

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

**Introduction:**

**Taft Union High School District**

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**2015**

***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 the information was 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
<p><b>The 2015-2018 LCAP:</b> 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. Each group reviewed pupil outcome data presented on a Data Dashboard handout.</p> <p>April-May 2015 Staff, Parent and Student Survey window  May 1, 2015 Staff and Student Interviews  May 1, 2015 Local Bargaining Units  May 7, 2015 Staff Meeting, DELAC, and Students  May 12, 2015 Strategic Planning/District Advisory Committee (as per Ed Code 52052)  May 20, 2015 Community Stakeholders (Kiwanis)  June 3, 2015 Community Stakeholders (Rotary)  June 8, 2015 Public hearing  June 15, 2015 School Board</p>	<p>A wide range of qualitative and quantitative data was presented to all stakeholder groups in the development of the LCAP. The district compiled and summarized all of the input from stakeholder meetings and surveys. No comments required written response from the Superintendent. The following recommendations were made:</p> <ol style="list-style-type: none"> <li>1. Consider closed campus for 9<sup>th</sup> and 10<sup>th</sup> graders</li> <li>2. Consider revising the Science sequence of course offerings so more students can complete a 3-year-sequence</li> <li>3. Improve the entry and exit criteria for Intervention Programs</li> <li>4. Provide time for staff to plan for curricular improvements</li> <li>5. Develop, train, and implement a district-wide writing rubric and benchmarks per department</li> <li>6. Offer Apprenticeship programs</li> <li>7. Emphasize Industrial Arts</li> <li>8. Provide job skills, including soft skills, training</li> <li>9. Career Exploration to include jobs that do not require a college degree</li> <li>10. Provide information regarding certificate programs such as insurance, real estate, and technology</li> <li>11. Add a Health Professions career pathway</li> <li>12. Provide social media training to all students</li> <li>13. Clarify information provided on the Data Dashboard handout</li> </ol> <p><b>These recommendations were considered in the revision of the LCAP.</b></p>
<p><b>Annual Update:</b></p> <p>May 1, 2015 Administrative Staff Meeting  May 1, 2015 Student Interviews  May 7, 2015 Faculty Meeting  DELAC Meeting  School Counselor Meeting  School Site Council Meeting  May 12, 2015 Strategic Planning Committee (as per Ed Code 52052)  May 20, 2015 Kiwanis Club of Taft  May 26, 2015 Classified Staff Meetings  June 3, 2015 Rotary Club of Taft</p>	<p><b>Annual Update:</b></p> <p>A wide range of qualitative and quantitative data (graduation rates, CAHSEE passing rates, attendance, suspension, expulsion, EL reclassification rates, CELDT scores, etc) was presented to all stakeholder groups during the Annual Update process. Based on the data, recommendations were made by stakeholders. The district compiled and summarized all of the input from stakeholder meetings and surveys. The following recommendations were made:</p> <ol style="list-style-type: none"> <li>1. Continue providing Parent Institute for Quality Education (PIQE) and Parent Project training sessions</li> <li>2. Train parents of English Learners on the CELDT test and test results interpretation</li> <li>3. Provide a Behavioral Intervention Program</li> <li>4. Revisit the 80% Proficient goal</li> <li>5. Explore increasing incoming Freshmen’s mathematical skill set</li> </ol>

## 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).

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

**Scope of Service:** Describe the scope of each action/service by identifying the 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 school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	1. <i>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.</i>	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	Current data shows 55% of students are proficient on the Mathematics portion of the CAHSEE and 45% are proficient on the English Language Arts portion of the CAHSEE. CAASPP data is pending.	
<b>Goal Applies to:</b>	<b>Schools:</b>	ALL: Taft Union High School and Buena Vista Continuation School
	<b>Applicable Pupil Subgroups:</b>	All Students, 9 <sup>th</sup> – 12 <sup>th</sup> Grade
<b>LCAP Year 1: 2015-16</b>		
<b>Expected Annual Measurable Outcomes:</b>	<b><u>Priority 4: Pupil Achievement:</u></b>	
	A. Statewide assessments—CST/ELA: 9 <sup>th</sup> Grade 59% Proficient and Advanced. 10 <sup>th</sup> Grade 44% Proficient and Advanced. 11 <sup>th</sup> Grade. CST/Mathematics: 9 <sup>th</sup> Grade General 22%. Algebra 49%. Geometry 87%. Algebra II 86%. 11 <sup>th</sup> 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.	
	<b><u>Priority 7: Course Access:</u></b>	
	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	



