

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taft City School District

CDS Code: 15638000000000

School Year: 2021-22

LEA contact information:

Julie Graves, Ed.D.

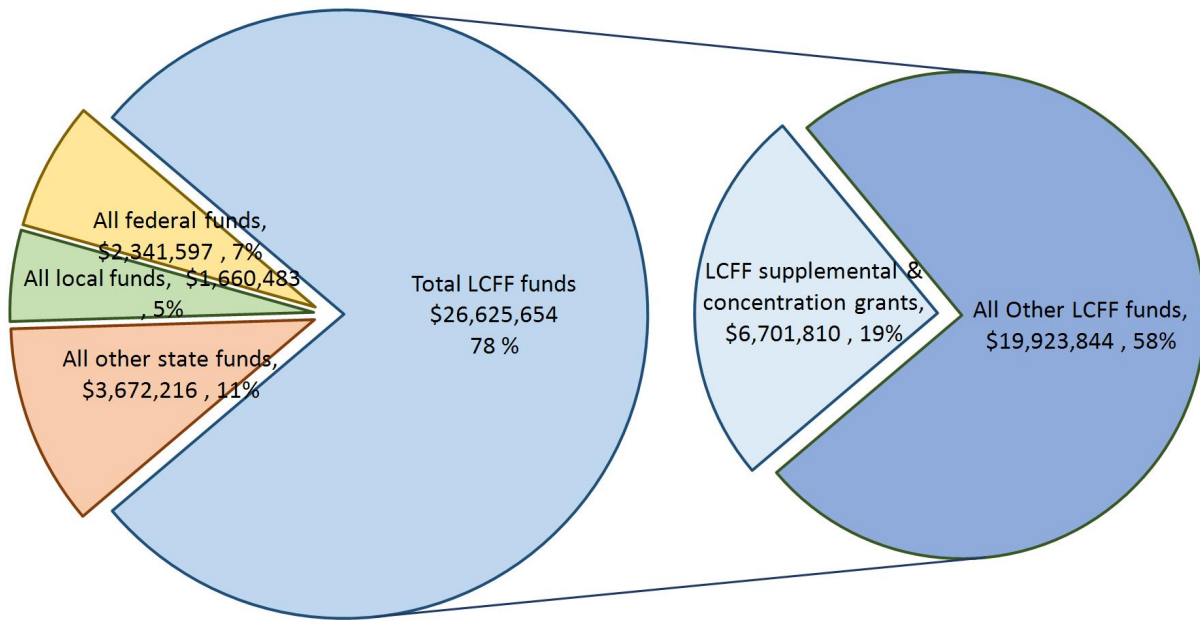
Superintendent

661.763.1521

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

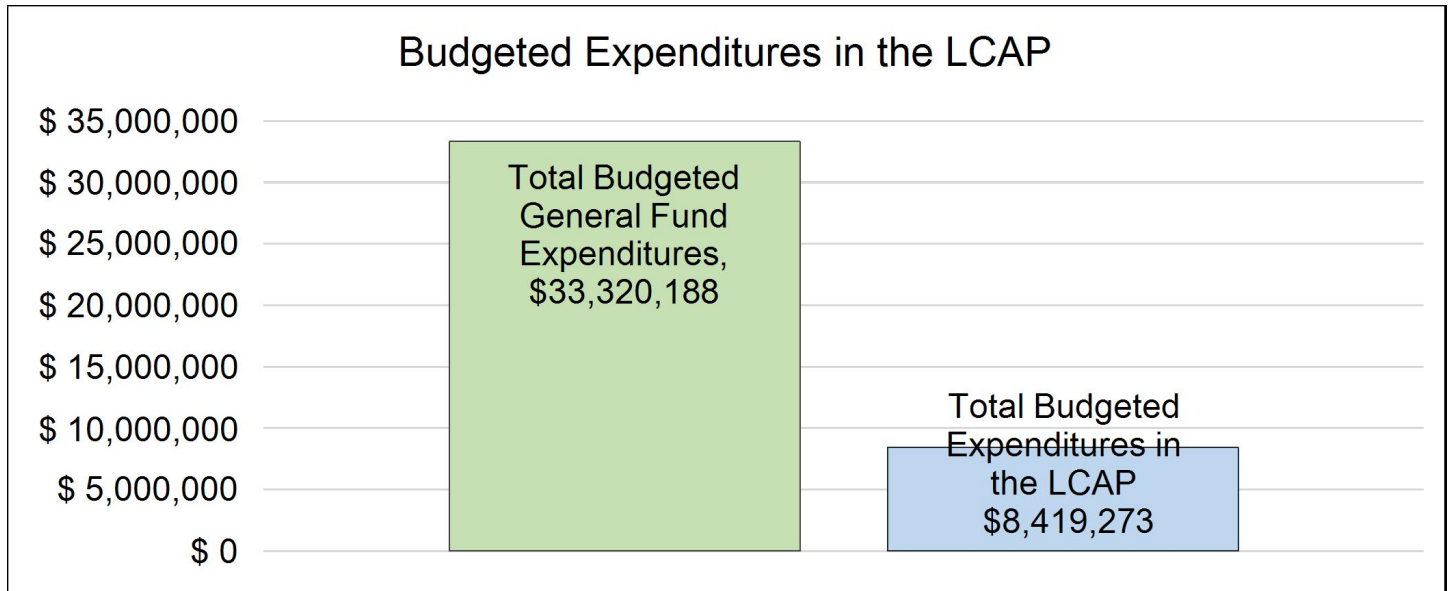


This chart shows the total general purpose revenue Taft City School District expects to receive in the coming year from all sources.

The total revenue projected for Taft City School District is \$34,299,950, of which \$26,625,654 is Local Control Funding Formula (LCFF), \$3,672,216 is other state funds, \$1,660,483 is local funds, and \$2,341,597 is federal funds. Of the \$26,625,654 in LCFF Funds, \$6,701,810 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Taft City School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Taft City School District plans to spend \$33,320,188 for the 2021-22 school year. Of that amount, \$8,419,273 is tied to actions/services in the LCAP and \$24,900,915 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

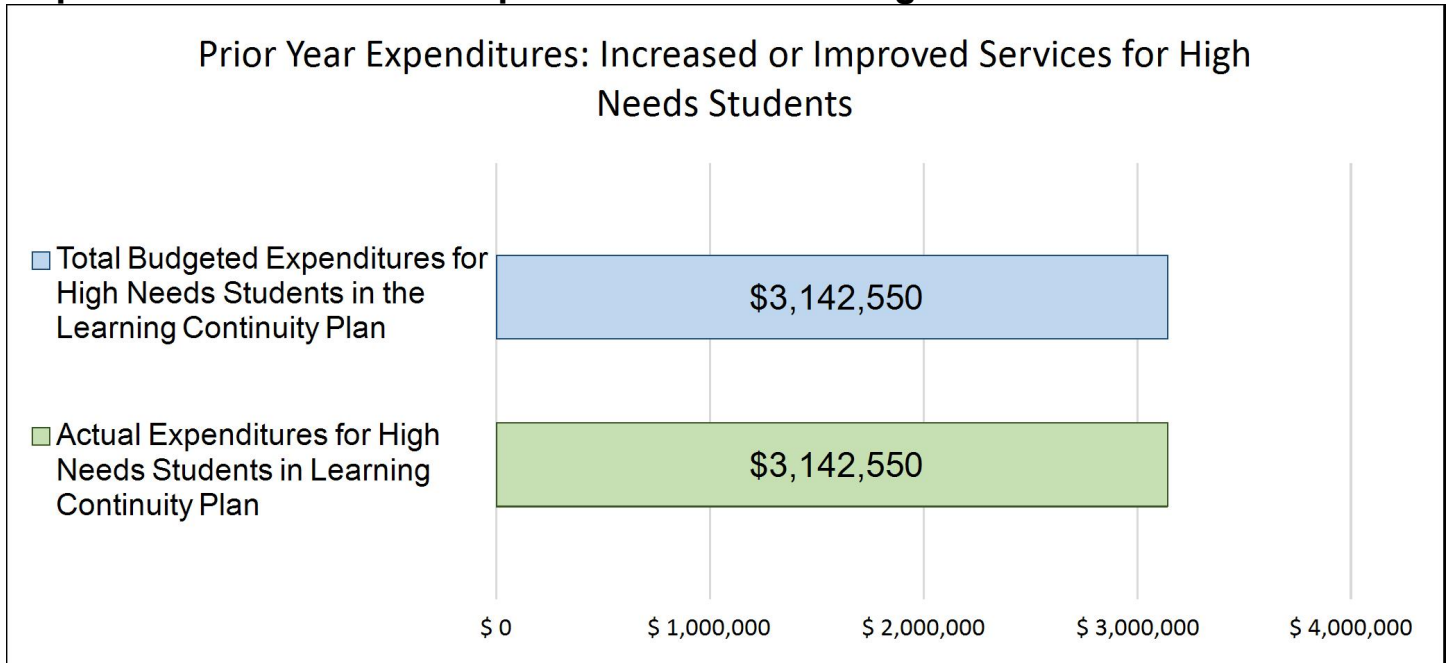
The General Fund includes budgeted amounts for personnel not explicitly listed in the LCAP, including teachers, certificated support personnel and administrators, classified service paraprofessionals, support staff, and clerical staff. It also includes non-personnel amounts for things necessary for a school district to run, such as basic supplies, utilities, and equipment replacement.

