

Introduction:

The Taft Union High School District serves students in grades 9-12 at Taft Union High School and Buena Vista Continuation/Alternative High School. Students from Belridge, Elk Hills, McKittrick, Midway and Taft City School Districts matriculate from eighth grade to attend secondary school in the district. Of the 1,048 students served in 2015-16, 59% qualify for free/reduced meals, 11% receive Special Education services, 7% are English Learners, 4% are Migrant, and 2% are homeless. (Less than 1% of the students are foster children). The ethnicity of the student body is 52% White, 41% Hispanic/Latino, and 7% other. Students are served by 80 certificated staff members, including 68 teachers, four counselors, six administrators, a school nurse and a school psychologist, and 88 classified staff. Located in the city of Taft, the district was established in 1911 and covers an area of 362 square miles. The local economy depends on petroleum and natural gas production.

The Taft Union High School District has three overarching goals:

1. To provide rigorous and relevant instruction that prepares students to be career, college and future ready.
2. To assist students and staff in developing personal awareness skills so they may contribute to a positive and collaborative learning/work environment.
3. To increase parent and community participation that supports the preparation of students to be career, college and future ready

To meet these goals, District staff is working to design new Career Technical Education (CTE) courses and align existing courses to career pathways so students will have a clear map of the sequence of courses they should take in high school that directly relate to their career interest. The district will be adding the ROP program that was previously part of a joint partnership agreement (JPA) and will rename it to be the TUHSD Career Technical Education Center (CTEC). A career center will be developed and a CTE teacher will provide work and career-related workshops, work experience opportunities and internships for students. We continue to work with Taft College to offer dual enrollment courses that also give students a head start on college and have begun discussions with Bakersfield College for establishing articulation agreements and dual enrollment courses there as well.

To prepare students to be future ready, the District has invested in updating the technology infrastructure in order to provide students and staff with wireless Internet access throughout our campuses. The project is near completion. Additionally, district schools will be Google Classroom schools in 2016-17. Before the school year begins, 24 staff members will have participated in Google Applications for Education (GAPE) training and will pilot using various online programs in their classrooms and offices. Training for the entire staff is planned for summer and the 2016-17 school year. Starting in the spring semester, students will have access to mobile computer devices, storage in "the cloud" and e-books that they can check out online 24/7 from the TUHS library website. Training for students and parents on the use of the devices and Internet safety is planned for fall semester.

Through E-Colors in Education, staff and students will continue learning more about their own personal qualities and how they learn best so in order to work more effectively with other students, teachers, support staff, family and community members in a variety of situations and settings. Students use techniques which help them develop a variety of communication styles that lead to positive and productive resolutions. The Human Element class has been added to the TUHS schedule. The course focuses on appreciating individual similarities and differences and promoting kindness to others. TUHS staff will participate in professional development on the Positive Behavior Interventions and Support (PBIS) program for implementation in 2017-18.

Lastly, TUHSD will continue to offer the Parent Institute for Quality Education (PIQE) and Parent Project training. In addition, as a partner of the

West Kern Adult Education Network Consortium, the district will continue to reach out to parents and community members who wish to continue their education through GED, ESL, citizenship, and literacy courses offered on our campuses and in the community.

LEA: Taft Union High
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LCAP Year: 2016-17

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. 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 schoolsite, 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 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?

Involvement Process	Impact on LCAP

The Taft Union High School District has engaged community stakeholders in the development and annual update of the district's LCAP. Parents, students, staff, local bargaining units and community members were consulted in the plan development by identifying the skills and experiences with which Taft Union students should graduate, reviewing the goals, actions and services, and completing a school climate survey in both English and Spanish. Parents and community members were given access to the survey at school site meetings and through a link on the district webpage. Notices of the survey link were posted in the local news media and notification of the survey was done through phone calls to students' homes. Staff completed the climate survey during scheduled faculty and staff meetings. Parents on the DELAC and School Site Council identified the skills and experiences with which Taft Union students should graduate and made recommendations for the LCAP during regularly scheduled meetings in March and April. TUHS department chairs also made recommendations regarding the same question during a meeting in April. Department chairs reviewed and commented on a summary of the LCAP goals, actions and services during a meeting in May. In addition, all district certificated and classified staff were sent a summary of the LCAP goals, actions and services for the next three years and were given an opportunity to provide input through an electronic survey. Associated Student Body (ASB) students reviewed the summary of the LCAP goals, actions and services and the metrics and data used to evaluate progress. The metrics, progress made for each goal and a summary of the plan were shared at a district LCAP meeting in May. Parents and community members were given the opportunity to give input and complete the school climate survey if they hadn't done so already. The LCAP was made available for public review and comment at a district Board meeting on June 6, 2016 and placed on the board agenda for final approval on June 13, 2016.

Groups of parents, community members, students and staff identified technology skills, career technical education skills (resumes and job interviews), soft skills, work habits, social skills and problem-solving as essential to developing successful TUHSD students. Students recommended the district expand the number of dual enrollment courses offered, increase the number of core classes during summer school, provide events showcasing student work to draw more parent involvement, involve more local businesses in school activities, host a community night at athletic events, add an education career pathway, include athletic training to a pathway, expand the language department to include sign language and French and expand the art offerings. Staff recommended to maintain staffing levels to ensure smaller class sizes, establish a career center to work with the Success 101 curriculum to assist student in their future planning, and add a Curriculum, Instruction, and Assessment position to address the curricular needs of the campus. Staff believes that programs addressing student behavior are important and wants to ensure that these programs are implemented with fidelity. Lastly, staff also identifies the need of an increase in parental involvement and believes that the services that have been identified will be a good first step in that increase.

The preliminary report from the WASC Visiting Committee indicated a need for a district-wide student data analysis system that allows for the analysis of statewide assessment results, creation of common rubrics and pacing guides; alignment of common formative assessments to the standards and CAASPP format; and the collection and sharing of test results. In addition, the team identified a need for a College and Career employee and a staffed career center. They also identified the need for a fully developed professional development plan and expressed concerns about the timeline for completion of the technology infrastructure. The recommendations from department chairs included a desire to evaluate and select a district-wide data analysis system, be informed of the location of the career center, more information on plans and timeline for the Alternative Learning Center, revise procedures on students arriving tardy to school (especially during periods 1 and 5), include Back to School Night and Oil Tech parent meetings in parent participation calculations, provide incentives for students to do well on the CAASPP, analyze period attendance to learn which periods have highest incidents, and provide more information on attendance data.

The impact of the feedback reinforced the goals and helped further

	delineate the actions and activities specifically related to student data analysis tools, the integration of technology in every classroom, the career pathway development and the need for a fully staffed career center.
<p>Annual Update:</p> <p>In addition to the involvement process detailed above, Taft Union High School (with 81% of the student body) was engaged in a self-study for the Western Schools and Colleges Accreditation (WASC). Starting with pre-service staff meetings and continuing with late start school days and non-student days throughout the school year, staff, students, parents and Board members were given multiple opportunities to comment and make recommendations regarding the district and school's organization (vision and purpose, governance, leadership, staff and resources), standards-based student learning (curriculum, instruction, assessment and accountability, school culture and support for student and personal academic growth (parent and community engagement and school environment). Student, staff and parents completed questionnaires, met in focus groups and documented observations and recommendations in the self-study. In mid-April, the WASC Visiting Committee verified the self-study findings and made additional recommendations in a preliminary report. Preliminary findings from the Visiting Committee were included in the development of the LCAP. At Buena Vista High School, students and parents were interviewed and asked to respond to a survey. The findings were considered in the development of the LCAP. Department chairs reviewed the LCAP outline of goals, actions and services and made recommendations.</p>	<p>Annual Update:</p> <p>The feedback provided by stakeholders and the WASC Visiting Committee resulted in actions and services focusing on college and career readiness, technology integration and training, a plan to acquire a district-wide data analysis system that facilitates the creation of common rubrics, formative assessments and pacing guides focused on the state standards. The school climate surveys completed by students and parents/community members indicated that students felt safe at school (90%) and generally felt they belonged at the school site (70%). Additionally, the school climate survey completed by staff indicated a need for improved communication among staff. The issues mentioned indicated an emphasis on the concepts covered in the Human Element course (kindness, understanding and positive communication). The survey and department chair recommendations also indicated a need to develop a more thorough understanding of the evidence-based interventions and behavioral support practices of the Positive Behavior Interventions and Supports (PBIS) and the Alternative to Suspension (ATS) and Alternative Learning Center (ALC) programs.</p>

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

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.

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 schoolsites 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 schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite 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).

Actions/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 schoolsites 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.

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 schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 schoolsites?
- 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 schoolsites, 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?

GOAL:	To provide rigorous and relevant instruction that prepares students to be career, college and future ready.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A
Identified Need:	<p>A. Appropriately assigned and fully credentialed teachers: *(2014-2015) 100% of teachers were highly qualified.</p> <ul style="list-style-type: none"> • Currently, (2015-2016) 96% of our teachers are highly qualified. <p>B. Sufficient access to standards-aligned instructional materials: Textbooks and materials are appropriately aligned, per state adoption availability.</p> <p>C. School facilities maintained in good repair: Attained a "good" rating on FIT report for 2014-15.</p> <p>Priority 2: Implementation of State Standards</p>	

A. Academic content and performance standards: Teachers across curricular areas have partially implemented CCSS and substantially implemented ELD standards.