**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	<p><b><u>Priority 4: Pupil Achievement:</u></b></p> <p>A. Statewide assessments— CST/ELA: 9<sup>th</sup> Grade 59% Proficient and Advanced. 10<sup>th</sup> Grade 44% Proficient and Advanced. 11<sup>th</sup> Grade. CST/Mathematics: 9<sup>th</sup> Grade General 22%. Algebra 49%. Geometry 87%. Algebra II 86%. 11<sup>th</sup> Grade Summative Math: 66% Proficient and Advanced. 65% of students demonstrating proficiency in the Mathematics section and 55% demonstrating proficiency on the English Language Arts portion of the CAHSEE or a similar assessment.</p> <p>B. API – Weighted 3-year average, BVHS – 549; TUHS – 754 (the next API will be released Spring 2016)</p> <p>C. UC/CSU/Technical Education – 30% meeting A-G requirements. Target is 35%</p> <p>D. CELDT Progress – 75% are at intermediate or above levels. Target is 80%</p> <p>E. EL Reclassification Rate – 25% are being reclassified. Target is 30%</p> <p>F. Early Assessment Program – 2014-15 students not tested.</p> <p><b><u>Priority 7: Course Access:</u></b></p> <p>A. Broad course of study – 32% of students are enrolled in advanced math courses (starting with Advanced Algebra). Target is increasing enrollment in advanced math courses by 5%.</p> <p>B. Programs/services for Unduplicated Pupils – 11 Intervention classes. Target is to refine the program to better meet student academic needs.</p> <p>C. Programs/services for Individuals with Exceptional Needs. Implementation of Goalbooks software and continued professional development for special education teachers. Target - Expanded implementation of Goalbooks software to assist teachers with differentiated instruction as measured by software logs.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 based upon the effectiveness of the strategies selected in Year 1.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$82,000 Certificated Personnel Extra Time (C/S)
1.2 CAASPP data will be disaggregated by significant subgroups to determine if the same achievement gaps exist and to select instructional strategies based upon the areas of need	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English	No additional cost

uncovered by the analysis and not addressed by strategies selected in Year 1.		proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>	
1.3 Additional academic supports will be put in place as determined by year-end data results. The instructional strategies, delivery, and assessments of the Year 1 additional academic supports will be analyzed for effectiveness. Next steps will be based on the results of analysis	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$242,000 Certificated Personnel Salaries (C/S)
1.4 Based upon the Year 1 investigation results of the district will implement career pathways, continue the Career Choices curriculum at the 11th grade, and strengthen partnerships with local business and higher education institutions to begin exploring internships.	LEA-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>	\$56,000 Professional/Con sultant Services (Base)
1.5 The staff and administrators will analyze the English Language Proficiency Assessments of California to determine if instructional strategies and student language practice opportunities are sufficient for the spring 2017 administration of the ELPAC. The staff may consider additional formative assessments to help guide ELD instructional decisions.	LEA-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$80,000 Certificated Personnel Extra Time (C/S) \$5,000 Supplies (Base)

**Year 3: 2017-18**

Expected Annual Measurable Outcomes:	<p><b><u>Priority 4: Pupil Achievement:</u></b></p> <p>A. Statewide assessments - CST/ELA: 9<sup>th</sup> Grade 59% Proficient and Advanced. 10<sup>th</sup> Grade 44% Proficient and Advanced. 11<sup>th</sup> Grade. CST/Mathematics: 9<sup>th</sup> Grade General 22%. Algebra 49%. Geometry 87%. Algebra II 86%. 11<sup>th</sup> Grade Summative Math: 66% Proficient and Advanced. 70 % of students demonstrating proficiency in the Mathematics section and 60% demonstrating proficiency on the English Language Arts portion of the CAHSEE or a similar assessment.</p> <p>B. API – Weighted 3-year average, BVHS – 549; TUHS – 754 (the next API will be released Spring 2016)</p> <p>C. UC/CSU/Technical Education – 35% meeting A-G requirements. Target is 40%</p>
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- D. CELDT Progress – 80% are at intermediate or above levels. Target is to maintain 80% level
- E. EL Reclassification Rate – 30% are being reclassified. Target is 35%
- F. Early Assessment Program – 2014-15 Students not tested

**Priority 7: Course Access:**

- A. Broad course of study – 37% of students are enrolled in advanced math courses (starting with Advanced Algebra). Target is increasing enrollment in advanced math courses by 5%.
- B. Programs/services for Unduplicated Pupils – 11 Intervention classes. Target is to continue to refine the program to better meet student academic needs.
- C. Programs/services for Individuals with Exceptional Needs. Expansion of Goalbooks software to all teachers and professional development for all teachers. Target - Expanded implementation of Goalbooks software to assist teachers with differentiated instruction as measured by software logs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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 based upon the effectiveness of the strategies selected in Year 2.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$84,000 Certificated Personnel Extra Time (C/S)
1.2 CAASPP data will be disaggregated by significant subgroups to determine if the same achievement gaps exist and to select instructional strategies based upon the areas of need uncovered by the analysis and not addressed by strategies selected in Year 2.	LEA-wide	<input type="checkbox"/> ALL ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify)_____	No additional cost
1.3 Additional academic supports will be put in place as determined by year-end data results. The instructional strategies, delivery, and assessments of the Year 2 additional academic supports will be analyzed for effectiveness. Next steps will be based on the results of analysis	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$244,000 Certificated Personnel Salaries (C/S)
1.4 Based upon the Year 2 investigation results of	LEA-wide	<input checked="" type="checkbox"/> ALL	\$58,000