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

In 2021-22, Taft City School District is projecting it will receive \$6701810 based on the enrollment of foster youth, English learner, and low-income students. Taft City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Taft City School District plans to spend \$7,590,672 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Taft City School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Taft City School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Taft City School District's Learning Continuity Plan budgeted \$3,142,550 for planned actions to increase or improve services for high needs students. Taft City School District actually spent \$3,142,550 for actions to increase or improve services for high needs students in 2020-21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Taft City School District	Julie Graves, Ed.D. Superintendent	jgraves@taftcity.org 661.763.1521

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

Goal 1

Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies, supported by technology implementation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a)Basic Services: Teachers Appropriately assigned and fully credentialed For assignment 19-20 Revised goal:99% fully credentialed, appropriately assigned teachers Baseline 92% fully credentialed, Appropriately assigned teachers	Priority 1(a)Basic Services: Teachers appropriately assigned and fully credentialed for assignment Goal met. 100% of TCSD Teachers were appropriately assigned and fully credentialed for their assignment in 2020-21. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%
Metric/Indicator Priority 1(b)Basic Services: Pupil access to standards aligned materials 19-20 Maintain 100% of students will have standards aligned materials Baseline 100% of students will have standards aligned materials	Priority 1(b)Basic Services: Pupil access to standards aligned materials Goal met. 100% of TCSD students had access to SBE adopted standards aligned materials in 2020-21. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows:

Expected	Actual
	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%
<p>Metric/Indicator Priority 1(c)Basic Services: School facilities maintained In good repair</p> <p>19-20 Revised goal: Maintain a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites.</p> <p>Baseline All facilities currently have an overall rating of “good” as indicated on the FIT report</p>	<p>Priority 1(c)Basic Services: School facilities maintained In good repair Goal met. TCSD maintained a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites in 2020-21. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0</p>
<p>Metric/Indicator Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards</p> <p>19-20 Revised goal: Maintain and continued 100% of Grade Level Lead teachers receive CCSS professional development in ELA and Math and incorporates all new Grade Level Lead teachers annually.</p> <p>Baseline 95% of Grade level Lead teachers received CCSS professional development in ELA and Math</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards Goal met. TCSD maintained a 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2020-21 according the TCSD Professional Development schedule and calendar.</p>
<p>Metric/Indicator Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>19-20 (1) Maintain EL students were provided an additional 30 minutes daily of Designated ELD instruction, in addition to being provided</p>	<p>Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency (1) Goal met. TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2020-21 according to teacher lesson plans and daily classroom schedules.</p>

Expected	Actual
<p>ELA interventions based on assessment data to meet the individual needs of our EL students (2) Maintain ELD standards implemented in class for integrated instruction daily as evidenced in lesson plans</p> <p>Baseline (1) EL students were provided an additional 30 minutes daily of Designated ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students (2) ELD standards were implemented in class for integrated instruction daily as evidenced in lesson plans</p>	<p>(2) Goal met. TCSD maintained and provided that ELD standards were implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk through observation data.</p>
<p>Metric/Indicator Priority 4(a) Student Achievement: Statewide assessments 19-20 ELA: Increase “Met” and “Exceeded” subgroups by 2% in 2019-20 Math: Increase “Met” and “Exceeded” subgroups by 2% in 2019-20</p> <p>Baseline ELA: Overall 34% “Met” and “Exceeded” in 2016-17 Math: Overall 22% “Met” and “Exceeded” in 2016-17</p>	<p>Priority 4(a) Student Achievement: Statewide assessments Goal not met. Statewide assessment Comparison data in ELA was not available due to the COVID-19 Pandemic resulting in the cancellation of CAASPP SBAC testing in ELA in 2019-20. Statewide assessment Comparison data in Mathematics was not available due to the COVID-19 Pandemic resulting in the cancellation of CAASPP SBAC testing in Mathematics in 2019-20.</p>
<p>Metric/Indicator Priority 4(b) Student Achievement: Academic Performance Index 19-20 N/A</p> <p>Baseline</p>	<p>Priority 4(b) Student Achievement: Academic Performance Index N/A Academic Performance Index: This measure is not being provided by the state at this time.</p>

Expected	Actual
Academic Performance Index: This measure is not being provided by the state at this time	
Metric/Indicator Priority 4(c) Student Achievement: Percentage of Pupils completing a-g or CTE sequences/programs 19-20 N/A Baseline Percentage of pupils completing a-g or CTE sequences/programs: N/A	Priority 4(c) Student Achievement: Percentage of Pupils completing a-g or CTE sequences/programs N/A Percentage of pupils completing a-g or CTE sequences/programs data does not apply to elementary school districts.
Metric/Indicator Priority 4(d) Student Achievement: Percentage of EL pupils making progress toward English Proficiency 19-20 Increase of 2% and establish baseline goal for English Language Proficiency Baseline Continue CELDT for initials in 2017-18 Establish Baseline with ELPAC for annuals in 2017-18	Priority 4(d) Student Achievement: Percentage of EL pupils making progress toward English Proficiency Goal not met. Statewide assessment Comparison data in ELPAC was not available due to the COVID-19 Pandemic testing incompleteness in English Language Proficiency (ELPAC) testing in 2019-20.
Metric/Indicator Priority 4(e) Student Achievement: English Learner Reclassification Rate 19-20 Increase English Learner reclassification rate to 16% Baseline English Learner reclassification rate in 2016-17: 12%	Priority 4(e) Student Achievement: English Learner Reclassification Rate Goal not met. According to the 2019-2020 ELAS Identification per DATA Quest Conley Elementary has a 42.9% EL population and 5.9% Reclassification rate, Jefferson Elementary has a 68% EL population and a 4% Reclassification rate, Lincoln Junior High has a 23% EL population and 25% Reclassification rate, Parkview Elementary has a 21% EL population and a 4% Reclassification rate, Roosevelt Elementary has a 31% EL population and a 18% Reclassification rate, and Taft Primary has a 35% EL population

Expected	Actual
	and a 9% Reclassification rate. District Reclassification rate was 6.5% according to 2019 DataQuest data.
Metric/Indicator Priority 4(f) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher 19-20 N/A Baseline Percentage of pupils passing AP exam with a 3 or higher: N/A	Priority 4(f) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A Pupils passing AP exams data does not apply to elementary school districts.
Metric/Indicator Priority 4(g) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP 9or other) 19-20 N/A Baseline Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A	Priority 4(g) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP 9or other) N/A Percentage of pupils who participate in and demonstrate college preparedness on EAP data does not apply to elementary school districts.
Metric/Indicator Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 19-20 Achieve Composite DIBELS scores in K-5 with an increase of 3% annually. Achieve composite AIMS/Web scores in 6-8 with an increase of 3% annually. Baseline DIBELS data composite scores: K- 21% proficiency 1st- 49%proficiency 2nd – 51% proficiency	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Goal not met. Composite end of the year DIBELS scores in K-5 were not administered due to the COVID-19 Pandemic in 2019-20. Composite end of the year AIMS/WEB scores in 6-8 were not administered due to the COVID-19 Pandemic in 2019-20. Renaissance overall STAR data in ELA indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Renaissance overall STAR data in Mathematics indicates a decrease in the first testing window scores from 630 in 2019 to 398 in 2020 and a decrease in the second testing window scores from 497 in 2019 to 411 in 2020.

Expected	Actual
3rd – 46% proficiency	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Professional Development support in textbook alignment with Common Core State Standards units in ELA and mathematics. Implement research based ELA and mathematics instructional strategies district wide. Provide supplemental classroom materials and supplies that complement the core programs. Develop and implement district wide Benchmark system in order to collect consistent local data on student performance in ELA and mathematics	1100 - Cert. Salaries - \$11,845 2100 - Instr'l Aide - \$766 3000-3999 - Benefits -\$2,474 4300 – Books & Supplies - \$123,077 5710 - Vehicle Use - \$5,000 5800 - Consultant Agreements - \$4,500 Supplemental/ Concentration \$147,662 1100 - Cert. Salaries - \$35,000 3000-3999 - Benefits - \$6,631 4300 – Books & Supplies - \$1,200 5800 - Consultant Agreements - \$170,000 Title I \$212,831	1100 - Cert. Salaries - \$11,845 2100 - Instr'l Aide - \$766 3000-3999 - Benefits -\$2,474 4300 – Books & Supplies - \$123,077 5710 - Vehicle Use - \$5,000 5800 - Consultant Agreements - \$4,500 Supplemental/ Concentration \$147,662 1100 - Cert. Salaries - \$35,000 3000-3999 - Benefits - \$6,631 4300 – Books & Supplies - \$1,200 5800 - Consultant Agreements - \$170,000 Title I \$212,831
Maintain 180 instructional days in school calendar each year.	1100 - Cert. Salaries \$209,000 2000-2999 Class. Sal. \$32,000 3000-3999 - Benefits \$44,000 Base \$285,000	1100 - Cert. Salaries \$209,000 2000-2999 Class. Sal. \$32,000 3000-3999 - Benefits \$44,000 Base \$285,000
Utilize weekly minimum day dismissal for Teacher's professional development/PLC's.	1000-1999 Certificated Salaries \$229,473 3000-3999 Benefits \$48,292 Base \$277,765	1000-1999 Certificated Salaries \$229,473 3000-3999 Benefits \$48,292 Base \$277,765

