

LOCAL CONTROL ACCOUNTABILITY PLAN

Name of Local Educational Agency (LEA)

County/District Code: 15 63818

Dates of Plan Duration (should be a 3 year plan): 2014 - 2017

Date of Local Governing Board Approval: June 18, 2014

District Superintendent: Blanca G. Cavazos

LEA LCAP Representative: Blanca G. Cavazos

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Date of Submission to The Kern County Superintendent of Schools: June 23, 2014

§ 15497. Local Control and Accountability Plan and Annual Update Template

Local Control and Accountability Plan and Annual Update Template

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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)

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Involvement Process	Impact on LCAP
<p>The Taft Union High School District involved stakeholders in the development of the District Strategic Plan and consequently, the LCAP through the following processes:</p> <ul style="list-style-type: none"> January 11, 2014: The District Strategic Planning Committee met for a full day at Taft Union High School to review student achievement data (Academic Performance Index, Content Standards Tests results; student outcomes (honors, AP, dual enrollment course completion, college going rates, A-G completion); student attendance and dropout data; suspension and expulsion data; parent, student and teacher survey results; graduation rates and course failure rates. The Committee - composed of students, parents, classified staff, teachers, community members, administrators and Board members - conducted an analysis of the strengths, weaknesses, threats and opportunities of the District. The Committee delineated strategies for addressing areas for improvement under each of the eight state priorities. Interpreters were provided for Spanish-speaking parents. Representatives of the teacher group included the DELAC Coordinator, an ELD teacher, and the AVID coordinator. The administrator who works with foster youth was also on the Committee. Members of the classified 	<p>The Strategic Planning Committee analyzed District data, identified areas for improvement under each of the eight state priorities, set goals by ranking the areas of greatest importance and developed strategies for meeting the goals.</p> <p>The district compiled and summarized the input from the Strategic Planning Committee meeting. The Committee recommended the District provide the same learning opportunities for all students as currently available to AVID and Academy students; increase articulation and collaboration with K-8 and higher education; increase opportunities for student academic competition; prepare</p>

Involvement Process	Impact on LCAP
<p>and certificated bargaining units were among the Committee members. Parent representatives included the DELAC president and DELAC members, and members of the Parent Scholarship Organization, and of the School Site Council. Community representatives included the executive director of the Chamber of Commerce, the superintendent/president of the community college, the superintendent of the largest, feeder elementary district, and local business owners. Students represented each grade level in the District</p> <ul style="list-style-type: none"> • March 29, 2014: The District Strategic Planning Committee met for a half day on March 29, 2014 at Taft Union High School to examine the strategies and prioritize the goals and strategies for the next three years. This Committee will become our District Advisory Committee. • April 22, 2014: Certificated and classified staff representatives to the Strategic Planning Committee created the survey for staff members. • April 24 and April 30, 2014: Students representatives adapted the survey for students using student-friendly language. • May 1-2, 2014: Certificated and classified staff representatives to the Strategic Planning Committee met with their peers, discussed the Strategic Planning process and the LCAP process and administered the survey • May 2, 2014: The student representatives to the Strategic Planning Committee explained the Strategic Planning process and the LCAP and administered the survey to their peers. • May 8, 2014: The DELAC Coordinator and DELAC president explained the Strategic Planning process and the LCAP process and led the parents of English learners in identifying and prioritizing strategies and goals for the plan. 	<p>teachers, students and parents for CCSS implementation; provide academic intervention; train students, staff and parents on the use of technology; increase the variety of math courses; address the culture of the district to improve interpersonal relationships and appreciation for diversity; and provide parent education opportunities.</p> <p>The district reviewed the (summarized) input from the previous meeting with the Strategic Planning Committee and noted the stakeholder response to the proposed strategies for meeting the identified goals. Based on the strategies identified by the Strategic Planning Committee, surveys were created to provide students, staff, parents and community members an opportunity to prioritize the goals and strategies and provide additional input and suggestions. The survey results reflected the priorities and goals of the Strategic Planning Committee and the stakeholders.</p> <p>Input from students, staff, parents and community members was considered in developing the goals and strategies for the plan. The strategies recommended to achieve the goals included: the District ensure all students receive the same information about college, careers, college admissions and financial aid; educate students and parents about A-G course access and requirements early and often during high school; provide students with multiple opportunities for academic tutoring, intervention and course advancement; prepare students, staff and parents for utilizing digital technology; provide professional development on CCSS for staff and informational sessions for parents and students; train staff</p>