<p>the district will implement career pathways, continue the Career Choices curriculum at the 12th grade, and strengthen partnerships with local business and higher education institutions to begin exploring internships.</p>		<p><u>OR:</u>  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other            Subgroups:(Specify)_____</p>	<p>Professional/Consultant Services (Base)</p>
<p>1.5 The staff and administrators will analyze the English Language Proficiency Assessments of California to determine if instructional strategies and student language practice opportunities are sufficient for the spring 2018 administration of the ELPAC. The staff may consider additional formative assessments to help guide ELD instructional decisions.</p>	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL  <u>OR:</u>  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other            Subgroups:(Specify)_____</p>	<p>\$82,000            Certificated Personnel Extra Time (C/S)            \$5,200            Supplies (Base)</p>
<p>GOAL:</p>	<p>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.</p>		<p>Related State and/or Local Priorities:            1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input type="checkbox"/>            COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/>            Local : Specify _____</p>
<p>Identified Need :</p>	<p>Based upon measures such as teacher self-reports, classroom observations, and APS results, the implementation is currently rated as "Partial". (on a scale of Fully, Substantial, Partial, and Limited)</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>ALL: Taft Union High School and Buena Vista Continuation School</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All Students, 9<sup>th</sup> – 12<sup>th</sup> Grade</p>	
<p><b>LCAP Year 1: 2015-16</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 1: Basic</b>            A. Appropriately assigned and fully credentialed teachers – 100% highly qualified. Target – maintain 100%            B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target – maintain sufficient supply of textbooks and materials.            C. School facilities maintained in good repair – Satisfactory. Target – continue with satisfactory rating  <b>Priority 2: Implementation of State Standards</b>            A. Academic content and performance standards – Target: Full implementation as measured by APS and teacher surveys.</p>		

B. English Learner access and ELD – Target: Full implementation as measured by APS and teacher surveys.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards.	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$140,000 Professional/Consulting Service (Base) \$360,000 Certificated Personnel Extra Time (Base) \$60,000 Books and Supplies (Base)
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.	LEA-wide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$120,000 Professional/Consulting Service (C/S) \$375,000 Certificated Personnel Extra Time (C/S) \$65,000 Books and Supplies (C/S)
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	LEA-wide	<input type="checkbox"/> ALL <hr/> OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$130,000 Professional/Consulting Service (Base) \$370,000 Certificated

<p>practice opportunities, cooperative learning, etc.)</p>			<p>Personnel Extra Time (Base) \$60,000 Books and Supplies (Base)</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>LEA-wide</p>	<p><u>  </u>ALL</p> <hr/> <p>OR:  <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient  <u>  X</u> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p>	<p>\$100,000 Professional/Consulting Service (Base) \$400,000 Certificated Personnel Extra Time (Base) \$60,000 Books and Supplies (Base)</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>LEA-wide</p>	<p><u>  X</u>ALL</p> <hr/> <p>OR:  <u>  </u>Low Income pupils <u>  </u>English Learners  <u>  </u>Foster Youth <u>  </u>Redesignated fluent English proficient  <u>  </u>Other  Subgroups:(Specify)_____</p>	<p>\$595,000 Instructional Materials (Base) \$177,000 (Base) \$25,000 (C/S) Certificated Personnel Extra Time \$120,000 (Base) Professional/Consultant Services to provide professional development</p>
<p>2.6 The district will maintain 100% highly qualified and appropriately assigned teachers.</p>	<p>LEA-wide</p>	<p><u>  X</u>ALL</p>	<p>No additional cost</p>

OR:  
 Low Income pupils  English Learners  
 Foster Youth  Redesignated fluent English proficient  
 Other  
 Subgroups:(Specify)\_\_\_\_\_

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

**Priority 1: Basic**  
 A. Appropriately assigned and fully credentialed teachers – 100% highly qualified. Target – maintain 100%  
 B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target – maintain sufficient supply of textbooks and materials.  
 C. School facilities maintained in good repair – Satisfactory. Target – continue with satisfactory rating

**Priority 2: Implementation of State Standards**  
 A. Academic content and performance standards – Maintain full implementation as measured by APS and teacher surveys.  
 B. English Learner access and ELD – Maintain full implementation.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards.	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$115,000 Professional/Consulting Service (Base) \$370,000 Certificated Personnel Extra Time (Base) \$75,000 Books and Supplies (Base)
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.	LEA-wide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$95,000 Professional/Consulting Service (C/S) \$385,000 Certificated

			Personnel Extra Time (C/S) \$80,000 Books and Supplies (C/S)
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.)	LEA-wide	__ALL  OR: <input checked="" type="checkbox"/> Low Income pupils    __English Learners __Foster Youth    __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$120,000 Professional/Consulting Service (Base) \$375,000 Certificated Personnel Extra Time (Base) \$65,000 Books and Supplies (Base)
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.)	LEA-wide	__ALL  OR: __Low Income pupils    __English Learners __Foster Youth    __Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u>	\$90,000 Professional/Consulting Service (Base) \$420,000 Certificated Personnel Extra Time (Base) \$50,000 Books and Supplies (Base)
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.	LEA-wide	<input checked="" type="checkbox"/> ALL  OR: __Low Income pupils    __English Learners __Foster Youth    __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$575,000 Instructional Materials (Base) \$237,000 (Base) \$25,000 (C/S)