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Textbook adoption and purchase district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged, in ELA, Mathematics, Social Studies, and Science as appropriate. Purchase and implement History/Social Studies, grades K-3. Implement Next Gen Math Curriculum as mathematics intervention district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	4100 - Textbooks \$195,430 5800 - Consultant Training \$4,600 Base \$200,030	4100 - Textbooks \$195,430 5800 - Consultant Training \$4,600 Base \$200,030
ELA Coach at Lincoln Junior High School utilized to support Common Core State Standards ELA implementation directly with students in MTSS intervention school wide. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive MTSS intervention as appropriate.	1000-1999 Certificated Salaries - \$67,995 3000-3999 Benefits \$30,874 Supplemental/ Concentration \$98,869	1000-1999 Certificated Salaries - \$67,995 3000-3999 Benefits \$30,874 Supplemental/ Concentration \$98,869
Continue contract for AVID support services to provide AVID program for identified 4th thru 8th grade students. Provide AVID Strategy training to all 4th - 8th grade teachers. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive AVID support as appropriate.	1000-1999 Cert. Salaries \$43,528 3000-3999 Benefits \$17,528 5200 – Travel & Conference \$8,652 5710 – Vehicle Use \$2,163 5800 – Consultant Fees \$12,042 Supplemental/ Concentration \$83,913	1000-1999 Cert. Salaries \$43,528 3000-3999 Benefits \$17,528 5200 – Travel & Conference \$8,652 5710 – Vehicle Use \$2,163 5800 – Consultant Fees \$12,042 Supplemental/ Concentration \$83,913
Incorporate The Learning Center (TLC) model in grades K-3 to provide early intervention in Reading Language Arts (R/LA). English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive Learning Center support as appropriate.	1000-1999 Cert. Salaries - \$173,528 3000-3999 Benefits - \$67,942 Supplemental/ Concentration \$241,470	1000-1999 Cert. Salaries - \$173,528 3000-3999 Benefits - \$67,942 Supplemental/ Concentration \$241,470
Purchase DIBELS web based assessments for grades TK-5 and Aimsweb Pearson Assessments in ELA and Mathematics for Grades 6-8. English Learners, Foster Youth and Socioeconomically Disadvantaged students are included in DIBELS and Aimsweb assessments for monitoring and identifying specific academic needs as appropriate.	4000-4999 Materials \$6,806 5800 – Licenses \$5,000 Supplemental/ Concentration \$11,806	4000-4999 Materials \$6,806 5800 – Licenses \$5,000 Supplemental/ Concentration \$11,806
Provide Library services to all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. Increase funding allocation due to reduced Title 1 allocations.	2000-2999 Classified Salaries - \$56,656 3000-3999 Benefits \$46,094	2000-2999 Classified Salaries - \$56,656 3000-3999 Benefits \$46,094

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental/ Concentration \$102,750	Supplemental/ Concentration \$102,750
Maintain Technology Assistant positions in the District, which supplies support to all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the area of Technology in order to be principally directed to students who are known not to have access to technology at home.	2000-2999 Classified Salaries - \$92,585 3000-3999 Benefits \$49,543 Supplemental/ Concentration \$142,128	2000-2999 Classified Salaries - \$92,585 3000-3999 Benefits \$49,543 Supplemental/ Concentration \$142,128
Continue to maintain and expand District Technology Committee who convenes regularly to administer, monitor, and plan for technology implementation in the district. Purchase 550 Chromebook replacements, computer replacement parts and 50 desk top computers to benefit all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the one-on-one technology implementation in the District in 2019-20.	1000-1999 Certificated Salaries - \$2,500 2000-2999 Classified Salaries - \$47,741 3000-3999 Benefits - \$23,122 4000-4999 Chromebooks and replacement parts - \$256,512 5000-5999 Consultant fees related to Technology & network systems - \$48,950 Supplemental/ Concentration \$378,825	1000-1999 Certificated Salaries - \$2,500 2000-2999 Classified Salaries - \$47,741 3000-3999 Benefits - \$23,122 4000-4999 Chromebooks and replacement parts - \$256,512 5000-5999 Consultant fees related to Technology & network systems - \$48,950 Supplemental/ Concentration \$378,825
Provide enrichment activities. 1) District Music Program for grades 4 - 8. 2) District Before & After School Sports Programs & Activities for grades 6-8. 3) Gateway to Technology Activities for grades 7-8.	1) Music Program 1000-1999 Cert. Salaries \$81,569 2000-2999 Classified Salaries \$2,781 3000-3999 Benefits \$33,655 4300 - Supplies \$2,925 4400 - Non-Capitalized Equipment \$5,335 5200 - Travel & Conference \$650 5600 - Repairs \$2,400 5710 - Vehicle & Bus Use \$9,052 5800 - Pro'fesi Services, Fees & Consultants \$850 Total Music \$139,217 2)Before & After School Sports Program & Activities 1000-1999 Cert. Salaries \$43,775 2000-2999 Classified Salaries	1) Music Program 1000-1999 Cert. Salaries \$81,569 2000-2999 Classified Salaries \$2,781 3000-3999 Benefits \$33,655 4300 - Supplies \$2,925 4400 - Non-Capitalized Equipment \$5,335 5200 - Travel & Conference \$650 5600 - Repairs \$2,400 5710 - Vehicle & Bus Use \$9,052 5800 - Pro'fesi Services, Fees & Consultants \$850 Total Music \$139,217 2)Before & After School Sports Program & Activities 1000-1999 Cert. Salaries \$43,775 2000-2999 Classified Salaries

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	\$15,965 3000-4000 Benefits \$12,599 5710 - Transportation Costs to travel to sports events - \$26,700 Total Before & After School Sports Program & Activities \$99,039 3)Gateway to Technology Elective classes. 1000-1999 Certificated Salaries \$43,404 3000-3999 Benefits \$17,065 Total Gateway To Technology \$60,469 Supplemental/ Concentration \$298,725	\$15,965 3000-4000 Benefits \$12,599 5710 - Transportation Costs to travel to sports events - \$26,700 Total Before & After School Sports Program & Activities \$99,039 3)Gateway to Technology Elective classes. 1000-1999 Certificated Salaries \$43,404 3000-3999 Benefits \$17,065 Total Gateway To Technology \$60,469 Supplemental/ Concentration \$298,725
Sponsor 20 unduplicated students, 3 counselors, and 1 Teacher from Lincoln Jr. High School that will participate in the Camp KEEP Program in Cambria, CA in 2019-20. Camp Keep is an outdoor science education and conservation program for four days to enhance Science, Technology, Engineering, and Mathematics (STEM) knowledge in unduplicated students.	5710 - Bus and driver costs to bus students and adults to and from Cambria \$1,900 5800 - Contract with Kern County Supt. of Schools \$5,800 Supplemental/ Concentration \$7,700	5710 - Bus and driver costs to bus students and adults to and from Cambria \$1,900 5800 - Contract with Kern County Supt. of Schools \$5,800 Supplemental/ Concentration \$7,700
The district has identified grade level lead teachers in 2019-20 who will be trained in district benchmark development and Illuminate implementation in the district. The grade level leads will also facilitate bi-monthly grade level meetings in grades K-6, and content area meetings in grades 7-8, throughout the district by setting agenda items for the meetings. Additionally, the grade level leads will develop pacing and assessment schedules throughout the district. All students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, benefit from this action due to the consistent academic focus on CA Common Core implementation in 2019-20 as evidenced in Lead teacher training and collaboration district wide.	1000-1999 Certificated Salaries \$79,375 3000-3999 Benefits \$15,342 Supplemental/ Concentration \$94,717	1000-1999 Certificated Salaries \$79,375 3000-3999 Benefits \$15,342 Supplemental/ Concentration \$94,717

Goal Analysis

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

All funds budgeted for Actions/Services were implemented in 2019-20 and were used to support students, families, teachers, and staff.