Priority 4: Pupil Achievement:

A. Statewide assessments- The CST and CAHSEE are no longer given and therefore, we are unable to report out data, however, the new CAASPP was given and we have established baselines. There are as follows:

CAASPP- Overall Achievement in English Language Arts: Taft High and Buena Vista High (Continuation) School (BV) data:

Standard Exceeded	TUHS 6%	BV 0%
Standard Met	TUHS 26%	BV 23%
Standard Nearly Met	TUHS 33%	BV 42%
Standard Not Met	TUHS 34%	BV 35%

- **Reading: Demonstrating understanding of literacy and non-fictional texts**
 - Above Standard TUHS 19% BV 12%
 - At or Near Standard TUHS 51% BV 50%
 - Below Standard TUHS 30% BV 38%
- **Writing: Producing clear and purposeful writing**
 - Above Standard TUHS 13% BV 0%
 - At or Near Standard TUHS 39% BV 36%
 - Below Standard TUHS 48% BV 64%
- **Listening : Demonstrating effective communication skills**
 - Above Standard TUHS 7% BV 12%
 - At or Near Standard TUHS 63% BV 65%
 - Below Standard TUHS 29% BV 23%
- **Research/Inquiry: Investigating, analyzing, and presenting information**
 - Above Standard TUHS 14% BV 4%
 - At or Near Standard TUHS 60% BV 54%
 - Below Standard TUHS 25% BV 42%

CAASPP-Overall Achievement in Math

Standard Exceeded	TUHS 0%	BV 0%
Standard Met	TUHS 11%	BV 0%
Standard Nearly Met	TUHS 19%	BV 27%
Standard Not Met	TUHS 70%	BV 73%

- **Concepts & Procedures**
 - ?Above Standard TUHS 3% BV 0%
 - At or Near Standard TUHS 26% BV 12%

- Below Standard TUHS 71% BV 88%
- **Problem Solving & Modeling/Data Analysis**
 - Above Standard TUHS 3% BV 0%
 - At or Near Standard TUHS 42% BV 46%
 - Below Standard TUHS 55% BV 54%
- **Communication Reasoning**
 - Above Standard TUHS 1% BV 0%
 - At or Near Standard TUHS 55% BV 65%
 - Below Standard TUHS 44% BV 35%

CAASPP-Subgroups

<ul style="list-style-type: none"> • Socially Economically Disadvantaged • English Learners • Ethnicity-Hispanic • Disability 	<p>ELA</p> <ul style="list-style-type: none"> ◦ Standard Exceeded TUHS 6% BV 0% ◦ Standard Met TUHS 22% BV 11% ◦ Standard Nearly Met TUHS 33% BV 42% ◦ Standard Not Met TUHS 39% BV 47% <ul style="list-style-type: none"> ◦ Standard Exceeded TUHS 0% BV N/A ◦ Standard Met TUHS 8% BV N/A ◦ Standard Nearly Met TUHS 15% BV N/A ◦ Standard Not Met TUHS 77% BV N/A <ul style="list-style-type: none"> ◦ Standard Exceeded TUHS 8% BV N/A ◦ Standard Met TUHS 26% BV N/A ◦ Standard Nearly Met TUHS 34% BV N/A ◦ Standard Not Met TUHS 33% BV N/A <ul style="list-style-type: none"> ◦ <i>Standard Exceeded</i> TUHS 0% BV N/A ◦ <i>Standard Met</i> TUHS 0% BV N/A ◦ <i>Standard Nearly Met</i> TUHS 21% BV N/A ◦ <i>Standard Not Met</i> TUHS 79% BV N/A 	<p>MATH</p> <ul style="list-style-type: none"> TUHS 0% BV 0% TUHS 9% BV 0% TUHS 18% BV 21% TUHS 72% BV 70% <ul style="list-style-type: none"> TUHS 0% BV N/A TUHS 0% BV N/A TUHS 0% BV N/A TUHS 100% BV N/A <ul style="list-style-type: none"> TUHS 0% BV N/A TUHS 13% BV N/A TUHS 19% BV N/A TUHS 67% BV N/A <ul style="list-style-type: none"> <i>TUHS 0% BV N/A</i> <i>TUHS 0% BV N/A</i> <i>TUHS 0% BV N/A</i> <i>TUHS 100% BV N/A</i>
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CELDT 2014-2015 (District)

Advanced	9%
Early Advanced	18%
Intermediate	27%
Early Intermediate	18%
Beginning	27%

B. API- N/A

C. UC/CSU/Technical Education- (2014-2015) 30% meeting A-G requirements.

D. CELDT Progress- currently 18% have shown progress.

E. EL Reclassification Rate: (2014-2015) 27% of students were **reclassified**.

F. Percentage of Pupils passing AP exam with a 3 or higher: (2014-2015) 37%.

G. Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other):

- **District EAP scores:** ELA: 6% Math: 0%

Priority 5: Pupil Engagement:

A. School attendance rates: 2014-15 - 93.33%.

B. Chronic Absenteeism rates: 2014-2015 - 16.4% (a 3.7% decrease from 2013-2014).

C. Middle School Dropout rate: N/A

D. High School Dropout rate: 2014-2015 2.6% (a .8% decrease from 2013-2014).

E. High school graduation rate: 2014-2015 96.9%, (a 3.3% increase from 2013-2014).

Priority 6: School Climate:

A. Pupil suspension rate - *2014-2015 rate is 0.156 (15.6%)

- *The 2014-2015 suspension rate number was reported in decimal format. It should read 15.6%.

B. Pupil expulsion rate - *2014-2015 rate is 0.018. (1.8%)

- The 2014-2015 expulsion rate number reported was in decimal format. It should read 1.8%.

C. Other local measures (surveys)

- **Focus Questions: (2015-2016) School safety (90% of students feel safe at school) & Connectedness**
 - **Feel safe at, to and from school - Students (90%), Parents/Community (83%), Staff (81%). Target: Maintain at or above 80%**

- **Feel connected - Students (71%), Parents/Community (60%), Staff (63%). Target: Increase students to 75% and Parents/Community and Staff to 70%.**

Priority 7: Course Access:

A. Extent to which pupils have access to and are enrolled in a broad course of study:

- **Advanced Math Courses.** Increase enrollment in advanced math classes by 5% as measured by course enrollment. Enrollment in 2015-2016 Advanced Math courses in Adv. Alg. II, AP STAT, & AP Cal.
- **Maintain 90 % student enrollment in rigorous College preparatory (UC a-g) coursework.**
- **Maintain 76% student enrollment in CTE coursework.**
- Establish a **baseline percentage** of district students engaged in **Career Pathways** during 2016-2017 school year.

B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:

- 100% of district Freshmen have access to Success 101. Beginning with the 2016-17 year, 100% of Sophomores and Juniors will receive instruction in Career Choices follow-up modules.
- Assess the placement of the students within the 9 intervention classes, per student's academic needs/deficiencies.

C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs:

- Continue providing **100%** of students with special needs access to and are enrolled in specially designed instructional settings.
- Assess one target goal as a department per the Goalbooks software indicators to address student achievement

Priority 8: Other Student Outcomes

Physical Fitness test: (2014-2015) Aerobic Capacity=18.5% and Body Composition =17.3%

Goal Applies to:	Schools:	District-wide, all school.
		Grades: All
	Applicable Pupil Subgroups:	All

LCAP Year 1

Expected Annual Measurable Outcomes:	<p><u>Priority 1: Basic Services:</u></p> <p>A. Teachers appropriately assigned and fully credentialed for assignment: Increase from 96% (2015-2016) to 100% in 2016-2017.</p> <ul style="list-style-type: none"> • Currently, (2015-2016) 96% of our teachers are highly qualified.
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- *(2014-2015) 100% of teachers were highly qualified.

B. Pupils access to standards-aligned materials: Maintain 100% access to standards- aligned material.

C. School facilities maintained in good repair-

- Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report

Priority 2: Implementation of State Standards:

A. Implementation of CA academic and performance standards:

- Teachers across curricular areas have partially implemented CCSS and substantially implemented ELD standards. All core area departments will engage in summer curriculum development to support common core implementation.

B. Programs/Services to enable English Learners access to CCSS and ELD standards:

- Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.

Priority 4: Pupil Achievement:

A. Statewide assessments- The CST and CAHSEE are no longer given.

CAASPP- Overall Achievement in English Language Arts: Taft High and Buena Vista High (Continuation) School (BV) data:

We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.

CAASPP-Overall Achievement in Math

We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.

CAASPP-Subgroups

- **Socially Economically Disadvantaged:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **English Learners:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **Ethnicity-Hispanic:** *We will decrease the percentage of district students who are Not Meeting Standards, while*

- increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **Students with Disabilities:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*

CELDT 2014-2015 (District): Continue monitoring progress of currently identified EL students using District EL Plan elements and approved interventions.

B. API- N/A

C. UC/CSU/Technical Education- Increase the number of students meeting A-G requirements by 1%. Increase district-wide CTE enrollments by 1%.

D. CELDT Progress- Increase percent of identified EL students who have shown progress by 1% from previous year.

E. EL Reclassification Rate: Re-evaluate current reclassification criteria and local metrics for evaluation/classification. Establish a new benchmark for reclassification criteria.

F. Percentage of Pupils passing AP exam with a 3 or higher: Evaluate the instructional fidelity of our AP course offerings which prepare students to PASS the AP exams in all areas. Recommend AP instructor training for all AP teachers in the summer before each school year to refine instructional practices and prepare for student success. With these actions the AP % of pupils passing will increase 3% each year.

G. Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other): All junior students who take the CAASPP test will participate in EAP. District benchmark data will be established based on those participating. With these actions the EAP preparedness % will grow by 3% each year.