<p>2.6 The district will maintain 100% highly qualified and appropriately assigned teachers.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify) _____</p>	<p>Certificated Personnel Extra Time \$80,000 (Base) Professional/Consultant Services to provide professional development No additional cost</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Priority 1: Basic</u></b>  A. Appropriately assigned and fully credentialed teachers – 100% highly qualified. Target – maintain 100%  B. Sufficient access to standards-aligned instructional materials – Sufficient textbooks and materials. Target – maintain sufficient supply of textbooks and materials.  C. School facilities maintained in good repair – Satisfactory. Target – continue with satisfactory rating  <b><u>Priority 2: Implementation of State Standards</u></b>  A. Academic content and performance standards - ELA. Target Partial Implementation as measured by teacher survey for CCSS-aligned materials for Science and Social Studies  B. English Learner access and ELD - Target – refine the implementation of CCSS-aligned materials for Science and Social Studies that provide scaffolds for EL pupils.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>2.1 Professional/consulting services and operating expenditures for staff development to enable staff to substantially implement all core academic standards.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other</p>	<p>\$100,000 Professional/Consulting Service (Base) \$390,000</p>

		Subgroups:(Specify)_____	Certificated Personnel Extra Time (Base) \$70,000 Books and Supplies (Base)
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.	LEA-wide	__ALL	\$95,000
		OR: __Low Income pupils <input checked="" type="checkbox"/> English Learners __Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional/Con sulting Service (C/S) \$405,000 Certificated Personnel Extra Time (C/S) \$60,000 Books and Supplies (Base)
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.)	LEA-wide	__ALL	\$105,000
		OR: <input checked="" type="checkbox"/> Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional/Con sulting Service (Base) \$385,000 Certificated Personnel Extra Time (Base) \$70,000 Books and Supplies (Base)
2.4 Professional/consulting services and operating	LEA-wide	__ALL	\$75,000

<p>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>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Students with Exceptional Needs</u></p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other          Subgroups:(Specify) _____</p>	<p>Professional/Consulting Service (Base)          \$440,000          Certificated Personnel Extra Time (Base)          \$45,000          Books and Supplies (Base)</p>
<p>2.5 The district will establish a committee to select Social Studies and Science 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>2.6 The district will maintain 100% highly qualified and appropriately assigned teachers.</p>	<p>LEA-wide</p> <p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other          Subgroups:(Specify) _____</p> <hr/> <p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other          Subgroups:(Specify) _____</p>	<p>\$582,305 (Base)          \$12,695 (C/S)          Instructional Materials          \$202,000          Certificated Personnel Extra Time (C/S)          \$120,000          Professional/Consultant Services (Base)          No additional cost</p>

GOAL:	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__ 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Current results from surveys, observations, and interviews indicate that 70% of staff and students believe the school climate has become more positive, collaborative, and accepting.		
Goal Applies to:	Schools:	ALL: Taft Union High School and Buena Vista Continuation School	
	Applicable Pupil Subgroups:	All Students, 9 <sup>th</sup> – 12 <sup>th</sup> Graders	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	<p><b><u>Priority 5: Pupil Engagement:</u></b></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><b><u>Priority 6: School Climate:</u></b></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>		
<b>Actions/Services</b>	Scope of Service	<b>Pupils to be served within identified scope of service</b>	Budgeted 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.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,000 Professional/ Consulting Services (Base)
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.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$90,000 Certificated Personnel Salary and benefits (Base)

\$28,000  
Professional/  
Consulting  
Services  
(Base)  
Books and  
Supplies  
(Base)  
\$7,500

**LCAP Year 2: 2016-17**

Expected Annual  
Measurable  
Outcomes:

**Priority 5: Pupil Engagement:**

- A. School attendance rates – current rate: 57.13%. Target rate: 70% Year 2: 80% Year 3: 90%
- B. Chronic absenteeism rates – current rate: 17%. Target rate: to decrease by 4%
- C. Middle school dropout rates – N/A
- D. High school dropout rates – current rate: 3.4%. Target: 0%
- E. High school graduation rates – current rate: 93.6%. Target 98.6%

**Priority 6: School Climate:**

- A. Pupil suspension rates - current rate: 0.156. Target: 0.151%
- B. Pupil expulsion rates – current rate: 0.018. Target: 0.013%
- C. Other local measures (surveys)

<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
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.	LEA-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$25,000 Professional/ Consulting Services and Operating Expenditures for teacher training (Base)
3.2 Add five additional sections of an intervention	LEA-wide	<input checked="" type="checkbox"/> ALL	\$92,000