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

The following actions/services were implemented to achieve the Goal 1 to fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies, supported by technology implementation:

- Provide Professional Development support in textbook alignment with Common Core State Standards units in ELA and mathematics. Implement research based ELA and mathematics instructional strategies district wide. Provide supplemental classroom materials and supplies that complement the core programs. Develop and implement district wide Benchmark system in order to collect consistent local data on student performance in ELA and mathematics.
- Maintain 180 instructional days in school calendar each year.
- Utilize weekly minimum day dismissal for Teacher's professional development/PLC's.
- Textbook adoption and purchase district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged, in ELA, Mathematics, Social Studies, and Science as appropriate. Purchase and implement History/Social Studies, grades K-3. Implement Next Gen Math Curriculum as mathematics intervention district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students.
- ELA Coach at Lincoln Junior High School utilized to support Common Core State Standards ELA implementation directly with students in MTSS intervention school wide. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive MTSS intervention as appropriate.
- Continue contract for AVID support services to provide AVID program for identified 4th thru 8th grade students. Provide AVID Strategy training to all 4th - 8th grade teachers. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive AVID support as appropriate.
- Incorporate The Learning Center (TLC) model in grades K-3 to provide early intervention in Reading Language Arts (R/LA). English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive Learning Center support as appropriate.
- Purchase DIBELS web based assessments for grades TK-5 and Aimsweb Pearson Assessments in ELA and Mathematics for Grades 6-8. English Learners, Foster Youth and Socioeconomically Disadvantaged students are included in DIBELS and Aimsweb assessments for monitoring and identifying specific academic needs as appropriate.
- Provide Library services to all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. Increase funding allocation due to reduced Title 1 allocations.

- Maintain Technology Assistant positions in the District, which supplies support to all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the area of Technology in order to be principally directed to students who are known not to have access to technology at home.
- Continue to maintain and expand District Technology Committee who convenes regularly to administer, monitor, and plan for technology implementation in the district. Purchase 550 Chromebook replacements, computer replacement parts and 50 desk top computers to benefit all students, including English Learners, Foster Youth and --Socioeconomically Disadvantaged students, in the one-on-one technology implementation in the District in 2019-20.
- Provide enrichment activities. 1) District Music Program for grades 4 - 8. 2) District Before & After School Sports Programs & Activities for grades 6-8. 3) Gateway to Technology Activities for grades 7-8.
- Sponsor 20 unduplicated students, 3 counselors, and 1 Teacher from Lincoln Jr. High School that will participate in the Camp KEEP Program in Cambria, CA in 2019-20. Camp Keep is an outdoor science education and conservation program for four days to enhance Science, Technology, Engineering, and Mathematics (STEM) knowledge in unduplicated students.
- The district has identified grade level lead teachers in 2019-20 who will be trained in district benchmark development and Illuminate implementation in the district. The grade level leads will also facilitate bi-monthly grade level meetings in grades K-6, and content area meetings in grades 7-8, throughout the district by setting agenda items for the meetings. Additionally, the grade level leads will develop pacing and assessment schedules throughout the district. All students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, benefit from this action due to the consistent academic focus on CA Common Core implementation in 2019-20 as evidenced in Lead teacher training and collaboration district wide.

Successes

Taft City School District devoted time and resources within the LCAP to ensure students had access to technology and that our infrastructure was up to date. Due to the Covid-19 pandemic we were able to build upon what we already had planned as the need for technology and the implementation of distance learning proved a priority for students to access the core curriculum.

Prior to 2019 there has been an upward trend in ELA and Math student outcome data on the CA Dashboard as follows:

Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 34%

2016/17- 36.81%

2017/18- 36.65%

2018/19- 39.55%

Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 22%

2016/17- 25.91%

2017/18- 26.12%

2018/19- 27.85%

The 2021 TCSD annual student survey data indicates the following: Ninety-three percent of the students feel that the school provides

textbooks and learning materials to meet the needs of all students, including English language learners, students with disabilities and those who are gifted. Seventy-seven percent of the students noted that their teacher or principal has talked about how the school will teach the Common Core State Standards. It may be summarized by this data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning. The implementation of a multi-tiered system of supports will meet the needs of all students based on their perspective, resources and existing attitudes toward learning.

The 2021 TCSD annual parent survey information indicates the following: Approximately 90% of the parents feel that their child's school provides a high quality education. Approximately 80% of the parents feel that their child's school offers student academic support that promotes improved student achievement. Eighty-two percent of the parents in the Taft City School District feel that their child's school keeps me well-informed about all school activities. Parents feel that there is a need for parent education on the district-adopted ELD program, redesignation efforts, and testing.

The 2021 TCSD annual staff survey information indicates the following: This data is reflected in the following survey results and feedback given at a variety of certificated functions. Over 85% of the staff feels that the district provides high quality education for our students. Approximately 78% of the staff feel that the district has adequate instructional supplies to support student learning. Sixty three percent of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. Seventy five percent of the district's staff feel that the district is preparing students for future college or career paths. Finally 65 % of the school staff feel that they are invited to help plan, implement and evaluate instructional materials, strategies and programs.

Actions that used supplemental/concentration funds in Goal 1 have been identified as contributing to increasing or improving services for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and are expected to result in an increased or improvement of services. Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. CA Dashboard Data indicates that SWD performs in the orange level for ELA and Mathematics and are below all other students performing in the yellow level. Additionally, the 2020 Data Snapshot in student group data outcomes reveal student growth with homeless students having the greatest increase in ELA and SWD students having the greatest increase in Math while student outcome data shows student growth with SWD and EL student groups decreasing in ELA; EL student outcome data have the greatest decrease in math while other student groups remain relatively stable. While there has been small growth prior to the pandemic with local assessments (STAR Reading/Math), state assessment data show there continues to be an achievement gap for English Learners, Foster Youth, and Socioeconomically Disadvantaged.

Challenges

The COVID-19 Pandemic and the circumstance created as a result caused many challenges for both students and educators who faced challenges with pacing with fidelity and consistency. Unfortunately, connectivity issues made it difficult for some students to

access online instruction despite having electronic devices, internet and other resources. The need to distance learn shifted the use of instructional strategies and the platform used, which created learning gaps and for many students the inability to have an ideal learning environment and time to learn the common core standards. More importantly the accountability schedule and the way that educators assessed proficiency of the California Common Core State Standards was disrupted by evaluation irregularities caused by inconsistent connectivity, validity, and reliability.

In March of the 2019 and 2020 school year the Taft City School District quickly adapted instructional strategies in order to continue providing educational and emotional support to the students of Taft and the outlying areas using distance learning. Chrome books were distributed to every student, MiFis were given to those students in need, teachers received training on the Canvas platform, and staff collaboratively designed modules where the students could access both synchronously and asynchronously common core resources and support. Additionally, teachers used Zoom to provide instruction based on pacing guides and prepared lessons that emphasized essential standards. In addition, to training related to providing and designing lessons that could be accessed electronically, teacher began to explore blended learning as a way to consider their success in conveying the California Common Core State Standards. The district also provided common core curriculum and materials distributions using District COVID-19 safety and prevention designed using guidance from OSHA, CDC, and the Kern County Health Department so that students could utilize a variety of learning modalities at home while learning and practicing the various skills necessary to achieve Common Core concept attainment.

As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to this continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

TCSD intends to close the achievement gap that exists from our unduplicated students. Due to this continued need, Taft City intends to continue above listed actions in 2021-2024. The Taft City School District is in the beginning stages of MTSS for the past year and in moving forward. The district is still implementing systems of support and thus more time is needed to show academic outcomes.

Challenges listed from parent surveys indicated that they would like to have more parent resources information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations. To this end, TCSD parents feel that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students.

Challenges listed from staff members included recommendations by school personnel, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention staff to provide support and organization for an intervention program based on responsive assessments. Teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended learning strategies. All stakeholders agree that student mental health and support services at every school site should be prioritized to

address the needs all students who are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. The District is in the beginning stages of MTSS for the past year and is currently implementing multi-tiered systems of support and for that reason, more time is needed to show student outcomes.

Goal 2

Taft City School District will increase the English Language proficiency and academic achievement of all English Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards</p> <p>19-20 Revised goal: Maintain and continued 100% of Grade level Lead teachers receive CCSS professional development in ELA and Math and incorporates all new grade level lead teachers annually.</p> <p>Baseline 95% of Grade level Lead teachers received CCSS professional development in ELA and Math</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards Goal met. TCSD maintained a 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2019-20 according the TCSD Professional Development schedule and calendar.</p>
<p>Metric/Indicator Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>19-20 (1) Maintain EL students were provided an additional 30 minutes daily of Designated ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students</p>	<p>Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency (1) Goal met. TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2019-20 according to teacher lesson plans and daily classroom schedules. (2) Goal met. TCSD maintained and provided that ELD standards were implemented with fidelity for integrated instruction daily as</p>