Involvement Process	Impact on LCAP
<ul style="list-style-type: none"> <li data-bbox="78 459 1150 789"> <p>• May 14, 2014: An ad was placed in the local newspaper inviting parents and community members to provide input on the plan by attending a meeting at the high school. Community members who are members of the Strategic Planning Committee assisted the facilitator in explaining the process and the strategies that were identified by the Committee. Parents of students in the District received two telephone calls reminding them of the meeting. After the meeting, a link to the parent/community member survey was sent to every parent who provided the District with an email address and to members of the Taft Chamber of Commerce. Surveys in Spanish were sent to parents who identified Spanish as their native language. A link to the survey (in both English and Spanish) was also placed on the District website.</p> <li data-bbox="78 827 1150 1153"> <p>• June 9, 2014: A public hearing was held at the regularly scheduled meeting of the Board of Trustees. The superintendent presented to the board and district community the summarized results of all of the surveys and meetings with stakeholder groups with recommendations for LCFF goals. The community and stakeholder groups were provided an opportunity to respond to the summarized data and proposed LCFF goals during this meeting. The district presented a draft of its Local Control Accountability Plan (LCAP), providing notice of the meeting’s agenda, as required. The board, as well as the community, asked questions regarding the LCAP and provided feedback to the district regarding the LCAP Draft. (see the June 9, 2014 Board of Trustees Meeting Minutes) The superintendent responded in writing to all comments.</p> <li data-bbox="78 1191 1150 1323"> <p>• June 18, 2014: The district presented the LCAP for board approval at the regularly scheduled meeting of the Board of Trustees. The board unanimously approved the LCAP, along with the district’s budget for school year 2014-15 (see the June 18, 2014 Board of Trustees Meeting Minutes)</p> 	<p>on technology skills and improve infrastructure; offer additional and varied math courses; prepare students for college placement tests; address the culture of the district to improve interpersonal relationships and appreciation for diversity; and provide and widely advertise multiple parent education opportunities.</p> <p>The district received confirmation that the proposed goals were in alignment with the district’s vision and mission. In addition, the participants confirmed the recommended strategies to meet the goals. The district then proceeded to design the Local Control Accountability Plan, based on the goals and strategies identified through the comprehensive needs assessment.</p> <p>No member of the public presented input during the public hearing.</p> <p>The Board approved the District’s LCAP and budget without any further changes.</p>