<p>course for students with D and F grades and implement a study skills and behavior modification curriculum.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other            Subgroups:(Specify)_____</p>	<p>Certificated Personnel Salary and benefits (Base) \$15,000            Professional/ Consulting Services (Base) \$7,500            Books and Supplies (Base)</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Priority 5: Pupil Engagement:</u></b>            A. School attendance rates – current rate: 57.13%. Target rate: 70% Year 2: 80% Year 3: 90%            B. Chronic absenteeism rates – current rate: 17% Target rate: to decrease by 4%            C. Middle school dropout rates – N/A            D. High school dropout rates – current rate: 3.4%. Target: 0%            E. High school graduation rates – current rate: 93.6%. Target 98.6%  <b><u>Priority 6: School Climate:</u></b>            A. Pupil suspension rates - current rate: 0.156. Target: 0. 151%            B. Pupil expulsion rates – current rate: 0.018. Target: 0. 013%            C. Other local measures (surveys)Pupil expulsion rates            D. Other local measures (surveys)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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</p>	<p>LEA-wide</p>	<p><u>X</u> ALL            OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other            Subgroups:(Specify)_____</p>	<p>\$25,000            Professional/ Consulting Services and Operating Expenditures for</p>

<p>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.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>teacher training (Base) \$94,000 Certificated Personnel Salary and benefits (Base) \$15,000 Professional/ Consulting Services (Base) \$7,500 Books and Supplies (Base)</p>
<p>GOAL:</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: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Current parent participation rate is 40% as evidenced by sign in sheets from previous year. Approximately 15% more parents attended meetings this year as compared to last year.</p>		
<p>Goal Applies to:</p>	<p>Schools: All: Taft Union High School and Buena Vista Continuation School Applicable Pupil Subgroups: All Students, 9<sup>th</sup> – 12<sup>th</sup> Grade</p>		
<p><b>LCAP Year 1: 2015-16</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><b>Priority 3: Parental Involvement:</b> 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 B. Promotion of parental participation: Target: 5% increased opportunity at district-wide events C. Promotion of parental participation for individuals with exceptional needs: Target: 5% increased opportunity at district-wide events <b>Priority 8: Other Pupil Outcomes:</b></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.			
	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Professional/consulting services and operating expenditures for parent/guardian workshops regarding college and career awareness, technology, effective parenting skills, etc.	LEA-wide	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$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)
4.2 Professional/consulting services and operating expenditures for parent/guardian workshops regarding college and career awareness, technology, effective parenting skills, etc. in Spanish.	LEA-wide	<input type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$17,500 Professional/ Consulting Services and Operating Expenditures for parent training (C/S) \$5,000 Classified Personnel

Salaries  
(C/S)  
\$3,500  
Books and  
Supplies  
(C/S)

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:

**Priority 3:**  
 A. Efforts to seek parent input: Target: Additional 5% increased participation in DELAC, SSC, Strategic Planning/District Advisory Committee; response to online surveys, mailings, flyers, and website postings  
 B. Promotion of parental participation: Target: 5% increased opportunity at district-wide events  
 C. Promotion of parental participation for individuals with exceptional needs: Target: 5% increased opportunity at district-wide events

**Priority 8: Other Pupil Outcomes:**  
 A. Equitable access to information and opportunities for successful completion of high school requirements. Increase parental participation in informational meeting by 10%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Continue providing professional/consulting services and operating expenditures for parent/guardian workshops regarding college and career awareness, technology, effective parenting skills, etc.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,000 Professional/ Consulting Services and Operating Expenditures for parent training (C/S) \$4,500 Classified Personnel Salaries (C/S) \$3,000 Books and

<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>LEA-wide</p>	<p>__ALL ----- OR: __Low Income pupils X__English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>Supplies (C/S) \$20,000 Professional/ Consulting Services and Operating Expenditures for parent training (C/S) \$4,500 Classified Personnel Salaries (C/S) \$3,500 Books and Supplies (C/S)</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p><b><u>Priority 3:</u></b>  A. Efforts to seek parent input: Target: Additional 5% (over Year 2) increased participation in DELAC, SSC, Strategic Planning/District Advisory Committee; response to online surveys, mailings, flyers, and website postings  B. Promotion of parental participation: Target: 5% (over Year 2) increased opportunity at district-wide events  C. Promotion of parental participation for individuals with exceptional needs: Target: 5% (over Year 2) increased opportunity at district-wide events  <b><u>Priority 8: Other Pupil Outcomes:</u></b>  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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>4.1 Continue providing professional/consulting services and operating expenditures for parent/guardian workshops regarding college and career awareness, technology, effective parenting skills, etc.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>\$23,000  Professional/  Consulting  Services and  Operating  Expenditures for  parent training  (C/S)  \$5,000  Classified  Personnel Salaries  (C/S)  \$4,000  Books and  Supplies  (C/S)</p>
<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>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English  proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p>\$21,000  Professional/  Consulting  Services and  Operating  Expenditures for  parent training  (C/S)  \$6,000  Classified  Personnel Salaries  (C/S)  \$5,000  Books and  Supplies  (C/S)</p>

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

## **Annual Update**

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

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

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

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

Original GOAL from prior year LCAP:	1. <i>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.</i>		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>X</u> COE only: 9 <u>  </u> 10 <u>  </u> Local : Specify _____
Goal Applies to:	Schools:	<i>ALL: Taft Union High School and Buena Vista Continuation School</i>	
	Applicable Pupil Subgroups:	<i>All Students, 9<sup>th</sup> – 12<sup>th</sup> Grade</i>	
Expected Annual	<i>The expected growth for this year was 75% of students passing the CAHSEE and 55% of 11<sup>th</sup></i>	Actual Annual	<i>97% of district students demonstrated ELA and Math proficiency by the end of the 12<sup>th</sup> grade as measured by the CAHSEE. Priority 1: Basic Services</i>