Expected	Actual
<p>(2) Maintain ELD standards implemented in class for integrated instruction daily as evidenced in lesson plans</p> <p>Baseline (1) EL students were provided an additional 30 minutes daily of Designated ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students</p> <p>(2) ELD standards were implemented in class for integrated instruction daily as evidenced in lesson plans</p>	<p>evidenced in teacher lesson plans as well as in monthly site principal walk through observation data.</p>
<p>Metric/Indicator Priority 4(a) Student Achievement: Statewide assessments</p> <p>19-20 ELA: Increase “Met” and “Exceeded” subgroups by 2% in 2019-20 Math: Increase “Met” and “Exceeded” subgroups by 2% in 2019-20</p> <p>Baseline ELA: Overall 34% “Met” and “Exceeded” in 2016-17 Math: Overall 22% “Met” and “Exceeded” in 2016-17</p>	<p>Priority 4(a) Student Achievement: Statewide assessments Goal not met. Statewide assessment Comparison data in ELA was not available due to the COVID-19 Pandemic iresulting in the cancellation of CAASPP SBAC testing in ELA in 2019-20. Statewide assessment Comparison data in Mathematics was not available due to the COVID-19 Pandemic iresulting in the cancellation of CAASPP SBAC testing in Mathematics in 2019-20.</p> <p>Renaissance overall STAR data in ELA indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Renaissance overall STAR data in Mathematics indicates a decrease in the first testing window scores from 630 in 2019 to 398 in 2020 and a decrease in the second testing window scores from 497 in 2019 to 411 in 2020.</p>
<p>Metric/Indicator Priority 4(b) Student Achievement: Academic Performance Index</p> <p>19-20 N/A</p> <p>Baseline</p>	<p>Priority 4(b) Student Achievement: Academic Performance Index N/A Academic Performance Index: This measure is not being provided by the state at this time.</p>

Expected	Actual
<p>Academic Performance Index: This measure is not being provided by the state at this time</p>	<p>Renaissance overall STAR data in ELA indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Renaissance overall STAR data in Mathematics indicates a decrease in the first testing window scores from 630 in 2019 to 398 in 2020 and a decrease in the second testing window scores from 497 in 2019 to 411 in 2020.</p>
<p>Metric/Indicator Priority 4(c) Student Achievement: Percentage of Pupils completing a-g or CTE sequences/programs 19-20 N/A Baseline Percentage of pupils completing a-g or CTE sequences/programs: N/A</p>	<p>Priority 4(c) Student Achievement: Percentage of Pupils completing a-g or CTE sequences/programs N/A Percentage of pupils completing a-g or CTE sequences/programs data does not apply to elementary school districts.</p>
<p>Metric/Indicator Priority 4(d) Student Achievement: Percentage of EL pupils making progress toward English Proficiency 19-20 Revised goal: Increase of 2% and establish baseline goal for English Language Proficiency as compared to ELPAC English Learner proficiency rate in 2018-19. Baseline Continue CELDT for initials in 2017-18 Establish Baseline with ELPAC for annuals in 2017-18</p>	<p>Priority 4(d) Student Achievement: Percentage of EL pupils making progress toward English Proficiency Goal not met. Statewide assessment Comparison data in ELPAC was not available due to the COVID-19 Pandemic testing incompleteness in English Language Proficiency (ELPAC) testing in 2019-20.</p>
<p>Metric/Indicator Priority 4(e) Student Achievement: English Learner Reclassification Rate 19-20 Increase English Learner reclassification rate to 16%</p>	<p>Priority 4(e) Student Achievement: English Learner Reclassification Rate Goal not met. According to the 2019-2020 ELAS Identification per DATA Quest Conley Elementary has a 42.9% EL population and 5.9% Reclassification rate, Jefferson Elementary has a 68% EL</p>

Expected	Actual
Baseline English Learner reclassification rate in 2016-17: 12%	population and a 4% Reclassification rate, Lincoln Junior High has a 23% EL population and 25% Reclassification rate, Parkview Elementary has a 21% EL population and a 4% Reclassification rate, Roosevelt Elementary has a 31% EL population and a 18% Reclassification rate, and Taft Primary has a 35% EL population and a 9% Reclassification rate. District Reclassification rate was 6.5% according to 2019 DataQuest data.
Metric/Indicator Priority 4(f) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher 19-20 N/A Baseline Percentage of pupils passing AP exam with a 3 or higher: N/A	Priority 4(f) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A Pupils passing AP exams data does not apply to elementary school districts.
Metric/Indicator Priority 4(g) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP 9or other) 19-20 N/A Baseline Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): N/A	Priority 4(g) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP 9or other) N/A Percentage of pupils who participate in and demonstrate college preparedness on EAP data does not apply to elementary school districts.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide district adopted ELD instruction daily for all English Learners and purchase replacement curriculum. Provide supplemental classroom supplies. Provide additional staff to support high concentration levels of English Learners.	1000-1999 Certificated Salaries \$27,943 2000-2999 Classified Salaries \$127,230 3000-3999 Benefits \$54,168	1000-1999 Certificated Salaries \$27,943 2000-2999 Classified Salaries \$127,230 3000-3999 Benefits \$54,168

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999 Books & Supplies \$38,277 5000-5999 Consultant Fees - \$1,500 Supplemental/ Concentration \$249,118	4000-4999 Books & Supplies \$38,277 5000-5999 Consultant Fees - \$1,500 Supplemental/ Concentration \$249,118
Provide comprehensive professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learner access to the CCSS.	1000-1999 Certificated Salaries \$56,643 3000-3999 Benefits \$18,612 5200 - Travel & Conference \$3,835 Supplemental/ Concentration \$79,090 1000-1999 Certificated Salaries \$12,860 3000-3999 Benefits \$2,440 5200 Travel & Conference \$3,342 5710 Vehicle Use \$330 5800 Consultant fees \$76,000 7310 Indirect Costs \$1,899 Title III \$96,871	1000-1999 Certificated Salaries \$56,643 3000-3999 Benefits \$18,612 5200 - Travel & Conference \$3,835 Supplemental/ Concentration \$79,090 1000-1999 Certificated Salaries \$12,860 3000-3999 Benefits \$2,440 5200 Travel & Conference \$3,342 5710 Vehicle Use \$330 5800 Consultant fees \$76,000 7310 Indirect Costs \$1,899 Title III \$96,871

Goal Analysis

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

All funds budgeted for Actions/Services were implemented and were used to support students, families, teachers, and staff.

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

The following actions/services were implemented to achieve the Goal 1 to increase the English Language proficiency and academic achievement of all English Learners:

- Provide district adopted ELD instruction daily for all English Learners and purchase replacement curriculum. Provide supplemental classroom supplies. Provide additional staff to support high concentration levels of English Learners.

- Provide comprehensive professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learner access to the CCSS.

Successes

Prior to 2019 there has been an positive growth in English Language proficiency for English Learner students and in Reclassified ELs in ELA and Math student outcome data on the CA Dashboard as follows:

In 2019 CA Dashboard data listed that 49.3% of ELs in the district made progress towards English language proficiency. In 2019 CA Dashboard data listed that Current English Learners were 94 points below standard in ELA and declined 4 Points. In 2019 CA Dashboard data listed Reclassified English Learners were 18 points above standard in ELA and increased 8.2 Points. In 2019 CA Dashboard data listed that Current English Learners were 100 points below standard in Mathematics and declined 4.9 Points. In 2019 CA Dashboard data listed Reclassified English Learners were 15.7 points below standard in Mathematics and Increased 12.6 Points.

The 2021 TCSD annual student survey data indicates the following: Ninety-three percent of the students feel that the school provides textbooks and learning materials to meet the needs of all students, including English language learners, students with disabilities and those who are gifted. Seventy-seven percent of the students noted that their teacher or principal has talked about how the school will teach the Common Core State Standards. It may be summarized by this data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning. The implementation of a multi-tiered system of supports will meet the needs of all students based on their perspective, resources and existing attitudes toward learning.

The 2021 TCSD annual parent survey information indicates the following: Approximately 90% of the parents feel that their child's school provides a high quality education. Approximately 80% of the parents feel that their child's school offers student academic support that promotes improved student achievement. Eighty-two percent of the parents in the Taft City School District feel that their child's school keeps me well-informed about all school activities. Parents feel that there is a need for parent education on the district-adopted ELD program, redesignation efforts, and testing.

The 2021 TCSD annual staff survey information indicates the following: This data is reflected in the following survey results and feedback given at a variety of certificated functions. Over 85% of the staff feels that the district provides high quality education for our students. Approximately 78% of the staff feel that the district has adequate instructional supplies to support student learning. Sixty three percent of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. Seventy five percent of the district's staff feel that the district is preparing students for future college or career paths. Finally 65 % of the school staff feel that they are invited to help plan, implement and evaluate instructional materials, strategies and programs.

Administrative access to classrooms via Canvas in 2020-21 successfully allowed for administrative oversight of an observation of instructional strategies. English Language Proficiency Assessments for California were used to provide initial information related to English learner proficiency levels that allow for focused ELD instruction. The district's English Language Learner support team worked diligently to acquire authentic data by scheduling individual appointments to maintain accurate information related to proficiency levels.