Priority 5: Pupil Engagement:

A. School attendance rates: Increased by 1% from previous year.

B. Chronic Absenteeism rates: Current Chronic Absenteeism rate decrease by 1% from the previous year.

C. Middle School Dropout rate: N/A

D. High School Dropout rate: Current Dropout rate will decrease by 1%

E. High school graduation rate: Current Graduation will increased by 1%

Priority 6: School Climate:

A. Pupil suspension rate - Decrease by 5% from previous year.

B. Pupil expulsion rate - Maintain below 2.5% expulsion rate.

C. Other local measures (surveys)

- **Focus Questions: School safety & Connectedness**

- Continue to monitor "School Safety"; maintaining at or above 80% for all groups.
- Continue to monitor "Feel connected"; maintaining a students rating at 75% or above and Parents/ Community and staff at 70% or above.

Priority 7: Course Access:

A. Extent to which pupils have access to and are enrolled in a broad course of study:

- **Advanced Math Courses.** Target is to increase enrollment in advanced math classes by 3% as measured by course enrollment in Advanced Math courses in Adv. Alg. II, AP Statistics, & AP Calculus.
- **Maintain 90 % student enrollment in rigorous College preparatory (UC a-g) coursework.**
- **Maintain 76% student enrollment in CTE coursework.**
- Establish a **baseline percentage** of district students engaged in **Career Pathways** during 2016-2017 school year.
- One of the measures for high schools will be the number of students who complete a career pathway. We are already gearing up to be able to monitor that for the Perkins grant, so we could measure how many students complete a career pathway. In 2015-16, 486 students were “concentrators” in a career pathway and 54 were completers of a career pathway. With the addition of new career pathways in 2016-17, the number of “concentrators” and “completers” will increase by 3% each year.

B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:

- Continue to ensure that 100% of district Freshmen have access to Success 101. Beginning with the 2016-17 year, 100% of Sophomores and Juniors will receive instruction in Career Choices follow-up modules.
- Assess the placement the of students within the 9 intervention classes, based upon students' academic needs/deficiencies.

C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs:

- Continue providing access for **100%** of students with special needs in specially designed instructional settings.
- Assess one target goal as a department per the Goalbook software indicators to address student achievement.

Priority 8: Other Student Outcomes

Physical Fitness test: Increase areas of Aerobic Capacity and Body Composition will both **by 1%**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain an appropriately assigned and credentialed teaching staff.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	750,000 Certificated Personnel Salaries (Base)
Implement state standards in core subject areas and ELD.	LEA-Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$100,000 Prof Svcs (C/S); \$271,172 Certificated Personnel Salaries (C/S); \$20,000 Supplies (C/S)
Implement a district-wide data analysis system to facilitate analysis of achievement data and determine instructional strategies, benchmarks, and formative assessments.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000 Prof Svcs (c/s); \$20,000 Supplies (Base)

Continue to implement standards-aligned instructional materials in English Language Arts and Math. Purchase standards-aligned instructional materials as they become available for Social Studies and Science, and provide professional development for teaching staff.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	120,000 Certificated Personnel Salaries (C/S)
Purchase additional instructional/enrichment materials and provide professional development that specifically meet the needs of English Learners, Special Education students, and socio-economically disadvantaged students.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	\$20,000 Supplies (C/S); \$20,00 Supplies (Base)
Maintain school facilities in good repair.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500,000 Classified Salaries (Base); \$250 Supplies (Base); \$50,000 Prof. Svcs (Base)
Continue to provide intervention, tutorial courses, school tutoring and other instructional supports (AVID tutoring, etc.) during and beyond the school day.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000 Certificated Personnel Salaries (Base); \$20,000 classified Salaries (Base)

<p>Delineate career pathways and CTE courses, implement Success 101 course for freshmen and Career Choices curriculum for grades 10-11.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$120,000 Certificated Personnel Salaries (C/S); \$10,000 Supplies (C/S)</p>
<p>Develop a career center and hire a CTE teacher to provide employment and career-related workshops, and continue to develop internship/work-experience opportunities.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$80,000 Certificated Personnel Salaries (C/S); \$20,000 Supplies (Base)</p>
<p>Provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000 Certificated Personnel Salaries (C/S); \$10,000 Prof. Svcs (base); \$20,000 Supplies (Base)</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 1: Basic Services:</u></p> <p>A. Teachers appropriately assigned and fully credentialed for assignment: Maintain 100% highly qualified.</p> <p>B. Pupils access to standards-aligned materials: Maintain 100% access to standards- aligned material.</p> <p>C. School facilities maintained in good repair- Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report</p> <p><u>Priority 2: Implementation of State Standards:</u></p>
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A. Implementation of CA academic and performance standards:

- Teachers across curricular areas will substantially implement CCSS and maintain substantial implementation of ELD standards while transitioning to the newly adopted EL standards.

B. Programs/Services to enable English Learners access to CCSS and ELD standards:

- Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.

Priority 4: Pupil Achievement:

A. Statewide assessments- The CST and CAHSEE are no longer given.

CAASPP- Overall Achievement in English Language Arts: Taft High and Buena Vista High (Continuation) School (BV) data:

We will continue efforts to decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.

CAASPP-Overall Achievement in Math

We will continue efforts decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.

CAASPP-Subgroups

- **Socially Economically Disadvantaged:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **English Learners:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **Ethnicity-Hispanic:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **Students with Disabilities:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*

CELDT 2014-2015 (District): Maintain progress monitoring using CELDT as well as train staff to administer and interpret results for ELPAC, the newly adopted ELD assessment.

B. API- N/A

C. UC/CSU/Technical Education- Increase the number of students meeting A-G requirements by 1% as well as increase

district-wide CTE enrollments by 1% both from the previous year

D. CELDT Progress- Increase percent of identified EL students who have shown progress by 1% from previous year.

E. EL Reclassification Rate: Utilize benchmark data to increase the rate of EL reclassification by 1%.

F. Percentage of Pupils passing AP exam with a 3 or higher: Evaluate and address the instructional fidelity of our AP course offerings which prepare students to PASS the AP exams in all areas. Require AP instructor training for all AP teachers in the summer every other school year to refine instructional practices and prepare for student success. With these actions the AP % of pupils passing will increase 3% each year

G. Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other): All junior students who take the CAASPP test will participate in EAP. District benchmark data will be monitored and reviewed for areas of growth. With these actions the EAP preparedness % will grow by 3% each year.

Priority 5: Pupil Engagement:

A. School attendance rates: Previous year's rate will be increased by 1%.

B. Chronic Absenteeism rates: Chronic Absenteeism rate will be decreased by 1% from the previous year.

C. Middle School Dropout rate: N/A

D. High School Dropout rate: High School dropout rate will **decreased by 1%**

E. High School Graduation Rate: High School Graduation rate will **increase by 1%**

Priority 6: School Climate:

A. Pupil suspension rate - Decrease by 2% from previous year.

B. Pupil expulsion rate - Maintain below 2.5% expulsion rate

C. Other local measures (surveys)

Focus Questions: School safety (90% of students feel safe at school) & Connectedness

- Continue to monitor "School Safety"; maintaining at or above 80% for all groups
- Continue to monitor "Feel connected" ; maintaining a student rating at 75% or above and Parents/Community and Staff at 70% or above.

Priority 7: Course Access:

A. Extent to which pupils have access to and are enrolled in a broad course of study:

- **Advanced Math Courses.** Increase enrollment in advanced math classes by 1% as measured by course enrollment in Advanced Math courses in Adv. Alg. II, AP Statistics, & AP Calculus.
- **Maintain 90 % student enrollment in rigorous College preparatory (UC a-g) coursework.**
- **Maintain 76% or higher student enrollment in CTE coursework.**
- Increase Career Pathway engagement by 1% from previous year.
- With the addition of new career pathways in 2016-17, the number of “concentrators” and “completers” will increase by 3% each year.

B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:

- Maintain 100% participation of district Freshmen in Success 101. Maintain% of Sophomores and Juniors receive instruction in Career Choices follow-up modules.
- Address the placement the of students within the 9 intervention classes, based upon students' academic needs/deficiencies and modify classes accordingly.

C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs:

- Continue providing access for **100%** of students with special needs in specially designed instructional settings.
- Continue to assess one target goal as a department per the Goalbook software indicators to address student achievement, scaffolding skills from previous years..