<p><b>Measurable Outcomes:</b></p>	<p><i>grade students scoring proficient on the CAASPP on both English Language Arts and Mathematics. 80% of students are expected to score proficient on local benchmarks such as the Capstone Writing task.</i></p>	<p><b>Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>A. <i>Rate of teachers appropriately assigned and fully credentialed: 100%</i></li> <li>B. <i>Pupil access to standards-aligned instructional materials: 100%</i></li> <li>C. <i>Facilities maintained in good repair: 100% as measured by FIT.</i></li> </ul> <p><u>Priority 2: Implementation of State Standards</u> A. <i>Partial implementation as measured by APS.</i></p> <p><u>Priority 4: Pupil Achievement</u> A. <i>Statewide assessments: Please see page 7 of Section 2</i> B. <i>API: 745 as of 2013</i> C. <i>Percentage of pupils who have successfully completed A-G courses, or CTE sequences or programs of study that align with state board-approved CTE standards and frameworks: 24% of graduates met the UC A-G requirements in 2013-14</i> D. <i>26% of ELs that are English proficient on CELDT (ELPAC)</i> E. <i>20% EL reclassification rate</i> F. <i>29% of pupils who have passes an AP exam with a 3 or higher</i> G. <i>Percentage of pupils demonstrating college preparedness pursuant to the Early Assessment Program: Not available at this time.</i></p> <p><u>Priority 8: Other Pupil Outcomes</u> A. <i>Equitable access to information and opportunities for successful completion of high school requirements. 60%</i></p>
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><i>1.1 Provide CCSS-aligned instructional materials and instructional materials for all subject areas.</i></p>	<p><i>\$697,000 Books and Supplies (C/S)</i></p>	<p><i>1.1 New classroom sets of English Language Arts materials were purchased. Digital material purchase is pending infrastructure updates in order to provide e-books. Other core content area</i></p>	<p><i>\$350,000 Books and Supplies (C/S)</i></p>

		<i>materials are currently under review.</i>			
Scope of service:	<i>LEA-wide</i>		Scope of service:	<i>LEA-wide</i>	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<i>1.2 Provide professional development and coaching for teachers focused on Explicit Direct Instruction</i>		\$5,000 Professional Consulting Services & Other Operating Expenditures (Base)	<i>1.2 20% of the teaching staff at Taft Union High School District participated in professional development and coaching on Explicit Direct Instruction</i>		\$11,575 Professional Consulting Services & Other Operating Expenditures (Base)
Scope of service:	<i>LEA-wide</i>		Scope of service:	<i>LEA-wide</i>	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<i>1.3 Provide intervention courses for struggling students.</i>		\$140,000 Certificated Personnel Salaries, (C/S) \$6,000 Professional/Consulting Services (Base) and \$20,000 Books and Supplies	<i>1.3 Interventions courses were provided by 12 teachers. Subcommittee is in place to determine program details such as establishing target skills and criteria for entering and exiting the intervention course.</i>		\$298,923 Certificated Personnel Salaries, (C/S) \$6,000 Professional/Consulting Services (Base) and \$20,000 Books and Supplies

		(Base)			(Base)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.4 Provide AVID-trained tutors before and after school for struggling students.		\$8,000 Certificated Personnel Salaries (Base) \$4,800 Classified Personnel Salaries (Base) \$5,000 Professional/Consulting Services (Base) \$10,000 Books and Supplies (Base)	1.4 Tutors were trained and a schedule for tutoring was developed at both sites. Based on attendance records, 312 students participated in the tutoring (30%). Additionally, 202 parents and students attended AVID Parent Night, Fall 2015.		\$31,000 Certificated Personnel Salaries (Base) \$33,500 Classified Personnel Salaries (Base) \$1,667 Professional/Consulting Services (Base) \$12,700 Books and Supplies (Base)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
1.5 Provide summer school opportunities to increase academic skills		\$134,000 Certificated Personnel Salaries (C/S)	1.5 During Summer School 2015, students will have the opportunity to increase their academic skills by attending courses such Health, Algebra Readiness, Algebra, Geometry, Biology,		\$98,000 Certificated Personnel Salaries (C/S)

		\$17,000 Classified Personnel Salaries (Base) \$71,190 Books and Supplies (Base)	<i>Chemistry, U.S. History, and English.</i>	\$8,497 Classified Personnel Salaries (Base) \$8,497 Books and Supplies (Base)
Scope of service:	<i>LEA-wide</i>		Scope of service:	<i>LEA-wide</i>
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<i>There is a significant difference in the amount budgeted and the actual amount spent for Action 1.1. This was due to the purchase of English Language Arts materials postponed due to the lack of wireless infrastructure to support the electronic version of textbook. With the implementation of the Next Generation Science Standards, new material for Science will also be reviewed in the near future. New Mathematical and Social Science materials will also be reviewed within the next two years. Action 1.4 also had a significant difference between budgeted and actual expenditures. This was caused by an increased amount of interest and participation in the AVID program.</i>		

