000-4999 Books and Supplies	Supplemental materials provided	45,000		Title 3 4000-4999 Books and Supplies	Supplemental materials provided	45,000		Title 3 4000-4999 Books and Supplies
	5) Maintain highly qualified staff in all content areas. (Duplicate Action - See Goal 1, Action 7)		Commission on Teacher Credentialed records	All teachers are highly qualified	6,106,300		LCFF Base 1000-1999 Certificated Personnel Salaries	All teachers are highly qualified	6,442,150		LCFF Base 1000-1999 Certificated Personnel Salaries	All teachers are highly qualified	6,796,500		LCFF Base 1000-1999 Certificated Personnel Salaries

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#4 Common Core	1) Professional Development for teachers on implementing Next Generation Science Standards (NGSS).	1, 2, 4, 7, 8	PD Calendar, workshop registration	Staff receives training, NGSS implemented in content area	100,000	100,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Staff receives training, NGSS implemented in content area	100,000	100,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Staff receives training, NGSS implemented in content area	100,000	100,000	LCFF S/C 1000-1999 Certificated Personnel Salaries
	2) Purchase instructional materials aligned to the Next Generation Science Standards (NGSS).		Invoices	Outdated curriculum replaced as implemented	75,000	75,000	LCFF S/C 4100 Textbooks and Core Curricular Materials	Outdated curriculum replaced as implemented	75,000	75,000	LCFF S/C 4100 Textbooks and Core Curricular Materials	Outdated curriculum replaced as implemented	75,000	75,000	LCFF S/C 4100 Textbooks and Core Curricular Materials
	3) Continue to provide core content curricular leads at each comprehensive site.		Payroll records	Stipends provided to designated staff	36,300	36,300	LCFF S/C 1000-1999 Certificated Personnel Salaries	Stipends provided to designated staff	36,300	36,300	LCFF S/C 1000-1999 Certificated Personnel Salaries	Stipends provided to designated staff	36,300	36,300	LCFF S/C 1000-1999 Certificated Personnel Salaries
	4) Provide math coach at each comprehensive site to assist math teachers in teaching Common Core math standards.		Hiring process	Number of math teachers trained increased by __	105,200	105,200	LCFF S/C 1000-1999 Certificated Personnel Salaries	Number of math teachers trained increased by __	111,000	111,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Number of math teachers trained increased by __	117,100	117,100	LCFF S/C 1000-1999 Certificated Personnel Salaries
	5a) Provide full-time science teacher for Alternative Education.		Hiring process	Science courses in master schedule	81,900	81,900	LCFF S/C 1000-1999 Certificated Personnel Salaries	Science courses in master schedule	87,400	87,400	LCFF S/C 1000-1999 Certificated Personnel Salaries	Science courses in master schedule	91,200	91,200	LCFF S/C 1000-1999 Certificated Personnel Salaries
	5b) Increase part-time science teacher to full-time for Special Education.		Hiring process	Courses provided to address student growth	35,600		SE 1000-1999 Certificated Personnel Salaries	Courses provided to address student growth	37,600		SE 1000-1999 Certificated Personnel Salaries	Courses provided to address student growth	39,700		SE 1000-1999 Certificated Personnel Salaries