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. 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. The goals must reflect outcomes for all pupils and include 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. 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 (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.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
The 2013 API indicated students performed 40 points below the state average. District-wide, 48.7% of the students tested in English Language Arts were below proficient levels. In mathematics, 43.1% of the students were below proficient levels. An achievement gap exists for EL	80% of the district's students will demonstrate proficiency in English Language Arts and Mathematics by June, 2017 as measured by local assessments, CAHSEE and CAASPP.	All	LEA-wide	Review of local assessment data for English Language Arts and Mathematics, CAHSEE results, CAASPP results, CELDT scores and EL reclassification rates	60% of district students will demonstrate ELA and Math proficiency by the end of the 12th grade year.	70% of district students will demonstrate ELA and Math proficiency by the end of the 12th grade year.	80% of district students will demonstrate ELA and Math proficiency by the end of the 12th grade year.	Basic services Implementation of State Standards Course access Student achievement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
students and special education students								
Based upon classroom observation data and teacher self-reporting, the current level of Common Core State Standards implementation ranges from minimal to partial.	The district will fully implement the Common Core State Standards as defined by the CDE's APS criteria by June, 2017 as measured by teacher self-report, classroom observations and CAASPP results.	All Pupils	LEA-wide	Classroom observation, staff survey results, APS and CAASPP results	District classrooms will demonstrate partial implementation of CCSS	District classrooms will demonstrate substantial implementation of CCSS.	District classrooms will demonstrate full implementation of CCSS.	Implementation of State Standards Course access Student achievement Student engagement Other outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Based on senior exit surveys, and student and staff surveys, the current level of student and staff engagement at the school ranges from minimal to partial. There is a strongly articulated need to develop a school culture that is safe, welcoming and open to communication from all groups.	By June 2017, the district will fully implement a personal awareness education program and positive behavior interventions and support program that develop a greater understanding of the individual and those around him/her.	All Pupils	LEA-wide	School climate surveys, attendance, suspension and expulsion rates	District classrooms will demonstrate partial implementation of the personal awareness and positive intervention and support program strategies.	District classrooms will demonstrate substantial implementation of the personal awareness and positive intervention and support program strategies.	District classrooms will demonstrate full implementation of the personal awareness and positive intervention and support program strategies.	Student achievement Student engagement School climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Less than 10% of the parents are actively engaged with the school or school programs based on attendance rosters at district or school site meetings.	Parent participation will increase to 40% by June 2017 as measured by attendance rosters at parent meetings, workshops, courses; participation in School Site Council; participation in DELAC; participation in	All Pupils	LEA-wide	Attendance rosters for parent meetings, workshops, courses; participation in School Site Council; participation in DELAC; participation in District Strategic Planning Committee.	Parent participation in meetings and parent education activities will increase to 20% districtwide.	Parent participation in meetings and parent education activities will increase to 30% districtwide.	Parent participation in meetings and parent education activities will increase to 40% districtwide.	Parent involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	District Strategic Planning Committee.							

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the

LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Section 3A

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding sources)		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-
1. 80% of the district's students will demonstrate proficiency in English Language Arts and Mathematics by June, 2017 as	Basic services Implementation of State Standards Course access Student achievement	1.1 Provide CCSS-aligned instructional materials and instructional materials for all subject areas.	LEA-wide	Review Williams report, local assessment data, CAHSEE, CAASPP and CELDT results, EL reclassification data, failure rate	1. Purchase ELA & ELD textbooks and digital downloads aligned to CCSS and books & supplies for other classes \$697,000 (Base) Professional/Consulting	1. Books And Supplies \$587,000 (Base)	1. Books And Supplies \$595,000 (Base)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (actions are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
measured by local assessments, CAHSEE and CAASPP.		1.2 Provide professional development and coaching for teachers focused on Explicit Direct Instruction	LEA-wide	report, and attendance data Review attendance data, failure rate report	Services for new ELD standards \$4,000(Base) 2. Professional /Consulting Services And Other Operating Expenditures for Explicit Direct Instruction training for teachers \$5,000 (Base)	2. Professional/Consulting Services And Other Operating Expenditures for Explicit Direct Instruction training for teachers \$5,000 (Base)	2. Professional/Consulting Services And Other Operating Expenditures for Explicit Direct Instruction training for teachers \$5,000(Base)
		1.3 Provide intervention courses for struggling students	LEA-wide	Review attendance data, failure rate report	3. Certificated Personnel Salaries \$140,000 (Base) Professional/Consulting Services And Operating Expenditures for 12 teachers (Extended day) \$6,000 (Base) Books And Supplies \$20,000 (Base)	3. Certificated Personnel Salaries \$140,000 (Base) Professional/Consulting Services And Operating Expenditures for 12 teachers (Extended day) \$10,000 (Base) Books And Supplies \$20,000 (Base)	3. Certificated Personnel Salaries \$140,000 (Base) Professional/Consulting Services And Operating Expenditures for 12 teachers (Extended day) \$12,000 (Base) Books And Supplies \$20,000 (Base)
		1.4 Provide AVID trained tutors before and after school	LEA-wide	Review attendance data, failure rate report	4. Certificated Personnel Salaries \$8,000 (Base) for tutoring Classified Personnel Salaries for tutoring	4. Certificated Personnel Salaries \$8,000 (Base) for tutoring Classified Personnel Salaries for tutoring	4. Certificated Personnel Salaries \$8,000 (Base) for tutoring Classified Personnel Salaries for tutoring