Original GOAL from prior year LCAP:	<i>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.</i>	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: <i>ALL: Taft Union High School and Buena Vista Continuation School</i>	

Applicable Pupil Subgroups: <i>All Students, 9<sup>th</sup> – 12<sup>th</sup> Grade</i>			
Expected Annual Measurable Outcomes:	<p><i>Common Core Implementation will provide all students, including ELs, SWDs, and advanced learners with locally-adopted, standards-aligned ELA and ELD textbooks and instructional materials. These materials will be implemented to support the needs of all students through differentiated instruction and universal access. At all grade levels, teachers will use the ELD components of the adopted program.</i></p>		Actual Annual Measurable Outcomes:
<p><i>Priority 2: Implementation of Common Core State Standards: APS Results: Staff survey results indicate that standards implementation is at currently at the Partial Implementation Level as determined by the CDE's Academic Program Survey tool. The ELD Program was rated at the Substantial Level of Implementation on the APS tool. Information gathered from teacher self-reporting and administrative classroom observations align with the APS survey results.</i></p> <p><i>Priority 4: Pupil Achievement: Please see page 7 of Section 2</i></p> <p><i>Priority 5: Pupil Engagement: Please see page 19 of Section 2</i></p> <p><i>Priority 7: Course Access: 100% of students had access to a broad course of study.</i></p> <p><i>Priority 8: Other Pupil Outcomes: Equitable access to information and opportunities for successful completion of high school requirements. Current rate: 60%</i></p>			
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p><i>2.1 Provide professional development focused on the integration of CCSS, mobile technology and digital citizenship.</i></p>		<p><i>2.1 Every teacher has been given access to a personal iPad and 30% of the faculty attended 12 hours of professional development in how to use the device.</i></p>	
Scope of service:	<i>LEA-wide</i>	Scope of service:	<i>LEA-wide</i>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<i>2.2 Update district technology infrastructure.</i>		\$80,000 Professional Consulting & Other Operating Expenditures (Base)	<i>2.2 In progress due to the 1.5 million dollar investment required for a 103 year-old facility.</i>	\$1.5 million Professional Consulting & Other Operating Expenditures (Base)
Scope of service:	<i>LEA-wide</i>		Scope of service:	<i>LEA-wide</i>
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<i>2.3 Provide technology mobile devices and applications for teachers.</i>		\$83,000 Technology Applications (Base)	<i>2.3 Every teacher has been given access to a personal iPad and 30% of the faculty attended 12 hours of professional development in how to use the device.</i>	\$41,903 Technology Applications (Base)
Scope of service:	<i>LEA-wide</i>		Scope of service:	<i>LEA-wide</i>
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
<i>2.4 Provide college and career readiness training for counselors and teachers.</i>		\$5,000 Professional Consulting & Other Operating Expenditures (Base)	<i>2.4 Through the American School Counselor Association, training has been provided for school counselors. Career Choices training was provided to all BVHS teachers and five TUHS teachers.</i>	No cost
Scope of service:	<i>LEA-wide</i>		Scope of service:	<i>LEA-wide</i>
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<i>2.5 Provide Success Exploration 101 to Freshman.</i>		\$80,000 Certificated Personnel Salaries & Books and Supplies (Base)	<i>2.5 A review of completion rates shows that this course is having a positive impact on Freshman.</i>		\$100,041 Certificated Personnel Salaries & Books and Supplies (Base)
Scope of service:	<i>LEA-wide</i>		Scope of service:	<i>LEA-wide</i>	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<i>Action step 2.3: There was a significant difference in the amount budgeted and the actual expenditure for technology applications. This was due to the length of time required to update the school's infrastructure. After the upgrades are made, then further technology hardware and applications will be purchased. The district will continue to work with all stakeholders to determine the best next steps in working towards Substantial Implementation Level of Common Core State Standards (in both Mathematics and English Language Arts/English Language Development) as well as all other core academic content areas. A review of the Marzano work on ELD Standards will be conducted to determine impact on standards implementation. Furthermore, administration and staff will work on the classroom observation model to explore additional methods to reach Full Implementation by 2017. Work with the Pivot Learning group will continue in order to increase and improve the services to English Learners, Foster Youth, and Socio-economically Disadvantaged students.</i>			

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_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	ALL: Taft Union High School and Buena Vista Continuation School		
	Applicable Pupil Subgroups:	All Students, 9 <sup>th</sup> – 12 <sup>th</sup> Grade		
Expected Annual Measurable Outcomes:	<u>Priority 6: School Climate:</u> A. Pupil suspension rates target of 100 fewer incidents of suspension. B. Pupil expulsion rates target of 5 fewer incidents of expulsion. C. Other local measures		Actual Annual Measurable Outcomes:	<u>Priority 4: Pupil Achievement:</u> Please see page 7 of Section 2. 95% of students are passing the CAHSEE by 12 <sup>th</sup> grade <u>Priority 5: Pupil Engagement:</u> Please see page 19 of Section 2. <u>Priority 6: School Climate:</u> A. Pupil suspension rates have dropped by 204 suspension incidents from 2013 to 2014 (from 364 to 165). B. Pupil expulsion rates have dropped by 7 expulsion incidents from 2013 to 2014 (from 20 to 13). C. Other local measures: None at this time.
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
3.1 Provide professional development for staff and students focused on personal awareness and positive interventions and support programs to create a positive, collaborative and accepting learning environment.	\$22,500 Professional/Consulting Services and Operating Expenditures (Base) \$70,000 Books and Supplies (Base) \$30,100 Certificated Personnel Extra Time (Base)	3.1 Results from the school climate survey show that 70% of staff and students believe that the school climate has become more positive, collaborative and accepting.	\$6,977 Professional/Consulting Services and Operating Expenditures (Base) \$1,350 Books and Supplies (Base) \$4,693 Certificated Personnel Extra Time (Base)	