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#5 Parental Involvement	1) Continue to provide Parent Institute for Quality Education (PIQE) program for parents at comprehensive sites.	2, 3, 4, 5, 6, 7, 8	Number of parents participating	Increase the number of parents participating by 20%	50,000		SCG: 5800 Professional and Consulting Services	Increase the number of parents participating by 20%	50,000		SCG: 5800 Professional and Consulting	Increase the number of parents participating by 20%	50,000		SCG: 5800 Professional and Consulting
	2) Continue to provide Parent Link app and Teleparent.		Invoices	Establish baseline	36,000	36,000	LCFF S/C 5100 Sub Agreements	Increase participation by 10%	36,000	36,000	LCFF S/C 5100 Sub Agreements	Increase participation by 10%	36,000	36,000	LCFF S/C 5100 Sub Agreements
	3) Increase district English language advisory committee (DELAC), site English language advisory committees (ELAC) and Migrant parent advisory participation by recruiting parents through contact made by site administrators and Family Community Liaisons.		Sign-in sheets	Establish baseline	2,000	2,000	LCFF S/C 5900 Communications	Increase the number of parents participating by 5%	2,000	2,000	LCFF S/C 5900 Communication s	Increase the number of parents participating by 5%	2,000	2,000	LCFF S/C 5900 Communicatio ns
	4) Continue to provide incentives for parental involvement (babysitting, recognition certificates).		Sign-in sheets, invoices, time sheets	Establish baseline	4,500		Title 3 2000-2999 Classified Personnel Salaries	Increase the number of parents participating by 5%	4,500		Title 3 2000-2999 Classified Personnel	Increase the number of parents participating by 5%	4,500		Title 3 2000-2999 Classified Personnel
	5) Conduct Parent involvement survey for parents of students with special needs		Survey results	Establish a baseline for parental involvement	1,500		SE 5800 Professional & Consulting Services	Increase participation by 10%	1,500		SE 5800 Professional & Consulting Services	Increase participation by 10%	1,500		SE 5800 Professional & Consulting Services
	6) Implement PIQE program at Alternative Education		Number of parents participating	Establish a baseline for parental involvement	10,000		SCG 5800 Professional & Consulting Services	Increase the number of parents participating by 5%	10,000		SCG 5800 Professional & Consulting Services	Increase the number of parents participating by 5%	10,000		SCG 5800 Professional & Consulting Services
	7) Continue community forums with Tulare Police Department and Tulare City Schools on relevant issues		Sign-in sheets	Increase communication with community members	1,000	1,000	LCFF S/C 4000-4999 Books and Other Supplies	Increase communication with community members	1,000	1,000	LCFF S/C 4000-4999 Books and Other Supplies	Increase communication with community members	1,000	1,000	LCFF S/C 4000-4999 Books and Other Supplies
	8) Conduct parent involvement survey for parents of foster students		Survey results	Establish a baseline for parental involvement.	1,000	1,000	LCFF S/C 5800 Professional & Consulting Services	Increase participation by 10%	1,000	1,000	LCFF S/C 5800 Professional & Consulting Services	Increase participation by 10%	1,000	1,000	LCFF S/C 5800 Professional & Consulting Services
	9) Add 0.50 FTE Counselor position to all comprehensive sites and Alternative Education		Hiring process	Additional counselor time added.	225,000	225,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Additional counselor time added.	237,400	237,400	LCFF S/C 1000-1999 Certificated Personnel Salaries	Additional counselor time added.	250,500	250,500	LCFF S/C 1000-1999 Certificated Personnel Salaries

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#6 Basic Services	1) Continue the renovation of Bob Mathias Stadium to provide handicapped accessible path of travel, replace concession and restroom facilities, and add handicapped seating. Renovate science classrooms at Tulare Union and Tulare Western.	1	Invoices	Facility renovated and handicapped seating provided	1,201,800		Fund 400 6200 Building Improvements	TW Science Classroom remodel begins	2,617,100		Fund 400 6200 Building Improvements	TW Science Classroom remodel complete, TU Science Classroom started	4,000,000		Fund 400 6200 Building Improvements
	2) Continue to fund deferred maintenance activities, including flooring, lighting replacement, electrical, HVAC, painting, roof replacement, plumbing, chiller, track, tennis courts, equipment, doors, hardware, locks, evaporative coolers, paving, irrigation, gym floors, and bleachers.		Invoices	Facilities maintained according to needs	2,374,000		Fund 400 5600 Repairs and Maintenance	Facilities maintained according to needs	1,714,000		Fund 400 5600 Repairs and Maintenance	Facilities maintained according to needs	2,158,400		Fund 400 5600 Repairs and Maintenance
	3) Provide the most conducive learning environment for all district facilities.		Survey results	Survey stakeholders to determine template	200,000		Fund 400 5800 Professional & Consulting Services	Establish template	200,000		Fund 400 5800 Professional & Consulting Services	Implement template design	200,000		Fund 400 5800 Professional & Consulting Services
	4) Provide Facilities/MOT Secretary position to support the implementation of the Facility Master Plan.		Hiring process	Increased efficiency and compliance with new regulations	50,500	50,500	LCFF S/C 2000-2999 Classified Personnel Salaries	Increased efficiency and compliance with new regulations	51,500	51,500	LCFF S/C 2000-2999 Classified Personnel Salaries	Increased efficiency and compliance with new regulations	52,600	52,600	LCFF S/C 2000-2999 Classified Personnel Salaries