Priority 8: Other Student Outcomes

Physical Fitness test: Increase areas of Aerobic Capacity and Body Composition will both **by 1% per year.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Purchased additional instructional/enrichment materials and provide professional development that specifically meets the needs of English Learners, Special Education students, and socio-economically disadvantaged students.</p>	<p>LEA-wide Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$40,000 Supplies (C/S) \$20,000 Supplies (Base)</p>
<p>Delineate career pathways and CTE courses and maintain Success 101 course for freshmen and Career Choices curriculum for grades 10-11.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$120,000 Certificated Personnel Salaries (C/S) \$10,000 Supplies (C/S)</p>
<p>Implement a district-wide data analysis system to unwrap achievement data for teachers and help determine recommendations for instructional strategies, benchmarks, and formative assessments.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$25,000 Prof Svc (C/S) \$20,000 Supplies (Base)</p>
<p>Maintain school facilities in good repair.</p>	<p>LEA-wide Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$550,000 Classified Salaries (Base) \$240,000 Supplies (Base) \$60,000 Prof Svc (Base)</p>

Implement Common Core and ELD standards in core subject areas.	LEA-Wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$100,000 Prof Svcs (C/S) \$306,169 Certificated Personnel Salaries (C/S) \$20,000 Supplies (C/S)
Continue to provide intervention, tutorial courses, school tutoring and other instructional supports (AVID tutoring, etc.) during and beyond the school day.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000 Certificated Personnel Salaries (Base) \$20,000 Classified Salaries (Base)
Continue to implement standards-aligned instructional materials in English Language Arts and Math. Purchase standards-aligned instructional materials as they become available for Social Studies and Science, and provide professional development for all teaching staff.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$120,000 Certificated Personnel Salaries (C/S)
Develop a career center and hire a CTE teacher to provide employment and career-related workshops, continue to develop internship and work experience opportunities.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$80,000 Certificated Personnel Salaries (C/S) \$20,000 Supplies (C/S)

Maintain an appropriately assigned and credentialed teaching staff.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$750,000 Certificated Personnel Salaries (Base)
Provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$40,000 Certificated Personnel Salaries (C/S) \$10,000 Prof Svcs (Base) \$20,000 Supplies (Base)

LCAP Year 3

Expected Annual Measurable Outcomes:	<p><u>Priority 1: Basic Services:</u></p> <p>A. Teachers appropriately assigned and fully credentialed for assignment: Maintain 100% highly qualified.</p> <p>B. Pupils access to standards-aligned materials: Maintain 100% access to standards- aligned material.</p> <p>C. School facilities maintained in good repair- Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report</p> <p><u>Priority 2: Implementation of State Standards:</u></p> <p>A. Implementation of CA academic and performance standards:</p> <ul style="list-style-type: none"> • Teachers across curricular areas will substantially implement CCSS and maintain substantial implementation of ELD standards while transitioning to the newly adopted EL standards. <p>B. Programs/Services to enable English Learners access to CCSS and ELD standards:</p> <ul style="list-style-type: none"> • Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide
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bilingual instructional assistants in other academic areas.

Priority 4: Pupil Achievement:

A. Statewide assessments- The CST and CAHSEE are no longer given.

CAASPP- Overall Achievement in English Language Arts: Taft High and Buena Vista High (Continuation) School (BV) data:

We will continue efforts toward decreasing the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.

CAASPP-Overall Achievement in Math

We will continue efforts toward decreasing the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.

CAASPP-Subgroups

- **Socially Economically Disadvantaged:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **English Learners:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **Ethnicity-Hispanic:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*
- **Students with Disabilities:** *We will decrease the percentage of district students who are Not Meeting Standards, while increasing the percentage of district students who are Meeting and Nearly Meeting Standards on CAASPP.*

CELDT- (District): Full implementation of ELD standards and ELPAC assessment.

B. API- N/A

C. UC/CSU/Technical Education- Increase the number of students meeting A-G requirements by 1% as well as increase district-wide CTE enrollments by 1% both from the previous year

D. CELDT Progress- Increase percent of identified EL students who have shown progress by 1% from previous year.

E. EL Reclassification Rate: Utilize benchmark data to increase the rate of EL reclassification by 1%.

F. Percentage of Pupils passing AP exam with a 3 or higher: Fully implement AP instructional practices per the AP instructor training. Maintain participation in AP training, through a rotation, every other year. With these actions the AP % of pupils passing will increase 3% each year.

G. Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other): All junior students who take the CAASPP test will participate in EAP. District benchmark data will be monitored and reviewed for areas of growth. With these actions the EAP preparedness % will grow by 3% each year.

Priority 5: Pupil Engagement:

A. School attendance rates: Previous year's rate will be increased by 1%.

B. Chronic Absenteeism rates: Chronic Absenteeism rate will be decreased by 1% from the previous year.

C. Middle School Dropout rate: N/A

D. High School Dropout rate: High School dropout rate will **decreased by 1%**.

E. High School Graduation Rate: High School Graduation rate will **increase by 1%**

Priority 6: School Climate:

A. Pupil suspension rate - Decrease by 1% from previous year.

B. Pupil expulsion rate - Maintain below 2.5% expulsion rate

C. Other local measures (surveys)

Focus Questions: School safety (90% of students feel safe at school) & Connectedness

- Continue to monitor "School Safety"; maintaining at or above 80% for all groups
- Continue to monitor "Feel connected" ; maintaining a student rating at 75% or above and Parents/Community and Staff at 70% or above.

Priority 7: Course Access:

A. Extent to which pupils have access to and are enrolled in a broad course of study:

- **Advanced Math Courses.** Increase enrollment in advanced math classes by 1% as measured by course enrollment in Advanced Math courses in Adv. Alg. II, AP Statistics, & AP Calculus.
- **Maintain 90 % student enrollment in rigorous College preparatory (UC a-g) coursework.**
- **Maintain 76% or higher student enrollment in CTE coursework.**
- Increase Career Pathway engagement by 1% from previous year.
- With the addition of new career pathways in 2016-17, the number of "concentrators" and "completers" will increase by 3% each year.

B. Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:

- Maintain 100% participation of district Freshmen in Success 101. Maintain% of Sophomores and Juniors receive instruction in Career Choices follow-up modules.
- Address the placement the of students within the 9 intervention classes, based upon students' academic needs/deficiencies and modify classes accordingly.

C. Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs:

- Continue providing access for **100%** of students with special needs in specially designed instructional settings.
- Continue to assess one target goal as a department per the Goalbook software indicators to address student achievement, scaffolding skills from previous years..

Priority 8: Other Student Outcomes

Physical Fitness test: Increase areas of Aerobic Capacity and Body Composition will both **by 1% per year.**

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchased additional instructional/enrichment materials and provide professional development that specifically meet the needs of English Learners, Special Education students, and socio-economically disadvantaged students.	LEA-wide Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	\$40,000 Supplies (C/S) \$20,000 Supplies (Base
Delineate career pathways and CTE courses, implement Success 101 course for freshmen and Career Choices curriculum for grades 10-11.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$120,000 Certificated Personnel Salaries (C/S) \$10,000 Supplies (C/S)

<p>Implement a district-wide data analysis system to facilitate analysis of achievement data and determine instructional strategies, benchmarks, and formative assessments.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$25,000 Prof Svcs (C/S) \$20,000 Supplies (Base)</p>
<p>Maintain school facilities in good repair.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$550,000 Classified Salaries (Base) \$240,000 Supplies (Base) \$60,000 Prof Svcs (Base)</p>
<p>Implement state standards in core subject areas and ELD.</p>	<p>LEA-Wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$100,000 Prof Svcs (C/S) \$333,054 Certificated Personnel Salaries (C/S) \$20,000 Supplies (C/S)</p>

Continue to provide intervention, tutorial courses, school tutoring and other instructional supports (AVID tutoring, etc.) during and beyond the school day.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$25,000 Certificated Personnel Salaries (Base) \$20,000 Classified Salaries (Base)
Continue to implement standards-aligned instructional materials in English Language Arts and Math. Purchase standards-aligned instructional materials as they become available for Social Studies and Science, and provide professional development for teaching staff.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$120,000 Certificated Personnel Salaries (C/S)
Develop a career center and hire a CTE teacher to provide employment and career-related workshops, continue to develop internship and work experience opportunities.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$80,000 Certificated Personnel Salaries (C/S) \$20,000 Supplies (C/S)
Maintain an appropriately assigned and credentialed teaching staff.	LEA-wide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$750,000 Certificated Personnel Salaries (Base)

<p>Provide access to and instruction on Google in the classroom, instructional technology integration and internet safety for students, parents, and staff.</p>	<p>LEA-wide Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$40,000 Certificated Personnel Salaries (C/S) \$10,000 Prof Svcs (Base) \$20,000 Supplies (Base)</p>
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GOAL:	To assist students and staff in developing personal awareness skills so they may contribute to a positive and collaborative learning/work environment.	Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 _8 Local: N/A
Identified Need:	<p><u>Priority 5: Pupil Engagement:</u></p> <p>A. School attendance rates: 2014-15 - 93.33%. Target rate: 94%, Year 2: 95%, Year 3 - 96%</p> <p>B. Chronic Absenteeism rates: 2014-2015 - 16.4% (a 3.7% decrease from 2013-2014). Target rate: 14.4%</p> <p>C. Middle School Dropout rate: N/A</p> <p>D. High School Dropout rate: 2014-2015 2.6% (a .8% decrease from 2013-2014). Target rate: 1.6%</p> <p>E. High school graduation rate: 2014-2015 96.9%, (a 3.3% increase from 2013-2014). Target rate: 98.6%</p> <p><u>Priority 6: School Climate:</u></p> <p>A. Pupil suspension rate - *2014-2015 rate is 0.156 (15.6%)</p> <ul style="list-style-type: none"> • *The 2014-2015 suspension rate number was reported in decimal format. It should read 15.6%. <p>B. Pupil expulsion rate - *2014-2015 rate is 0.018. (1.8%)</p> <ul style="list-style-type: none"> • The 2014-2015 expulsion rate number reported was in decimal format. It should read 1.8%. <p>C. Other local measures (surveys)</p> <ul style="list-style-type: none"> • Focus Questions: School safety (90% of students feel safe at school) & Connectedness <ul style="list-style-type: none"> ◦ Feel safe at, to and from school - Students (90%), Parents/Community (83%), Staff (81%). Target: Maintain at or above 80% ◦ Feel connected - Students (71%), Parents/Community (60%), Staff (63%). Target: Increase students to 75% and Parents/Community and Staff to 70%. 	