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (actions are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2. The District will fully implement the Common Core State Standards as defined by the CDE's APS criteria by June, 2017 as measured by	Implementation of State Standards Course Access Student achievement Student Engagement	1.5 Provide summer school opportunities to increase academic skills	LEA-wide	Review classroom observation data, staff survey results, APS and CAASPP results	\$4,800(Base) Professional/Consulting Services And Operating Expenditures for tutor training \$5,000 (Base) Books And Supplies \$10,000 (Base)	\$4,800(Base) Professional/Consulting Services And Operating Expenditures for tutor training \$5,000 (Base) Books And Supplies \$10,000 (Base)	\$4,800(Base) Professional/Consulting Services And Operating Expenditures for tutor training \$2,000 (Base) Books And Supplies \$10,000 (Base)
		2.1 Provide professional development focused on the integration of CCSS, mobile technology and digital citizenship		Review staff technology survey data	5. Certificated Personnel Salaries \$134,000(Base) for 18 teachers Classified Personnel Salaries \$17,000(Base) Books And Supplies \$71,190(Base)	5. Certificated Personnel Salaries \$140,000(Base) for 18 teachers Classified Personnel Salaries \$18,000(Base) Books And Supplies \$35,000(Base) Services and Operating Expenditures \$36,190(Base)	5. Certificated Personnel Salaries \$145,000(Base) for 18 teachers Classified Personnel Salaries \$20,000(Base) Books And Supplies \$35,000(Base) Employee Benefits \$15,000(Base)
					1. Professional/Consulting Services And Operating Expenditures for technology training \$29,500(Base)	1. Books and Supplies \$164,000(Base) for course texts and technology	1. Books and Supplies \$50,000(Base) for and technology

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (actions are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
teacher self-report, classroom observations and CAASPP results.		2.2 Update District technology infrastructure	LEA-wide	Review staff technology survey data	2. Technology \$675,000(Base) Services and Other Operating Expenditures \$500,000(Base)	2. Training for IT staff Professional/Consulting Services And Operating Expenditures \$29,500(Base)	2. Training for IT staff Professional/Consulting Services And Operating Expenditures \$29,500(Base)
		2.3 Provide technology mobile devices and applications for teachers			3. Technology for teachers \$83,000(Base)	3. Technology applications \$50,000(Base) Services and Other Operating Expenditures \$100,000 for classroom technology (Base) Books and Supplies - Accessories \$30,000(Base)	3. Services and Other Operating Expenditures for technology \$100,000(Base)
		2.4 Provide college and career readiness training for counselors and teachers		Review A-G completion report	4. Professional/Consulting Services and Operating Expenditures for training for five counselors \$5,000(Base) Books and Supplies \$1,000(Base)	4. Books and Supplies \$5,000(Base) Services and Other Operating Expenditures for training for nine teachers \$9,000(Base)	4. Books and Supplies \$12,000(Base) Services and Other Operating Expenditures for training for 25 teachers \$25,000(Base)
		2.5 Provide Success 101 career/college exploration course for freshmen		Review completion rates of 10-year college/career	5. Certificated Personnel Salaries \$80,000(Base) Books And Supplies	5. Certificated Personnel Salaries \$80,000(Base) Books And Supplies	5. Certificated Personnel Salaries \$80,000(Base) Books And Supplies