All above listed LCAP actions in Goal 2 have been identified as contributing to increasing or improving services for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and are expected to result in an increased or improvement of services. Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. CA Dashboard Data indicates that SWD performs in the orange level for ELA and Mathematics and are below all other students performing in the yellow level. Additionally, the 2020 Data Snapshot in student group data outcomes reveal student growth with homeless students having the greatest increase in ELA and SWD students having the greatest increase in Math while student outcome data shows student growth with SWD and EL student groups decreasing in ELA; EL student outcome data have the greatest decrease in math while other student groups remain relatively stable. While there has been small growth prior to the pandemic with local assessments (STAR Reading/Math), state assessment data show there continues to be an achievement gap for English Learners, Foster Youth, and Socioeconomically Disadvantaged. As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to this continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

Challenges

The COVID-19 Pandemic and the circumstance created as a result caused many challenges for both students and educators who faced challenges with pacing with fidelity and consistency. Unfortunately, connectivity issues made it difficult for some students to access online instruction despite having electronic devices, internet and other resources. The need to distance learn shifted the use of instructional strategies and the platform used, which created learning gaps and for many students the inability to have an ideal learning environment and time to learn the common core standards. More importantly the accountability schedule and the way that educators assessed proficiency of the California Common Core State Standards was disrupted by evaluation irregularities caused by inconsistent connectivity, validity, and reliability. Due to the conditions created by the COVID-19 pandemic and the resulting physical closure of schools the barriers were unprecedented in relation to gathering data and interacting with students. The scheduling of student assessment and technology connectivity required parents and staff to be creative in finding appropriate or doable times, in some cases fragmented testing, and called for testing conditions that many times preoccupied the students being assessed. At times virtual meetings with teachers and students were interrupted by outside factors because students were looking for an area in there home that was conducive to participating in the learning.

During the 2019-2020 school year Grade Lead Teachers will were provided with professional development related to designing and using of asynchronous and synchronous activities for the purpose of connecting with students for the purpose of providing integrated

blended learning opportunities. Grade level and department leads worked closely with PLC s to create systems in which individual and group learning which included the provision of designated ELD and ELA interventions could occur.

TCSD intends to close the achievement gap that exists from our unduplicated students. Due to this continued need, Taft City intends to continue above listed actions in 2021-2024. The Taft City School District is in the beginning stages of MTSS for the past year and in moving forward. The district is still implementing systems of support and thus more time is needed to show academic outcomes. The feedback related to the Taft City School District reflects multiple dynamics ranging from student well being to cognition. In short, it is imperative that schools make provisions for the comprehensive development of our students and a multi-tiered systems of supports, ongoing parent involvement, qualified staff, and effective instructional programs and practices will assist in achieving positive student outcomes.

Challenges listed from parent surveys indicated that they would like to have more parent resources information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations. To this end, TCSD parents feel that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students.

Challenges listed from staff members included recommendations by school personnel, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention staff to provide support and organization for an intervention program based on responsive assessments. Teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended learning strategies. All stakeholders agree that student mental health and support services at every school site should be prioritized to address the needs all students who are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. The District is in the beginning stages of MTSS for the past year and is currently implementing multi-tiered systems of support and for that reason, more time is needed to show student outcomes.

Goal 3

Taft City School District will maintain Class Size Reduction, in grades K-8. Taft City School District will reduce the rate of chronic absenteeism and address health and safety services for all students in the district.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5(a) Pupil Engagement: School attendance rates 19-20 Revised goal: 97% attendance rate Baseline 96% attendance rate	Priority 5(a) Pupil Engagement: School attendance rates Goal not met. The current 2020-21 Week 27 TCSD Year-to-Date attendance rate is 93.74.
Metric/Indicator Priority 5(b) Pupil Engagement: Chronic absenteeism rates 19-20 Reduce to 6.5% chronic absenteeism rate Baseline 7.6% chronic absenteeism rate	Priority 5(b) Pupil Engagement: Chronic absenteeism rates Goal not met. 2019 CA Dashboard chronic absenteeism rate was 8.9%. The current 2020-21 Week 27 TCSD Year-to-Date Chronic Absenteeism rate of all students is 24.0% with the current rate of 11% of students trending toward chronic absenteeism and 9% of students nearly chronically absent. The current demographics of students who are chronically absent in 2020-21 are as follows: Males: 25.2%, Females: 23.7%, Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic): 29.8%, Black (Non-Hispanic): 25.0%, Hispanic: 21.9%, RFEP: 13.2%, SED: 25.0%, SPED: 39.1%
Metric/Indicator	Priority 5(c) Pupil Engagement: Middle school dropout rates Goal met. TCSD has maintained a 0% middle school dropout rate.

Expected	Actual
<p>Priority 5(c) Pupil Engagement: Middle school dropout rates</p> <p>19-20 Maintain 0% middle school dropout rate</p> <p>Baseline 0% middle school dropout rate</p>	
<p>Metric/Indicator Priority 5(d) Pupil Engagement: High School Dropout rates</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>Priority 5(d) Pupil Engagement: High School Dropout rates N/A High School Dropout rates are not reported for elementary school districts.</p>
<p>Metric/Indicator Priority 5(e) Pupil Engagement: High School Graduation rates</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	<p>Priority 5(e) Pupil Engagement: High School Graduation rates N/A High School Graduation rates for elementary school districts.</p>
<p>Metric/Indicator Priority 6(a) School Climate: Pupil suspension rates</p> <p>19-20 Revised goal: Reduce to 4% suspension rate</p> <p>Baseline 4.7% suspension rate</p>	<p>Priority 6(a) School Climate: Pupil suspension rates Goal met. The current 2020-21 suspension rate is 0%.</p>
<p>Metric/Indicator Priority 6(b) School Climate: Pupil expulsion rates</p> <p>19-20 Revised goal: Maintain 0.1% or less in pupil expulsion rate</p> <p>Baseline 0% expulsion rate</p>	<p>Priority 6(b) School Climate: Pupil expulsion rates Goal met. The current 2020-21 expulsion rate is 0%.</p>

Expected	Actual
<p>Metric/Indicator Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness</p> <p>19-20 Increase 25% to baseline until 75% goal is reached.</p> <p>Baseline Add to current student survey a question regarding safety and connectedness. Create baselines.</p>	<p>Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness Goal not met. The 2020 CHKS indicated that 46% of 7th grade students surveyed felt a school connectedness according to the survey. The 2020 CHKS indicated that 36% of 7th grade students surveyed perceived their school as very safe or safe according to the survey.</p>
<p>Metric/Indicator Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study</p> <p>19-20 Maintain 100% students granted access and enrolled in a broad course of study</p> <p>Baseline 100% students granted access and enrolled in a broad course of study</p>	<p>Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Goal met. 100% of TCSD students have been granted access and enrolled in a broad course of study in 2020-21 as documented by student placements and schedules.</p>
<p>Metric/Indicator Priority 7(b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated students</p> <p>19-20 Maintain 100% students granted access and enrolled in programs/services for unduplicated services</p> <p>Baseline 100% students granted access and enrolled in programs/services for unduplicated students.</p>	<p>Priority 7(b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated students Goal met. 100% of TCSD students have been granted access and enrolled in programs/services for unduplicated services in 2020-21.</p>
<p>Metric/Indicator Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs</p> <p>19-20</p>	<p>Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs Goal met. 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in CASEMIS.</p>

Expected	Actual
Maintain 100% students with exceptional needs granted access and enrolled in programs/services documented in CASEMIS Baseline 100% students with exceptional needs granted access and enrolled in programs/services documented in CASEMIS	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Class Size Reduction district wide K-8. Relocatable Lincoln project completed in 2018-19 in addressing unduplicated SDC student needs. Add one Kindergarten classroom teacher position in the district to support CSR and increasing district enrollment. Decrease one SDC classroom teacher position due to a reduction of SDC enrollment in 2019-20. Maintain one additional Health Care Specialist aide position to ensure lower class sizes for SDC students, who are reported to reflect a high unduplicated count in the District.	1000-1999 Certificated Salaries \$1,612,086 2000-2999 Health Care Specialist Aide \$18,540 3000-3999 Benefits \$760,215 Supplemental/ Concentration \$2,390,841	1000-1999 Certificated Salaries \$1,612,086 2000-2999 Health Care Specialist Aide \$18,540 3000-3999 Benefits \$760,215 Supplemental/ Concentration \$2,390,841
Maintain additional Physical Education position at Lincoln Jr. High School to maintain lower class size in addressing safety considerations for all Lincoln Junior High School students including English Learners, Foster Youth and Socioeconomically Disadvantaged students in 2019-20.	1000-1999 Certificated Salaries \$84,152 3000-3999 Benefits \$29,501 Supplemental/ Concentration \$113,653	1000-1999 Certificated Salaries \$84,152 3000-3999 Benefits \$29,501 Supplemental/ Concentration \$113,653
Maintain computer based tracking/parent notification system for the purpose of addressing chronic absenteeism in all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in 2019-20. Augment parent notification to include a leadership component to communicate district attendance goals to parents of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	5000-5999 Professional/Services/Consultants 5800 - A2A web based access - \$22,500 5800 - Intouch Parent Notifier thru Edulink -\$2,500 Supplemental/ Concentration \$25,000	5000-5999 Professional/Services/Consultants 5800 - A2A web based access - \$22,500 5800 - Intouch Parent Notifier thru Edulink -\$2,500 Supplemental/ Concentration \$25,000
Maintain contract services for School Resource Officer with the County of Kern to provide district wide oversight to address chronic attendance/truancy issues. In 2019-20 the district will develop a crisis intervention plan to be implemented district wide in response to student incidents at school that require communication to all parents.	5800 object code \$128,750 with Kern County Sheriff's Dept. Supplemental/ Concentration \$128,750	5800 object code \$128,750 with Kern County Sheriff's Dept. Supplemental/ Concentration \$128,750