Goal Applies to:	Schools:	District-wide, all schools.		
		Grades: All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<u>Priority 5: Pupil Engagement:</u>			
	<p>A. School attendance rates: Increased by 1% from previous year.</p> <p>B. Chronic Absenteeism rates: Current Chronic Absenteeism rate decrease by 1% from the previous year.</p> <p>C. Middle School Dropout rate: N/A</p> <p>D. High School Dropout rate: Current Dropout rate will decrease by 1%</p> <p>E. High school graduation rate: Current Graduation will increased by 1%</p>			
	<u>Priority 6: School Climate:</u>			
	<p>A. Pupil suspension rate - Decrease by 5% from previous year.</p> <p>B. Pupil expulsion rate - Maintain below 2.5% expulsion rate.</p> <p>C. Other local measures (surveys)</p> <ul style="list-style-type: none"> • Focus Questions: School safety & Connectedness <ul style="list-style-type: none"> ◦ Continue to monitor "School Safety"; maintaining at or above 80% for all groups. ◦ Continue to monitor "Feel connected"; maintaining a students rating at 75% or above and Parents/ Community and staff at 70% or above. 			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Continue to provide training to staff and students on personal awareness (E-Colors) and implement strategies in classes.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 Certificated Staff Training (C/S)
Provide curriculum development and planning time for PBIS team to prepare for introduction of PBIS philosophy and 2016-17 planning process to district faculty/staff/students and parents. Provide professional development to staff on Positive Behavior Intervention and Support (PBIS) programs and implementation planning.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$250,000 Certificated Personnel Salaries (Base)
Continue implementation of the Alternative to Suspension (ATS) Program and investigate the establishment of Alternative Learning Center.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$120,000 Certificated Salaries (C/S) \$20,000 Classified Salaries (C/S) \$10,000 Supplies C/S
Implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness)	Taft High School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000 Certificated Salaries (Base)

LCAP Year 2

Expected Annual Measurable Outcomes:

Priority 5: Pupil Engagement:

- A. School attendance rates:** Previous year's rate will be increased by 1%.
- B. Chronic Absenteeism rates:** Chronic Absenteeism rate will be decreased by 1% from the previous year.
- C. Middle School Dropout rate:** N/A
- D. High School Dropout rate:** High School dropout rate will **decreased by 1%**
- E. High School Graduation Rate:** High School Graduation rate will **increase by 1%**

Priority 6: School Climate:

- A. Pupil suspension rate - Decrease by 2% from previous year.**
- B. Pupil expulsion rate - Maintain below 2.5% expulsion rate**
- C. Other local measures (surveys)**

Focus Questions: School safety (90% of students feel safe at school) & Connectedness

- Continue to monitor "School Safety"; maintaining at or above 80% for all groups
- Continue to monitor "Feel connected" ; maintaining a student rating at 75% or above and Parents/Community and Staff at 70% or above.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide professional development to staff on Positive Behavior Intervention and Support (PBIS) programs and implementation planning.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$250,000 Certificated Personnel Salaries (Base)

<p>Continue to provide training to staff and students on personal awareness (E-Colors) and implement strategies in classes.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$10,000 Certificated Staff Training (C/S)</p>
<p>Continue implementation of the Alternative to Suspension (ATS) Program and investigate the establishment of Alternative Learning Center.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$120,000 Certificated Salaries (C/S) \$20,000 Classified Salaries (C/S) \$10,000 Supplies C/S</p>
<p>Continue to implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness)</p>	<p>Taft High School Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$20,000 Certificated Salaries (Base)</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 5: Pupil Engagement:</u></p> <p>A. School attendance rates: Previous year's rate will be increased by 1%.</p> <p>B. Chronic Absenteeism rates: Chronic Absenteeism rate will be decreased by 1% from the previous year.</p> <p>C. Middle School Dropout rate: N/A</p> <p>D. High School Dropout rate: High School dropout rate will decreased by 1%.</p> <p>E. High School Graduation Rate: High School Graduation rate will increase by 1%</p> <p><u>Priority 6: School Climate:</u></p> <p>A. Pupil suspension rate - Decrease by 1% from previous year.</p> <p>B. Pupil expulsion rate - Maintain below 2.5% expulsion rate</p> <p>C. Other local measures (surveys)</p> <p>Focus Questions: School safety (90% of students feel safe at school) & Connectedness</p> <ul style="list-style-type: none"> • Continue to monitor "School Safety"; maintaining at or above 80% for all groups • Continue to monitor "Feel connected" ; maintaining a student rating at 75% or above and Parents/Community and Staff at 70% or above. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Provide professional development to staff on Positive Behavior Intervention and Support (PBIS) programs and implementation planning.</p>	<p>All schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$250,000 Certificated Personnel Salaries (Base)</p>

Continue to implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness)	Taft High School Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$20,000 Certificated Salaries (Base)
Continue to provide training to staff and students on personal awareness (E-Colors) and implement strategies in classes.	All schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$10,000 Certificated Staff Training (C/S)
Continue implementation of the Alternative to Suspension (ATS) Program and investigate the establishment of Alternative Learning Center.	All Schools Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$120,000 Certificated Salaries (C/S) \$20,000 Classified Salaries (C/S) \$10,000 Supplies C/S

GOAL:	To increase parent and community participation that supports the preparation of students to be career, college, and future ready.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
Identified Need:	<p>Priority 3: Parental Involvement:</p> <p>A. Efforts to seek parent input for decision making:</p> <ul style="list-style-type: none"> • School Site Council - 5 parents (2014-15), 10 parents (2015-16). Target: Maintain participation at 10 or more parents • Parent Institute for Quality Education - The focus is to engage parents who have not previously participated in the training). • Parent Project -Less than 30 parents participated • Parents logging into MyCATS (parent portal for grades, attendance, etc.) from 11-1000 times during last 30 day period - 43.9% (2015-16). Target: Increase to 50% of parents logging in to MyCATS at least 11 times per month. • Parent participation in GED, ESL, Citizenship and Literacy courses through West Kern Adult Education Network - 114 (2015-16). Target: 125 enrolled. • Efforts to seek input in the LCAP Process will be our focus for 2016-19. • All parents were made aware of LCAP events or activities via letters, flyers, website and auto-dialer. • Continue to send all written and verbal communication in both English and Spanish <p>B. Promotion of participation of parents of upuplicated pupils</p> <ul style="list-style-type: none"> • DELAC parent participation - 100 parents (2014-15),170 parents (2015-2016). Target: Maintain participation at 180 parents or more <p>C. Promotion of participation of parents of pupils with exceptional needs:</p> <ul style="list-style-type: none"> • Parent participation for students with exceptional needs - 93% (2015-16). Target: 100% participation rate 	
Goal Applies to:	<p>Schools: District-wide, all schools.</p> <p>Grades: All</p>	<p>Applicable Pupil Subgroups: All</p>
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parental Involvement:</p> <p>A. Efforts to seek parent input for decision making-</p> <ul style="list-style-type: none"> • -School Site Council Maintain participation at 10 or more parents • -Parent Institute for Quality Education-Maintain participation at 90 or more parents participating • -Parent Project-Increase to 30 parents • -Parents logging into MyCATS-Increase from (current) 43.9% to 50% of parents logging in to MyCATS at least 11 times per month <p>B. Participation of Parents for Unduplicated Pupils-</p> <ul style="list-style-type: none"> • -DELAC parent participation-Maintain at least 180 parents or more <p>C. Participation of Parents of Pupils with Exceptional Needs-</p> <ul style="list-style-type: none"> • -Increase participation in IEP process to 100% 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Maintain meetings of School Site Council (SSC), DELAC teams, and District Strategic Planning Committee. Teams will revisit and revise the goals for the district.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 Certificated Stipends (C/S)</p>

<p>Maintain parent education opportunities through Parent Institute for Quality Education and Parent Project.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 Certificated Stipend (C/S) \$5,000 Classified Salaries (C/S)</p>
<p>Continue parent education opportunities with a liaison for GED completion and ESL, Citizenship, Literacy courses in conjunction with West Kern Adult Education Network.</p>	<p>All Sites Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000 Certificated Salaries (C/S)</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parental Involvement:</p> <p>A. Efforts to seek parent input for decision making-</p> <ul style="list-style-type: none"> • -School Site Council Maintain participation at 10 or more parents • -Parent Institute for Quality Education-Maintain participation at 90 or more parents participating • -Parent Project-Increase by 5% of last year's baseline data • -Parents logging into MyCATS-Maintain 50% of parents logging in to MyCATS at least 11 times per month <p>B. Participation of Parents for Unduplicated Pupils-</p> <ul style="list-style-type: none"> • -DELAC parent participation-Maintain at least 180 parents or more <p>C. Participation of Parents of Pupils with Exceptional Needs-</p> <ul style="list-style-type: none"> • -Increase participation in IEP process to 100%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Continue parent education opportunities with a liaison for GED completion and ESL, Citizenship, Literacy courses in conjunction with West Kern Adult Education Network.</p>	<p>All Sites Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000 Certificated Salaries (C/S)</p>
<p>Maintain parent education opportunities through Parent Institute for Quality Education and Parent Project.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 Certificated Stipend (C/S) \$5,000 Classified Salaries (C/S)</p>
<p>Maintain meetings of School Site Council (SSC), DELAC teams, and District Strategic Planning Committee. Teams will revisit and revise the goals for the district.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$5,000 Certificated Stipends (C/S)</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3: Parental Involvement:</p> <p>A.Efforts to seek parent input for decision making-</p> <ul style="list-style-type: none"> • .School Site Council Maintain participation at 10 or more parents • .Parent Institute for Quality Education-Maintain participation at 90 or more parents participating • .Parent Project-Increase by 5% of last year’s baseline data • .Parents logging into MyCATS-Maintain 50% of parents logging in to MyCATS at least 11 times per month <p>B.Participation of Parents for Unduplicated Pupils-</p> <ul style="list-style-type: none"> • .DELAC parent participation-Maintain at least 180 parents or more <p>C.Participation of Parents of Pupils with Exceptional Needs-</p> <ul style="list-style-type: none"> • .Increase participation in IEP process to 100% 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue parent education opportunities with a liaison for GED completion and ESL, Citizenship, Literacy courses in conjunction with West Kern Adult Education Network.</p>	<p>All Sites Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$7,000 Certificated Salaries (C/S)</p>
<p>Maintain parent education opportunities through Parent Institute for Quality Education and Parent Project.</p>	<p>All Schools Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$2,500 Certificated Stipend (C/S) \$5,000 Classified Salaries (C/S)</p>

<p>Maintain meetings of School Site Council (SSC), DELAC teams, and District Strategic Planning Committee. Teams will revisit and revise the goals for the district.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>\$5,000 Certificated Stipends (C/S)</p>
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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 schoolsites 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?