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
<i>3.2 Provide instructional materials for Personal Awareness, Safe School Ambassadors, Renaissance and PBIS programs and academic competitions.</i>		\$70,000 Books and Supplies (Base)	<i>3.2 School climate survey results show that 70% of staff and students feel the programs have had a positive impact on academic achievement.</i>		\$1,350 Books and Supplies (Base)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
<i>3.3 Provide certificated staff to lead student programs and coach academic competitions.</i>		\$30,000 Certificated Personnel Extra Time (Base)	<i>3.3 School climate data shows that students are more likely to participate in We The People and other academic competitions due to the leadership currently provided.</i>		\$4,693 Certificated Personnel Extra Time (Base)
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p><i>The district will continue with the actions and services outlined for this goal. Further training will be provided to include more students and more staff. More students will be invited to participate in school competitions. There is a significant discrepancy between budgeted and actual amount of dollars spent for several of the actions in the goal. This was due to a later start date for the School Ambassador program as well as fewer staff involved than was budgeted.</i></p>
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<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: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Goal Applies to:</p>	<p>Schools: ALL: Taft Union High School and Buena Vista Continuation School Applicable Pupil Subgroups: All Students, 9<sup>th</sup> – 12<sup>th</sup> Grade</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Priority 3: Parental Involvement:</u> D. Efforts to seek parent input E. Promotion of parental participation F. Promotion of parental participation for individuals with exceptional needs</p>	<p>Actual Annual Measurable Outcomes:</p>	<p><u>Priority 3: Parental Involvement</u> A. Efforts to seek parent input included surveying with Spanish translation. B. Promotion of parental participation involved seeking parental input via survey results. C. Promotion of parental participation for individuals with exceptional needs will include collecting survey results.</p>
<p><b>LCAP Year: 2014-15</b></p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
		<p>Budgeted Expenditures</p>	<p>Estimated Actual Annual Expenditures</p>

<p>4.1 Provide parent education opportunities with a focus on college and career readiness, technology/mobile devices, CCSS, and additional support for targeted populations.</p>		<p>\$18,000 Professional/Consulting Services and Operating Expenditures (Base) \$3,000 Classified Personnel Salaries (Base) \$2,500 Books &amp; Supplies (Base)</p>	<p>4.1 The district provided multiple opportunities for parents to learn: A. PIQE (two sessions provided) B. Parent AVID Night C. Parent Project The district did postpone training parents on the technology aspect due to lack of Wi-Fi access. This issue will be resolved by fall 2015 and the training will be scheduled in the summer of 2015-2016.</p>	<p>\$6,300 Professional/Consulting Services and Operating Expenditures (Base) \$962 Classified Personnel Salaries (Base) \$4,648 Books &amp; Supplies (Base)</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>The district will continue providing the actions and services for this goal. If possible, an additional PIQE session will be provided as both English-speaking and Spanish-speaking parents praised this training and requested additional sessions to be provided. Additionally, the district will incorporate parent meetings that are focused on providing information and opportunities to increase the likelihood of successful high school completion for their children.</p>		

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

### 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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	<b>\$939,579</b>
The District is expending its LCFF funds as determined by District goals outlined in Section 2.	
LEA-wide and School-wide justifications:	
Approximately 58% of the District's pupils are identified as low-income. LEA-wide services will impact socio-economically disadvantaged students as well as English learners (less than 10%) and foster youth (less than 1%). The District has principally directed its supplemental and concentration funds for these subgroups and is providing intervention services to these students on an LEA-wide basis. TUHSD's goals and action steps focus on student engagement and	

achievement, maintaining a safe and secure learning environment, professional development for staff, and enhancing technology access for staff and students.

- 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.

<b>3.78</b>	<b>%</b>	is TUHSD minimum proportionality percentage. Taft Union High School District does not receive an increase in funds from LCFF-based supplemental or concentration grants because we are a basic aid district and are held harmless under the LCFF formula. The district expends funds for LCFF subgroups as determined by District goals, as outlined in Section 2. TUHSD is committed to serving all students by the following: Purchasing standards-aligned instructional material, enhancing technology infrastructure, providing professional development for staff, maintaining a clean and safe learning environment, providing intervention services as well more courses for advanced study in Mathematics, incorporating increased opportunities for parents of unduplicated students to participate in school-related activities.
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NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

- (b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) "High school dropout rate" shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) "High school graduation rate" shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

8-22-14 [California Department of Education]