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize SARB process in reducing chronic absenteeism in students.	2000-2999 Classified Salaries \$1,000 3000-3999 Benefits \$297 5800 Professional Fees \$200 Supplemental/ Concentration \$1,497	2000-2999 Classified Salaries \$1,000 3000-3999 Benefits \$297 5800 Professional Fees \$200 Supplemental/ Concentration \$1,497
Maintain the hiring of additional district School Psychologist/Counselors to address mental health and/or counseling issues. One paid district intern psychologist position will be decreased in 2019-20. One four hour Administrative Secretary II position will be maintained in 2019-20 to support the Special Education program and students with disabilities in the district to benefit services and support for all SWD, including English Learners, Foster Youth and Socioeconomically Disadvantaged SWD students.	1000-1999 Certificated Salaries \$174,881 2000-2999 Classified Salaries \$28,325 3000-3999 Benefits \$99,475 Supplemental/ Concentration \$302,681	1000-1999 Certificated Salaries \$174,881 2000-2999 Classified Salaries \$28,325 3000-3999 Benefits \$99,475 Supplemental/ Concentration \$302,681
Address health & safety concerns for all students through the hiring of additional yard aides at all school sites. Maintain Raptor visitor identification system and hardware at all sites for all student, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in the District in 2019-20.	1)Maintain two additional custodial positions 2000-2999 Classified Salaries \$77,806 3000-3999 Benefits \$55,756 2)Maintain Five TK/Kindergarten Instructional Aides 2000-2999 Classified Salaries \$55,105 3000-3999 Benefits \$14,550 3)Maintain one additional Maintenance Position 2000-2999 Classified Salaries \$60,879 3000-3999 Benefits \$33,049 4)Eliminated 1 FTE Director of MOT position in 2018-19 5)Maintain additional Custodial hours for school site cleaning 2000-2999 Classified Salaries \$33,000 3000-3999 Benefits \$8,100 6)Maintaining additional nursing	1)Maintain two additional custodial positions 2000-2999 Classified Salaries \$77,806 3000-3999 Benefits \$55,756 2)Maintain Five TK/Kindergarten Instructional Aides 2000-2999 Classified Salaries \$55,105 3000-3999 Benefits \$14,550 3)Maintain one additional Maintenance Position 2000-2999 Classified Salaries \$60,879 3000-3999 Benefits \$33,049 4)Eliminated 1 FTE Director of MOT position in 2018-19 5)Maintain additional Custodial hours for school site cleaning 2000-2999 Classified Salaries \$33,000 3000-3999 Benefits \$8,100 6)Maintaining additional nursing

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	services 1000-1999 Certificated Salaries \$58,783 3000-3999 Benefits \$25,781 7) Maintain Two 3.5 Health Clerk positions 2000-2999 Classified Salaries \$ 26,162 3000-3999 Benefits \$2,335 8) Maintain Attendance Clerk position due to loss of funding 2000-2999 Classified \$33,586 3000-3999 Benefits \$26,437 9) Routine Repair and Maintenance projects 4000- 4999 Supplies \$75,003 5000-5999 Outside facility repair contracts \$182,678 6000-6999 Improvement of sites \$75,800 10) Yard Aides at all sites Classified Salaries - \$267,793 Benefits - \$80,711 11) Raptor software & supplies Supplies 4300 - \$1,500 License fee & maintenance 5800 - \$3,500 Supplemental/ Concentration \$1198314	services 1000-1999 Certificated Salaries \$58,783 3000-3999 Benefits \$25,781 7) Maintain Two 3.5 Health Clerk positions 2000-2999 Classified Salaries \$ 26,162 3000-3999 Benefits \$2,335 8) Maintain Attendance Clerk position due to loss of funding 2000-2999 Classified \$33,586 3000-3999 Benefits \$26,437 9) Routine Repair and Maintenance projects 4000- 4999 Supplies \$75,003 5000-5999 Outside facility repair contracts \$182,678 6000-6999 Improvement of sites \$75,800 10) Yard Aides at all sites Classified Salaries - \$267,793 Benefits - \$80,711 11) Raptor software & supplies Supplies 4300 - \$1,500 License fee & maintenance 5800 - \$3,500 Supplemental/ Concentration \$1198314

Goal Analysis

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

All actions using supplemental/concentration funds were implemented and were used to support students, families, teachers, and staff. All above actions have been identified as contributing to increasing or improving services for all students including English

Learners, Foster Youth and Socioeconomically Disadvantaged students and are expected to result in an increased or improvement of services.

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

The following actions/services were implemented to achieve the Goal 3 to maintain Class Size Reduction, in grades K-8. Taft City School District will reduce the rate of chronic absenteeism and address health and safety services for all students in the district:

- Maintain Class Size Reduction district wide K-8. Relocatable Lincoln project completed in 2018-19 in addressing unduplicated SDC student needs. Add one Kindergarten classroom teacher position in the district to support CSR and increasing district enrollment. Decrease one SDC classroom teacher position due to a reduction of SDC enrollment in 2019-20. Maintain one additional Health Care Specialist aide position to ensure lower class sizes for SDC students, who are reported to reflect a high unduplicated count in the District.
- Maintain additional Physical Education position at Lincoln Jr. High School to maintain lower class size in addressing safety considerations for all Lincoln Junior High School students including English Learners, Foster Youth and Socioeconomically Disadvantaged students in 2019-20.
- Maintain computer based tracking/parent notification system for the purpose of addressing chronic absenteeism in all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in 2019-20. Augment parent notification to include a leadership component to communicate district attendance goals to parents of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.
- Maintain contract services for School Resource Officer with the County of Kern to provide district wide oversight to address chronic attendance/truancy issues. In 2019-20 the district will develop a crisis intervention plan to be implemented district wide in response to student incidents at school that require communication to all parents
- Utilize SARB process in reducing chronic absenteeism in students.
- Maintain the hiring of additional district School Psychologist/Counselors to address mental health and/or counseling issues. One paid district intern psychologist position will be decreased in 2019-20. One four hour Administrative Secretary II position will be maintained in 2019-20 to support the Special Education program and students with disabilities in the district to benefit services and support for all SWD, including English Learners, Foster Youth and Socioeconomically Disadvantaged SWD students.
- Address health & safety concerns for all students through the hiring of additional yard aides at all school sites.

Maintain Raptor visitor identification system and hardware at all sites for all student, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in the District in 2019-20.

Successes

The district analysis of pupil and family engagement outreach included a review of student attendance and SIA Attention to Attendance reports. The current 2020-21 Week 27 TCSD Year-to-Date Chronic Absenteeism rate of all students is 24.0% with the current rate of 11% of students trending toward chronic absenteeism and 9% of students nearly chronically absent.

The current demographics of students who are chronically absent in 2020-21 are as follows: Males: 25.2%, Females: 23.7%, Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic): 29.8%, Black (Non-Hispanic): 25.0%, Hispanic: 21.9%, RFEP: 13.2%, SED: 25.0%,

SPED: 39.1%

Additionally, the District continually monitors data from the SIS (AERIES) and the Kern Integrated Data System (KIDS) throughout the school year to assess and analyze pupil engagement and to determine intervention strategies as appropriate. The current Attendance rate in the District is 92.9% in 2020-21; 100% in 2019-20; 96.2% in 2018-19.

The District has successfully implemented pupil and family engagement and outreach in the 2020-21 school year through the following actions:

- Reviewed the digital platform with the students and parents through Digital Platform training offered by COE. Posted videos regarding how to access the digital platform for future viewing on the TCSD website

- Established regular office hours for students to connect with their teachers and peers within the student schedule.

- Ensured that communications with parents were translated to the extent possible and that translators are available for teachers to contact parents who speak languages other than English.

The Taft City School District also applied the following tiered reengagement strategies in 2020-21 for pupils who are absent from distance and/or in-person learning and for the purpose of providing applicable support services and interventions have been provided.as follows:

- The Taft City School District implemented welcome strategies for students and parents to promote a culture of attendance, including raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program.

- The Taft City School District ensured that students with attendance problems were identified as early as possible to provide applicable support and interventions at the school.

- The Taft City School District implemented the Attention to Attendance Program to serve as an attendance and conferencing management program to Increase learning time for all students and to improve school site and parent relationships by proactively monitoring attendance and engagement with parents and students, including the implementation of positive communication strategies. The district engaged in communication and Translation Management, Letter Mailing Logistics for the specified number of absences, Student/Parent Conference/ Virtual Meeting Management, and Data management that drives outcomes of an improved attendance rate and a decrease in student chronic absenteeism in the district. Additionally, the Attention to Attendance Program expanded their services with COVID-19-specific messaging and tracking in the current COVID-19 environment.

- The Taft City School District addressed the third tier of the the re-engagement plan in order to serve students who have exhausted the resources of the school by a referral to the school attendance review board (SARB).

- The Taft City School District implemented the Student Assistance Team (SAT) process for student referrals of academic deficiencies as well as for social-emotional needs that have surfaced in the daily interactions between staff and students.