Original Goal from prior year LCAP:	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.		Related State and/or Local Priorities: _1 _2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	Taft Union High School and Buena Vista Continuation School	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Priority 4: Pupil Achievement: A. Statewide assessments- <ul style="list-style-type: none"> • CST/ELA: 		Actual Annual Measurable Outcomes:
			Priority 4: Pupil Achievement: A. Statewide assessments-The CST and CAHEE are no longer given and therefore, we are unable to report out data. however, the new

- 9th Grade 59% Proficient and Advanced.
- 10th Grade 44% Proficient and Advanced.
- 11th Grade. CST/Mathematics: 9th Grade General 22%. Algebra 49%. Geometry 87%. Algebra II 86%.
- 11th Grade Summative Math: 66% Proficient and Advanced. 60% of students demonstrating proficiency in the Mathematics section and
- 50% demonstrating proficiency on the English Language Arts portion of the CAHSEE or a similar assessment.

B. API – Weighted 3-year average, BVHS – 549; TUHS – 754 (the next API will be released Spring 2016)

C. UC/CSU/Technical Education – 24.9% meeting A-G requirements. Target is 30%

D. CELDT Progress – 71% are at intermediate or above levels. Target is 75% for

E. EL Reclassification Rate – 20% are being reclassified. Target is 25%

F. AP exam: current rate is 29%. Target is 32%

G. Early Assessment Program – students not assessed in 2013-14. Students not assessed in 2014-15.

Priority 7: Course Access:

A. Broad course of study – Advanced Math Courses. Target is increasing courses offered by 5% as measured by course schedule

B. Programs/services for Unduplicated Pupils – 6 Intervention classes. Target is increase by 5 specialized sections for struggling students (those receiving predominantly D and F grades).

CAASPP was given and we have established baselines. They are as follows:

CAASPP-Overall Achievement in English Language Arts

Taft High and Buena Vista High (Continuation) School (BV) data:

- Standard Exceeded 6% (BV 0%, TUHS 6%)
- Standard Met 26% (BV 23%, TUHS 26%)
- Standard Nearly Met 33% (BV 42%, TUHS 33%)
- Standard Not Met 34% (BV 35%, TUHS 34%)
 - Reading: Demonstrating understanding of literacy and non-fictional texts
 - Above Standard 19% (BV 12%)
 - At or Near Standard 51% (BV 50%)
 - Below Standard 30% (BV 38%)
 - Writing: Producing clear and purposeful writing
 - Above Standard 13% (BV 0%)
 - At or Near Standard 39% (BV 36%)
 - Below Standard 48% (BV 64%)
 - Listening : Demonstrating effective communication skills
 - Above Standard 7% (BV 12%)
 - At or Near Standard 63% (BV 65%)
 - Below Standard 29% (BV 23%)
 - Research/Inquiry: Investigating, analyzing, and presenting information
 - Above Standard 14% (BV 4%)
 - At or Near Standard 60% (BV 54%)
 - Below Standard 25% (42%)

CAASPP-Overall Achievement in Math

C. Programs/services for Individuals with Exceptional Needs. Purchase of Goalbooks software and professional development for special education teachers. Target - Expanded implementation of Goalbooks software to assist special education teachers with differentiated instruction as measured by software logs.

- Standard Met 11% (BV 0%, TUHS 11%)
- Standard Nearly Met 19% (BV 27%, TUHS 19%)
- Standard Not Met 70% (BV 73%, TUHS 70%)
 - Concepts & Procedures
 - Above Standard 3% (BV 0%)
 - At or Near Standard 26% (BV 12%)
 - Below Standard 71% (BV 88%)
 - Problem Solving & Modeling/Data Analysis
 - Above Standard 3% (BV 0%)
 - At or Near Standard 42% (BV 46%)
 - Below Standard 55% (BV 54%)
 - Communication Reasoning
 - Above Standard 1% (BV 0%)
 - At or Near Standard 55% (BV 65%)
 - Below Standard 44% (BV 35%)

CST Science - Grade 10 (2014-15)

- Advanced - (TUHS - 18%)
- Proficient - (TUHS - 31%)
- Basic - (TUHS - 30%)
- Below Basic - (TUHS - 11%)
- Far Below Basic - (TUHS - 10%)

CAASPP-Subgroups

- Socially Economically Disadvantaged
 - Standard Exceeded ELA 6% (BV 0%) Math 0% (BV 0%)
 - Standard Met ELA 22% (BV 11%) Math 9% (BV 0%)
 - Standard Nearly Met ELA 33% (BV 42%) Math 18% (BV 21%)
 - Standard Not Met ELA 39% (BV 47%) Math 72% (BV 70%)
- English Learners

- Standard Exceeded ELA 0% (BV N/A) Math 0% (BV N/A)
- Standard Met ELA 8% (BV N/A) Math 0% (BV N/A)
- Standard Nearly Met ELA 15% (BV N/A) Math 0% (BV N/A)
- Standard Not Met ELA 77% (BV N/A) Math 100% (BV N/A)
- Ethnicity-Hispanic
 - Standard Exceeded ELA 8% (BV N/A) Math 0% (BV N/A)
 - Standard Met ELA 26% (BV N/A) Math 13% (BV N/A)
 - Standard Nearly Met ELA 34% (BV N/A) Math 19% (BV N/A)
 - Standard Not Met ELA 33% (BV N/A) Math 67% (BV N/A)
- Disability
 - Standard Exceeded ELA 0% (BV N/A) Math 0%(BV N/A)
 - Standard Met ELA 0% (BV N/A) Math 0% (BV N/A)
 - Standard Nearly Met ELA 21 % (BV N/A) Math 0% (BV N/A)
 - Standard Not Met ELA 79% (BV N/A) Math 100% (BV N/A)

CELDT 2014-2015

- Advanced 9%
- Early Advanced 18%
- Intermediate 27%
- Early Intermediate 18%
- Beginning 27%

B. API – N/A

C. A-G and UC/CSU/Technical Education – 30% meeting A-G requirements. Target of 30% was met.

D. Pupils Making progress towards English Proficiency-

		<p>CELDT Progress –</p> <ul style="list-style-type: none"> • 7 out of 39 students made progress on the CELDT for a percentage of 18%. Our target was 75%. • 54% are at intermediate or above levels. Target is 75%. <p>E. EL Reclassification Rate – 27% are being reclassified. Target was 25% and was exceeded.</p> <p>F. AP exam: 22 out of 55 students scored a 3 or higher for a 40% passage rate. Our target of 32% was exceeded.</p> <p>G. Early Assessment Program – this is our baseline data.</p> <ul style="list-style-type: none"> • ELA: 6% • Math: 0% <p>Priority 7: Course Access:</p> <p>A. Broad course of study – Advanced Math Courses. Target is increased enrollment of students in advanced math classes</p> <p>B. Programs/services for Unduplicated Pupils – Increase by 5 specialized sections for struggling students (those receiving predominantly D and F grades).</p> <p>C. Programs/services for Individuals with Exceptional Needs. Purchased Goalbooks software and professional development for special education teachers.</p>
LCAP Year: 2015-16		
Planned Actions/Services	Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
1.1 CAASPP data will be analyzed to determine areas of strength and areas of weakness. Instructional strategies will be selected to address the areas of weakness.		\$80,000 Certificated Personnel Extra Time (C/S)	Departments analyzed areas of strength and areas of weakness during department meetings. The department gave their suggestions to the administrative team. This action was effective and will continue into next year's LCAP within Goal #1.		\$81,500 Certificated Personnel Extra Time (C/S)
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.2 CAASPP data will be disaggregated by significant subgroups to determine if any achievement gaps exist and to select instructional strategies based upon the areas of need uncovered by the analysis.		No additional cost	Departments analyzed data and gave recommendations to the administrative team. Project based/presentation based learning, DBQs being used in all classrooms and Common Core leveled questioning was all utilized because of this meeting. This action was deemed effective and will be continued in next year's LCAP within Goal #1.		No additional cost
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		
<p>1.3 Additional academic supports will be put in place as determined by year-end data results. Such as: intervention classes for core academic areas, writing across the curriculum, additional AP and dual enrollment courses at the community college, etc</p>		<p>\$240,000 Certificated Personnel Salaries (C/S)</p>	<p>Intervention classes had AVID tutors added to each section, as well as two credentialed teachers. Tutorial classes were expanded to allow for a broader student population. School and district staff investigated two additional AP classes and they will begin the fall of 2016. Dual enrollment with Taft College was utilized. APEX online was also available for students. At Buena Vista Continuation School 1:1 aides were made available, credit recovery online was integrated into intervention classes. Teachers also established and utilized writing performances across all subject areas.</p> <p>An assessment of these actions deemed them effective and therefore will be continued into the next LCAP into Goal # 1.</p>	<p>\$240,600 Certificated Personnel Salaries (C/S)</p>	
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