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
				plans	\$6,000(Base) Employee Benefits \$27,000(Base) Professional/Consulting Services and Operating Expenditures for teacher training \$4,000(Base) Books and Supplies \$13,000(Base)	\$6,000(Base) Employee Benefits \$27,000(Base) Professional/Consulting Services And Operating Expenditures for teacher training \$2,000(Base) Books and Supplies \$13,000(Base)	\$6,000(Base) Employee Benefits \$27,000(Base) Professional/Consulting Services And Operating Expenditures for teacher training \$2,000(Base) Books and Supplies \$13,000(Base)
3. By June 2017, the District will fully implement a personal awareness education program and positive behavior interventions and support program that develop a greater understanding of	Student achievement Student engagement School climate	3.1 Provide professional development for staff and students focused on personal awareness and positive interventions and support programs to create a positive, collaborative and accepting learning environment	LEA-wide	Review school climate survey data, suspension and expulsion data, and attendance data.	1. Professional/Consulting Services And Operating Expenditures to provide training for staff and student leaders \$22,500(Base)	1. Professional/Consulting Services And Operating Expenditures to provide training for student leaders \$11,000(Base)	1. Professional/Consulting Services And Operating Expenditures to provide training for student leaders \$15,000(Base)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
the individual and those around him/her.		<p>3.2 Provide instructional materials for Personal Awareness, Safe School Ambassadors, Renaissance and PBIS programs and academic competitions</p> <p>3.3 Provide Certificated staff to lead student programs and coach academic competitions</p>		<p>Review school climate survey data, suspension and expulsion data, and attendance data.</p> <p>Review school climate survey data</p>	<p>2. Books and Supplies \$70,000(Base)</p> <p>3. Certificated Personnel Salaries \$30,100(Base) for 10 teachers (extra pay)</p>	<p>2. Books and Supplies \$61,250(Base)</p> <p>3. Certificated Personnel Salaries \$30,100(Base) for 10 teachers (extra pay)</p>	<p>2. Books and Supplies \$70,000(Base)</p> <p>3. Certificated Personnel Salaries \$30,100(Base) for teachers (extra pay)</p>
4. Parent participation will increase to 40% by June 2017 as measured by attendance rosters at parent meetings, workshops,	Parent Involvement	4.1 Provide parent education opportunities with a focus on college and career readiness, technology/mobile devices, CCSS, and additional support	LEA-wide	Parent attendance rosters	<p>1. Professional/Consulting Services and Operating Expenditures for parent training \$18,000(Base) Classified Personnel Salaries \$3,000(Base)</p>	<p>1. Professional/Consulting Services and Operating Expenditures for parent training \$18,000(Base) Classified Personnel Salaries \$3,000(Base)</p>	<p>1. Professional/Consulting Services and Operating Expenditures for parent training \$18,000(Base) Classified Personnel Salaries \$3,000(Base)</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
courses; participation in School Site Council; participation in DELAC; participation in District Strategic Planning Committee.		for targeted populations.			Books and Supplies \$2,500(Base) Certificated Personnel Salaries extra pay for program coordination \$10,000(Base)	Books and Supplies \$2,500(Base) Certificated Personnel Salaries extra pay for program coordination \$10,000(Base)	Books and Supplies \$2,500(Base) Certificated Personnel Salaries extra pay for program coordination \$10,000(Base)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. 80% of the district’s students will demonstrate proficiency in English Language Arts and Mathematics by June, 2017 as measured by local assessments, CAHSEE and CAASPP.	Basic services Implementation of State Standards Course access Student achievement	1.1 Provide literacy classes for low income students, English learners, foster youth	School-wide	Review data from local literacy assessments	1. Certificated Personnel Salaries \$100,000(Base) for one teacher Employee Benefits \$35,000(Base) Classified Personnel Salaries \$40,000(Base) Books and Supplies \$25,000(Base)	1. Certificated Personnel Salaries \$100,000(Base) for one teacher Employee Benefits \$35,000(Base) Classified Personnel Salaries \$40,000(Base) 1. Books and Supplies \$15,000(Base)	1. Certificated Personnel Salaries \$100,000(Base) for one teacher Employee Benefits \$35,000(Base) Classified Personnel Salaries \$40,000(Base) 1. Books and Supplies \$2,000(Base)
		1.2 Provide collaborative classes for special education students		Review failure rate report and course completion rates	2. Certificated Personnel Salaries \$250,000(Base) for three teachers Classified Personnel Salaries	2. Certificated Personnel Salaries \$250,000(Base) for three teachers Classified Personnel Salaries	2. Certificated Personnel Salaries \$250,000(Base) for three teachers