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#7 School Climate	1) Continue with Positive Behavioral Intervention and Support student incentives.	1, 5, 6	Invoices	Improved student behavior	45,000	45,000	LCFF S/C 4000-4999 Materials and Supplies	Improved student behavior	45,000	45,000	LCFF S/C 4000-4999 Materials and Supplies	Improved student behavior	45,000	45,000	LCFF S/C 4000-4999 Materials and Supplies
	2) Contract with Tulare County Office of Education to provide activities and services related to the School Climate Grant including, CAST, Reconnecting Youth, and a part-time school psychologist.		Attendance rates, dropout rate, suspension rate, expulsion rate	Positive progress toward AMOs	127,010		SCG 5100 Sub Agreements	Positive progress toward AMOs	134,000		SCG 5100 Sub Agreements	Positive progress toward AMOs	141,400		SCG 5100 Sub Agreements
	3) Provide intervention programs to at-risk students (Early Warning System, Summer Bridge Program, CAHSEE Bootcamp).		Time sheets	Additional support provided to at-risk students	562,400		Title I 1000-1999 Certificated Personnel Salaries	Additional support provided to at-risk students	593,332		Title I 1000-1999 Certificated Personnel	Additional support provided to at-risk students	625,965		Title I 1000-1999 Certificated Personnel
	4) Add full-time Attendance Officer to assist with truancy.		Hiring process	Attendance Officer hired	84,780	84,780	LCFF S/C 2000-2999 Classified Personnel Salaries	Attendance Officer hired	89,500	89,500	LCFF S/C 2000-2999 Classified Personnel Salaries	Attendance Officer hired	94,500	94,500	LCFF S/C 2000-2999 Classified Personnel Salaries
	5) Continue to contract with Tulare Youth Service Bureau for mental health services for Countryside High School.		Invoices	Mental health services provided to student at Countryside High	120,000	120,000	LCFF S/C 5100 Sub Agreements	Mental health services provided to student at Countryside High	120,000	120,000	LCFF S/C 5100 Sub Agreements	Mental health services provided to student at Countryside High	120,000	120,000	LCFF S/C 5100 Sub Agreements
	6) Contract with Tulare County Health and Human Resources Child Welfare Services for Intern Education Case Manager for foster youth.		Contract	Services provided to Foster Youth	1,000	1,000	LCFF S/C 5100 Sub Agreements	Services provided to Foster Youth	1,000	1,000	LCFF S/C 5100 Sub Agreements	Services provided to Foster Youth	1,000	1,000	LCFF S/C 5100 Sub Agreements
	7) Add two full-time Psychologists to assist students with social-emotional needs.		Hiring process	Additional mental health services provided to students	238,020	238,020	LCFF S/C: Certificated Personnel Salaries	Additional mental health services provided to students	251,110	251,110	LCFF S/C: Certificated Personnel Salaries	Additional mental health services provided to students	264,920	264,920	LCFF S/C: Certificated Personnel Salaries

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#8 Course Access	1) Continue to provide honors and advance placement courses.	1, 2, 4, 7, 8	Master schedule	Increase the number of honors and AP courses offered	1,419,700	1,419,700	LCFF S/C 1000-1999 Certificated Personnel Salaries	Increase the number of honors and AP courses offered	1,497,800	1,497,800	LCFF S/C 1000-1999 Certificated Personnel Salaries	Increase the number of honors and AP courses offered	1,580,200	1,580,200	LCFF S/C 1000-1999 Certificated Personnel Salaries						
	2) Expand the number of students participating in Linked Learning pathways.		Expand the Linked Learning pathways	Increase the number of students taking Linked Learning Pathway courses	140,200		LCFF Base 1000-1999 Certificated Personnel Salaries	Increase the number of students taking Linked Learning Pathway courses	221,900		LCFF Base 1000-1999 Certificated Personnel Salaries	Increase the number of students taking Linked Learning Pathway courses	312,100		LCFF Base 1000-1999 Certificated Personnel Salaries						
	3) Continue to offer career-technical education courses throughout the district and expand CTE course offerings to include online options.		Master schedule	Increase the number of CTE courses offered	2,734,000	2,734,000	LCFF S/C 1000-1999 Certificated Personnel Salaries	Increase the number of CTE courses offered	2,884,400	2,884,400	LCFF S/C 1000-1999 Certificated Personnel Salaries	Increase the number of CTE courses offered	3,043,100	3,043,100	LCFF S/C 1000-1999 Certificated Personnel Salaries						
	4) Provide additional opportunities for A-G courses through Edgenuity online software courses.		Invoices	Software purchased for online A-G courses	15,000		LCFF Base 1000-1999 Certificated Personnel Salaries	Software purchased for online A-G courses	15,000		LCFF Base 1000-1999 Certificated Personnel	Software purchased for online A-G courses	15,000		LCFF Base 1000-1999 Certificated Personnel						
	5) Provide work experience for special needs students through the Workability Program.		Time sheets	Provide real-world work experience for Special Education students	118,000		WA 2000-2999 Classified Personnel Salaries	Provide real-world work experience for Special Education students	118,000		WA 2000-2999 Classified Personnel Salaries	Provide real-world work experience for Special Education students	118,000		WA 2000-2999 Classified Personnel Salaries						
	Insert lines above this line as needed																				
					<u>26,775,190</u>	<u>8,126,080</u>	Totals					<u>28,153,342</u>	<u>8,491,010</u>	Totals					<u>31,224,685</u>	<u>8,874,120</u>	Totals

This form and the shaded columns are a required LCAP attachment if district is claiming its Minimum Proportionality Requirement is being met Quantitatively by expenditure of the total amount of Supplemental and Concentration Grant funding. Districts can change page orientation, add additional columns or information as deemed necessary by the district.