<p>1.4 The district will delineate career pathways, continue the Career Choices curriculum at the 10th grade, and investigate partnerships with local business and higher education institutions.</p>		<p>\$54,000 Professional/ Consultant Services (Base)</p>	<p>The district met with community, school members, and students. The delineation of career pathways was accomplished. The curriculum will be continued. Teacher attended training. Investigation and conversations with high education institutions will continue into next year.</p> <p>These actions were effective and will be continued into next year's LCAP within Goal #1.</p>		<p>\$52,500 Professional/Co nsultant Services (C/S)</p>
<p>Scope of service:</p>	<p>LEA-Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-Wide Grades: All</p>	
<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		

What changes in actions, services, and expenditures	<ol style="list-style-type: none"> 1. The number of pupils enrolled in advanced math courses increased, although baseline data for CAASPP indicates a need for continued efforts to improve students' performance in mathematics and English Language Arts on a school-wide basis, to include all sub-groups - especially English learners and Special Education students. 2. The actions for improving performance on mathematics and English Language Arts have not yet resulted in the desired outcomes, although steady progress is being made. Further emphasis on intervention and support classes that are targeted to the subject matter needs of the students will be implemented at both school sites with the intent of further improving student performance. A new ELD teacher has been hired and she participated in training through Pivot Learning Partners. The results of this change will not be seen until the next administration of the language assessment, although the target for EL reclassification was exceeded. 3. CAASPP and CELDT scores, CTE/UC/A-G courses, EL reclassification rates, AP passage rates, CST Science scores, sections of advanced math courses, sections of Intervention and Tutorial, and use of Goalbooks software for instruction in Special Education were used as metrics for examining progress. 4. The goals, actions, services, and expenditures in the LCAP have been refined to reflect the needs identified by the assessment results, the school climate survey, recommendations from students, staff, parents and community members and the WASC Visiting Committee recommendations for TUHS. A data assessment tool will be purchased and training will be provided for staff to fully implement the tool to create common formative assessments, refine pacing guides and align the curriculum and assessments to the state standards. Further training on restorative practices and the principles of Positive Behavior Interventions and Supports is planned, exploration for the creation of an Alternative Learning Center. The need for continued efforts to create and refine career pathways and the need for a Career Center have been addressed for the upcoming school year. 5. The differences between budgeted expenditures and estimated actual annual expenditures were minimal.
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Original Goal from prior year LCAP:	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.	Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Taft Union High School and Buena Vista Continuation School
	Grades:	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1: Basic</p> <p>A. Appropriately assigned and fully credentialed teachers – 100% highly qualified. Target – maintain 100%</p> <p>B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target – maintain sufficient supply of textbooks and materials.</p> <p>C. School facilities maintained in good repair – Satisfactory. Target – continue with satisfactory rating</p> <p>Priority 2: Implementation of State Standards</p> <p>A. Academic content and performance standards – Target: Full implementation as measured by APS and teacher surveys.. English Learner access and ELD – Target: Full implementation as measured by APS and teacher surveyers</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1: Basic</p> <p>A. Appropriately assigned and fully credentialed teachers – 96%</p> <p>B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target – maintain sufficient supply of textbooks and materials.</p> <p>C. School facilities maintained in good repair – Satisfactory. Target – continue with satisfactory rating</p> <p>Priority 2: Implementation of State Standards</p> <p>A. Academic content and performance standards – Partial implementation as measured by APS and teacher survey. English Learner access and ELD – Substantially implemented as measured by APS and teacher surveys</p>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
2.1 Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards.		\$140,000 Professional/ Consulting Service (Base) \$360,000 Certificated Personnel Extra Time (Base) \$60,000 Books and Supplies (Base)	The district consulted with Pivot to conduct professional development. They worked with both teachers and administrators. The district also sent a team to the CAASPP institute, implemented a block assessment, sent the math department for county training, and also secured a consulting contract with Kern County Superintendent of Schools for the math department. The Social Studies department also benefited from county trainings. The district will continue to provide professional development in the next LCAP within Goal #1.		\$110,000 Professional/ Consulting Service (Base) \$235,000 Certificated Personnel Extra Time (Base) \$65,000 Books and Supplies (Base)
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>2.2 Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards in a manner that addresses the academic needs of English Learners and Redesignated pupils</p>		<p>\$120,000 Professional/ Consulting Service (C/S) \$375,000 Certificated Personnel Extra Time (C/S) \$65,000 Books and Supplies (C/S)</p>	<p>The district contracted with Pivot and provided professional development to teachers with a focus on English Learners and students with disabilities. The district will continue to contract for professional development and will be an action step in next year's LCAP within Goal #1.</p>		<p>\$122,000 Professional/ Consulting Service (C/S) \$288,52 Certificated Personnel Extra Time (C/S) \$71,000 Books and Supplies (C/S)</p>
<p>Scope of service:</p>	<p>LEA-Wide Grades: All</p>		<p>Scope of service:</p>	<p>LEA-wide Grades: All</p>	
<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>2.3 Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards in a manner that addresses the academic needs of low income pupils (i.e., vocabulary development strategies, additional practice opportunities, cooperative learning, etc.)</p>		<p>\$130,000 Professional/ Consulting Service (Base)</p> <p>\$370,000 Certificated Personnel Extra Time (Base)</p> <p>\$60,000 Books and Supplies (Base)</p>	<p>Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards in a manner that addresses the academic needs of low income pupils (i.e., vocabulary development strategies, additional practice opportunities, cooperative learning, etc.)</p>	<p>\$140,000 Professional/Consulting Service (Base)</p> <p>\$375,000 Certificated Personnel Extra Time (Base)</p> <p>\$65,000 Books and Supplies (Base)</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>Participation in subject matter conferences and workshops, subject area meetings for curriculum and assessment development.</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

<p>2.4 Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards in a manner that addresses the academic needs of students with exceptional needs (i.e., high-interest, low-readability text, extra time on task, smaller group setting, etc.)</p>		<p>\$100,000 Professional/ Consulting Service (Base)</p> <p>\$400,000 Certificated Personnel Extra Time (Base)</p> <p>\$60,000 Books and Supplies (Base)</p>	<p>The district provided professional development (Brain Conference, Disportionality Conference). The district would like to look into professional development in the areas of Modified Grading for next school year.</p> <p>This actions was deemed effective and will be continued into next year's LCAP into Goal 1.</p>	<p>\$98,000 Professional/Consulting Service (Base)</p> <p>\$396,000 Certificated Personnel Extra Time (Base)</p> <p>\$47,000 Books and Supplies (Base)</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	

<p>2.5 The district will establish a committee to select core content area textbooks and library materials best suited to meet the needs of TUHSD pupils, including the unduplicated pupils. The district will purchase and provide professional development for all faculty.</p>		<p>\$595,000 Instructional Materials (Base)</p> <p>\$177,000 (Base) \$25,000 (C/S) Certificated Personnel Extra Time</p> <p>\$120,000 (Base) Professional/ Consultant Services to provide professional development</p>	<p>The district established a committee, selected, and purchased Language Arts Curriculum. Math curriculum was also provided, as well as the "Over Drive" digital library.</p> <p>This action was deemed effective. It is a one time goal only and therefore, will not be continued.</p>	<p>\$207,000 Instructional Materials (Base)</p> <p>\$106,000 Certificated Personnel Extra Time (Base)</p> <p>\$26,000 Certificated Personnel Extra Time(C/S)</p> <p>\$120,000 Professional/Co nsultant Services to provide professional development (Base)</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	

2.6 The district will maintain 100% highly qualified and appropriately assigned teachers.		No additional cost	The district maintained 96% highly qualified and appropriately assigned teachers. These actions will be continued into the next LCAP within Goal #1.		No additional cost
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	<ol style="list-style-type: none"> 1. The number of pupils enrolled in advanced math courses increased, although baseline data for CAASPP indicates a need for continued efforts to improve students' performance in mathematics and English Language Arts on a school-wide basis, to include all sub-groups - especially English learners and Special Education students. 2. The actions for improving performance on mathematics and English Language Arts have not yet resulted in the desired outcomes, although steady progress is being made. Further emphasis on intervention and support classes that are targeted to the subject matter needs of the students will be implemented at both school sites with the intent of further improving student performance. A new ELD teacher has been hired and she participated in training through Pivot Learning Partners. The results of this change will not be seen until the next administration of the language assessment, although the target for EL reclassification was exceeded. 3. CAASPP and CELDT scores, CTE/UC/A-G courses, EL reclassification rates, AP passage rates, CST Science scores, sections of advanced math courses, sections of Intervention and Tutorial, and use of Goalbooks software for instruction in Special Education were used as metrics for examining progress. 4. The goals, actions, services, and expenditures in the LCAP have been refined to reflect the needs identified by the assessment results, the school climate survey, recommendations from students, staff, parents and community members and the WASC Visiting Committee recommendations for TUHS. A data assessment tool will be purchased and training will be provided for staff to fully implement the tool to create common formative assessments, refine pacing guides and align the curriculum and assessments to the state standards. Further training on restorative practices and the principles of Positive Behavior Interventions and Supports is planned, exploration for the creation of an Alternative Learning Center. The need for continued efforts to create and refine career pathways and the need for a Career Center have been addressed for the upcoming school year. 5. Goal 2 focused on professional development and consulting services which provided training and emphasized the implementation of core academic standards. The expenditures in this area were less than projected due to the focus on the high school accreditation process and preparation for the Visiting Committee for much of the school year. This emphasis caused a need to postpone the consulting services until the second semester.
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Original Goal from prior year LCAP:	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.	Related State and/or Local Priorities: _1 _2 _3 _4 X5 X6 _7 _8 Local:
Goal Applies to:	Schools: ALL: Taft Union High School and Buena Vista Continuation School Grades: All	