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					\$51,000(Base) Professional/Consulting Services and Operating Expenditures \$10,000(Base)	\$51,000(Base) Professional/Consulting Services and Operating Expenditures \$10,000(Base)	Classified Personnel Salaries \$51,000(Base) Professional/Consulting Services and Operating Expenditures \$10,000(Base)
2. The district will fully implement the Common Core State Standards as defined by the CDE's APS criteria by June, 2017 as measured by teacher self-report, classroom observations and CAASPP results.	Implementation of State Standards Course access Student achievement Student engagement Other outcomes	2.1 Provide differentiated instructional material for varying reading ability levels	School-wide	Review failure rate report and course completion rates	1. Books and Supplies \$10,000(Base)	1. Certificated Personnel Salaries \$2,000(Base) (extra pay) for workshops Books and Supplies \$1,000(Base)	1. Books and Supplies \$2,000(Base)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. By June 2017, the district will fully implement a personal awareness education program and positive behavior interventions and support program that develop a greater understanding of the individual and those around him/her.	Student achievement Student engagement School climate	3.1 Provide program support materials in the native languages of English learners	School-wide	Review failure rate report, course completion rates, student climate surveys	1. Books and Supplies \$2,000(Base)	1. Books and Supplies \$2,000(Base)	1. Books and Supplies \$5,000(Base)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
4. Parent participation will increase to 40% by June 2017 as measured by attendance rosters at parent meetings, workshops, courses; participation in School Site Council; participation in DELAC; participation in District Strategic Planning Committee.	Parent Involvement	4.1 Provide workshops for targeted subgroups and their families focused on study skills and services available to them	LEA-wide	Attendance roster, workshop evaluation summaries	1. Professional/Consulting Services and Operating Expenditures for parent/guardian workshops \$5,000(Base)	1. Professional/Consulting Services and Operating Expenditures for parent/guardian workshops \$1,000(Base)	1. Professional/Consulting Services and Operating Expenditures for parent/guardian workshops \$1,000(Base)

- C. Describe the LEA's increase in 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 priority areas. (See 5 CCR 15496(b) for guidance.)

1. TUHSD is a Basic Aid district and does not receive supplemental or concentration grant monies.
2. The district is expending its LCFF funds as determined by this district's goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3B.
3. LEA-wide and School-wide justifications:
Less than 50% of the District's pupils are identified as either low income, English learner or foster youth, yet the District has targeted funding to these subgroups and is providing interventions services to these students on a LEA-wide and school-wide basis. The district-wide and school-wide services will allow more flexible program scheduling, more effective use of staffing and instructional materials.

D. 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). 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). 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.

1. TUHSD minimum proportionality percentage is 2.19%.
2. Taft Union High School District does not receive an increase in funds from LCFF-based supplemental or concentration grants because it is a basic aid district and is held harmless under the LCFF formula.
3. The District is expending funds for LCFF subgroups as determined by this district's goals, outlined in Section 2 of this LCAP and its actions for implementing these goals, as outlined in Sections 3A and 3B.
4. LEA-wide and School-wide justifications:
Less than 50% of the District's pupils are identified as either low income, English learner or foster youth, yet the District has targeted funding to these subgroups and is providing interventions services to these students on a LEA-wide and school-wide basis. The district-wide and school-wide services will allow more flexible program scheduling, more effective use of staffing and instructional materials, as described in 3A and 3B.

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.