	Applicable Pupil Subgroups:	All
Expected Annual Measurable Outcomes:	<p>Priority 5: Pupil Engagement:</p> <p>A. School attendance rates – current rate: 57.13%. Target rate: 70% Year 2: 80% Year 3: 90%</p> <p>B. Chronic absenteeism rates – current rate: 17% Target rate: to decrease by 4%</p> <p>C. Middle school dropout rates – N/A</p> <p>D. High school dropout rates – current rate: 3.4%. Target: 0%</p> <p>E. High school graduation rates – current rate: 93.6%. Target 98.6%</p> <p>Priority 6: School Climate:</p> <p>A. Pupil suspension rates - current rate: 0.156. Target: 0. 151%</p> <p>B. Pupil expulsion rates – current rate: 0.018. Target: 0. 013%</p> <p>C. Other local measures (surveys)</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 5: Pupil Engagement:</p> <p>A. School attendance rates – current rate: 57.13%. Target rate: 70% Year 2: 80% Year 3: 90%</p> <ul style="list-style-type: none"> Current attendance rate is 93.33%. The previous reported rate we believe to be inaccurate. <p>B. Chronic absenteeism rates – current rate: 17% Target rate: to decrease by 4%</p> <p>C. Middle school dropout rates – N/A</p> <p>D. High school dropout rates – Previous rate was 3.4%. Target: 0%</p> <ul style="list-style-type: none"> Current drop otu rate is 2.6% <p>E. High school graduation rates – current rate: 93.6%. Target 98.6%</p> <ul style="list-style-type: none"> High School graduation rate was 97% <p>Priority 6: School Climate:</p> <p>A. Pupil suspension rates - Previous rate: 0.156. Target: 0. 151%</p> <ul style="list-style-type: none"> Current suspension rate is 5.94%. The previous report number is inaccurate. Because it is a percentage, if the decimal is moved the rate is the correct number of 15.6%. <p>B. Pupil expulsion rates – Previous rate: 0.018. Target: 0. 013%</p> <ul style="list-style-type: none"> Current expulsion rate is 0.1%. The previous report number is inaccurate. Because it is a percentage, if the decimal is moved the rate is

		<p>the correct number of 1.8%.</p> <p>C. Other local measures - school climate survey</p> <p>Focus Questions: (2015-2016) School safety (90% of students feel safe at school) & Connectedness</p> <ul style="list-style-type: none"> • Feel safe at, to and from school - Students (90%), Parents/Community (83%), Staff (81%). Target: Maintain at or above 80% • Feel connected - Students (71%), Parents/Community (60%), Staff (63%). Target: Increase students to 75% and Parents/Community and Staff to 70%.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Continue to provide professional development to staff on personal awareness and positive interventions and support programs for the full implementation of PBIS and student study teams.	\$13,000 Professional/ Consulting Services (Base)	<p>The district did the following:</p> <ul style="list-style-type: none"> • E Colors • PBIS trainings for both schools (A focus on SST teams needs to be addressed) • Added Alternatives to Suspension training and implemented the program • Preparation for the implementation of Human Element Course • Implement restorative practices in lieu of detentions • Added Student Study Team Coordinator. <p>These actions were deemed effective and will continue into next year's LCAP within Goal #2.</p>	\$13,500 Professional/ Consulting Services (Base)

Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
3.2 Add five sections of an intervention course for students with D and F grades and implement a study skills and behavior modification curriculum.		\$90,000 Certificated Personnel Salary and benefits (Base) \$28,000 Professional/ Consulting Services (Base) Books and Supplies (Base) \$7,500	Buena Vista added two more sections of intervention. The High School did not, however, the classes that were offered were now made available to all student populations. AVID tutors were added to the tutorial classrooms and have two credentialed teachers.	\$101,000 Certificated Personnel Salary and benefits (Base) \$25,000 Professional/ Consulting Services (Base) \$6,500 Books and Supplies (Base)	
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p>What changes in actions, services, and expenditures</p>	<p>Each action and service was assessed and that review of that assessment will be reflected in each action box.</p> <p>The difference in budgeted and actual expenditures was minimal.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>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.</p>		<p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 2 X <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 X <input checked="" type="checkbox"/> 8 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All: Taft Union High School and Buena Vista Continuation School</p> <p>Grades: All</p>	
<p>Applicable Pupil Subgroups:</p>		<p>All</p>	

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
<p>Priority 3: Parental Involvement:</p> <p>A. Efforts to seek parent input: Target: 5% increased participation in DELAC, SSC, Strategic Planning/District Advisory Committee; response to online surveys, mailings, flyers, and website postings</p> <p>B. Promotion of parental participation: Target: 5% increased opportunity at district-wide events</p> <p>C. Promotion of parental participation for individuals with exceptional needs: Target: 5% increased opportunity at district-wide events</p> <p>Priority 8: Other Pupil Outcomes:</p> <p>A. Equity: Equipping parents and students with the information to assist in successful completion of high school requirement. Target: 5% increase in parent participation in informational meetings designed to increase student opportunity and experiences to achieve college entrance.</p>	<p>Priority 3: Parental Involvement:</p> <p>A. Efforts to seek parent input: Target: 5% increased participation in DELAC, SSC, Strategic Planning/District Advisory Committee; response to online surveys, mailings, flyers, and website postings</p> <ul style="list-style-type: none"> • DELAC parent participation increased from 100 parents in 2014-15 to 170 parents in 2015-2016 . Which is an 40% increase. <p>B. Promotion of parental participation: Target: 5% increased opportunity at district-wide events</p> <ul style="list-style-type: none"> • All parents were made aware of events or activities via flyers, website and all call. <p>C. Promotion of parental participation for individuals with exceptional needs: Target: 5% increased opportunity at district-wide events</p> <ul style="list-style-type: none"> • 100% participation rate for IEPs. • Attendance rate is currently 93%. <p>Priority 8: Other Pupil Outcomes:</p> <p>A. Equity: Equipping parents and students with the information to assist in successful completion of high school requirement. Target: 5% increase in parent participation in informational meetings designed to increase student opportunity and experiences to achieve college entrance.</p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
4.1 Professional/consulting services and operating expenditures for parent/guardian workshops regarding college and career awareness, technology, effective parenting skills, etc.		\$19,000 Professional/ Consulting Services and Operating Expenditures for parent training (C/S) \$4,000 Classified Personnel Salaries (C/S) \$3,000 Books and Supplies (C/S)	A Parent Institute was held, Parent Project was held for parents with students with behavior challenges, ESL classes, Small Business academy and GED classes were held in both English and Spanish. These actions were deemed effective and will be continued in the next LCAP within Goal #3.		\$21,000 Professional/ Consulting Services and Operating Expenditures for parent training (C/S) \$3,000 Classified Personnel Salaries (C/S) \$2,100 Books and Supplies (C/S)
Scope of service:	LEA-Wide Grades: All		Scope of service:	LEA-Wide Grades: All	
X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			X All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other		

<p>4.2 Professional/consulting services and operating expenditures for parent/guardian workshops regarding college and career awareness, technology, effective parenting skills, etc. in Spanish.</p>		<p>\$17,500 Professional/ Consulting Services and Operating Expenditures for parent training (C/S)</p> <p>\$5,000 Classified Personnel Salaries (C/S)</p> <p>\$3,500 Books and Supplies (C/S)</p>	<p>All the following activities were done in Spanish and English: Parent Institute, Parent Project was held for parents with students with behavior challenges, ESL classes, Small Business academy and GED classes.</p> <p>These actions were deemed effective and will be continued in the next LCAP within Goal #3.</p>	<p>\$16,000 Professional/ Consulting Services and Operating Expenditures for parent training (C/S)</p> <p>\$5,000 Classified Personnel Salaries(C/S)</p> <p>3\$3,500 Books and Supplies (C/S)</p>
<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>LEA-Wide</p> <p>Grades: All</p>
<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>			<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	
<p>What changes in actions, servcices, and expenditures</p>		<p>Each action was assessed and the review of that action will be reflected within the action box.</p> <p>The difference in budgeted and actual expenditures were minimal.</p>		

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 schoolsite 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:	1005672
<p>The number and concentration of low income (68.3%), foster youth (less than 1%), and English learner (7%) pupils in the District indicate that funds are best used in a district-wide or school-wide manner. Services designed for socio-economically disadvantaged students and English learners will be of benefit to all students.</p> <p>These services will include:</p> <ul style="list-style-type: none"> • Implementation of Common Core Standards with the assistance of purchasing aligned curriculum • Development of student assessments, common formative assessments and course pacing guides through the implementation of a student data analysis system • Provide intervention for students with the assistance of additional instructional materials • Development of a career center to help with college awareness and readiness • Implement Google in the classroom • Provide individual mobile devices and wireless technology access for students • Continue and train in the implementation of PBIS and Restorative Practices 	

- 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.

4.21

%

The District expends funds for identified subgroups as determined by the District goals as outlined in Section 2. TUHSD is committed to serving the needs of all students.

The district is increasing services for the unduplicated pupils by 4.21%. The services listed below will increase/improve services to unduplicated students;

- Increase opportunities for parent and stakeholder engagement
- Increase student engagement with high standards of academics and technology integration
- Increase meaningful academic and behavioral interventions
- Increase student access to career pathways
- Increase students' engagement by creating a safe and positive climate

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.
 - (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).