The 2021 TCSD annual student survey data indicates the following: Approximately 88% of the students feel that the school contacts their parents/guardian if they are often late to school or absent. Seventy-three percent say that they look forward to coming to school each day. Approximately 85% say that they feel safe while at school. Approximately 65% of the students feel that their school is clean, safe and in good condition, (such as the bathrooms and drinking fountains). It may be summarized by this data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning.

The 2021 TCSD annual parent survey information indicates the following: Approximately 77% of the parents feel that the school fosters a safe environment. Eighty-nine percent of the parents feel that their child's school focuses on improving student attendance.

The 2021 TCSD annual staff survey information indicates the following: This data is reflected in the following survey results and feedback given at a variety of certificated functions. Approximately 72 % of the staff feel that the district effectively addresses attendance, dropout, and absenteeism issues. About 76% of the district's staff feels that the students look forward to attending school each day. Around 86% of the staff feel that the students and staff are safe while at school.

The Taft City School District responsively went into distance learning in the spring of 2020 but maintained contact with students via virtual learning. In October of 2020, the district was one of the first in Kern County to begin a hybrid instructional model to bring students back into the classroom. Even so collectively, the average teacher to student ratio is no more than 1 to 25 in each class and no more than 10 in each cohort which is based on state guidance for distancing. Additionally, a districtwide effort addressing chronic absenteeism has been employed that included monitoring student attendance, identifying focus students, developing relationships with parents, recognizing and capitalizing on student attendance within the school climate and sustaining the use of existing measures such as A2A and the School Attendance Review Board has resulted in an overall attendance average rate of more than 94% and the district moved from the orange to the green performance level on the state dashboard for chronic absenteeism.

Before the pandemic, the Taft City School District performed vision and hearing screenings on identify grade levels before SATs and when needed. When the pandemic occurred, the district developed extensive precaution guidance for the distribution of technology, curriculum, and materials to ensure students were safely given the proper learning tools. The district's nutritional program provided a "Healthy Fruits and Vegetables snack" that students could have every day at recess and a second time after lunch. This program was integrated into the meal distribution program that the nutritional program continues to serve today. At the beginning of 2019 the elementary schools participated in assemblies hosted by the Dairy Council and integrated nutrition lessons into the day. The districts Migrant Education from distributed "Healthy Kids "backpacks containing dental and personal hygiene materials and information on nutrition and healthy habits in English and Spanish. At the junior high-level, staff continue to receive professional development relating to integrating instruction based on the "Healthy Kids Survey, "suicide prevention, and Multi-Tiered Systems of support.

All of the schools in the Taft City School district use Positive Behavior Intervention Supports so that students may understand that behavior is related to academic and personal health and success. All of the staff have been trained to recognize students' social and emotional needs and provide SEL lessons daily. The entire Taft City School District staff has been trained in recognizing signs of student depression and suicide prevention. During the distance learning phase of instruction that resulted from the pandemic, every student in the Taft City School District was provided an electronic device and access to the Internet. Additionally, teachers developed Canvas pages housing resources to course content and a mechanism by which the student could access Zoom meetings with their teachers and tutors in some cases daily.

While the district maintained the provision of learning opportunities for each student during the pandemic, it was necessary to streamline instructional minutes to keep the appropriate social distancing guidance from the state and contributing health agencies and make daily contact with each student. Additionally, the method used to provide instruction limited teacher interaction and

appropriate feedback. When the district moved into the Hybrid Phase of Reopening, the students' school day comprised of in-person , synchronous, and asynchronous instructional minutes provided in a way to meet state guidelines and provide access to learning. Still, due to state mandates related to the safe reopening of schools, the Taft City School District is providing hybrid instruction. While this allows for a hub for the instruction, it is our goal to return to in-person instruction as soon as safely possible.

All above listed LCAP actions to achieve Goal 3 have been identified as contributing to increasing or improving services for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and are expected to result in an increased or improvement of services. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to this continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

Challenges

The TCSD CHKS data summarizes the ongoing student need as measured by the 2021 CHKS administration and analysis in the areas of School Engagement and Supports, School Safety, and Substance Use and Physical/Mental Health for the development of the 21-22 through 23-24 LCAP and supports the health and safety services through continued social emotional learning and PBIS supports to improve CHKS data over time:

- School connectedness decreased by 11 percentage points from 2019 (57%)-2020 (46%).
- Academic motivation decreased by 4 percentage points from 2019 (73%)-2020 (69%).
- Chronic truancy increased by 1 percentage points from 2019 (3%)-2020 (4%).
- Caring adult relationships decreased by 13 percentage points from 2019 (64%)-2020 (57%).
- High expectations decreased by 10 percentage points from 2019 (77%)-2020 (67%).
- Meaningful participation increased by 2 percentage points from 2019 (22%)-2020 (24%).
- Facilities upkeep decreased by 12 percentage points from 2019 (26%)-2020 (14%).
- Parent involvement in school decreased by 5 percentage points from 2019 (56%)-2020 (51%).

In summary, the Taft City School District students in 2020-21 indicate they are less connected, experiencing a decrease in academic motivation, an increase in chronic truancy, a decrease in caring adult relationships, a decrease in high expectations, a decrease of facilities upkeep, and an decrease of parent involvement. Positively, meaningful participation for students increased in 2020-21. Overall, this data indicates an area of great need in school engagement and supports.

The following increases and decreases in School Safety in the 2020-21 school year can be noted for 7th grade students in the Taft City School District:

- School perceived as very safe or safe decreased by 24 percentage points from 2019 (60%)-2020 (36%).
- Experienced any harassment or bullying increased by 2 percentage points from 2019 (37%)-2020 (39%).
- Had mean rumors or lies spread about you decreased by 6 percentage points from 2019 (48%)-2020 (42%).
- Been afraid of being beaten up increased by 13 percentage points from 2019 (19%)-2020 (32%).
- Been in a physical fight decreased by 3 percentage points from 2019 (24%)-2020 (21%).
- Seen a weapon on campus increased by 1 percentage points from 2019 (22%)-2020 (23%).

In summary, the Taft City School District students in 2020-21 indicate there is a decrease of student perception of safety on campus, harassments and bullying incidents have increased, students have been afraid of being beaten up, and there was an increase of seeing weapons on campus. Positively, there was a decrease in mean rumors and lies being spread and a decrease of physical fighting. Overall, this data indicates an area of great need in school safety.

The following increases and decreases in Substance use and Physical/Mental Health in the 2020-21 school year can be noted for 7th grade students in the Taft City School District:

- Current alcohol or drug use increased by 4 percentage points from 2019 (12%)-2020 (16%).
- Current marijuana use increased by 5 percentage points from 2019 (5%)-2020 (10%).
- Current binge drinking increased by 2 percentage points from 2019 (3%)-2020 (5%).
- Very drunk or "high" increased by 5 percentage points from 2019 (1%)-2020 (6%).
- Been drunk or "high" at school, ever increased by 8 percentage points from 2019 (2%)-2020 (10%).
- Current cigarette smoking increased by 8 percentage points from 2019 (1%)-2020 (3%).
- Experienced chronic sadness/hopelessness increased by 8 percentage points from 2019 (34%)-2020 (42%).
- Considered suicide increased by 5 percentage points from 2019 (17%)-2020 (22%).

Not surveyed in 2019 but reported in 2020:

- Vaping 19%
- Sleep deprivation 48%

The 2020-21 CHKS for 6th and 7th grade students has been recently released and positive trends as compared to 2019-20 are as follows:

In school Engagement and Supports, school connectedness increased by 21% for 6th and 6% for 7th; academic motivation increased by 3% for 6th; caring relationships increased by 11% for 6th; high expectations - adults in school increased by 13% for 6th; meaningful participation increased by 4% for 6th; facilities upkeep increased by 55% for 6th and 48% for 7th; promotion of parent involvement increased by 12% for 6th.

In School Safety and mental health, school perceived as safe or very safe increased by 40% for 6th and 20% for 7th; experienced any harassment or bullying decreased by 23% for 6th and 10% for 7th; had mean rumors or lies spread about you decreased by 26% for 6th and 5% for 7th; been afraid of being beaten up decreased by 8% for 6th and 7th; been in a physical fight decreased by 10% for 6th and 3% for 7th; seen a weapon on campus decreased by 8% in 6th and 3% in 7th, considered suicide decreased by 14% in 6th.

In substance use, current alcohol or drug use decreased by 13% for 6th and 12% for 7th; current marijuana use decreased by 9% for 6th and 8% for 7th; current binge drinking decreased by 4% for 6th and 3% for 7th; been drunk or high on drugs at school, ever decreased by 9% for 6th and 8% for 7th; current cigarette smoking decreased by 2% for 6th and 3% for 7th; current vaping decreased by 17% for 6th and 14% for 7th.

Challenges listed from staff members included recommendations by school personnel, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention staff to provide support and organization for an intervention program based on responsive assessments. Teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended

learning strategies. All stakeholders agree that student mental health and support services at every school site should be prioritized to address the needs all students who are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. The District is in the beginning stages of MTSS for the past year and is currently implementing multi-tiered systems of support and for that reason, more time is needed to show student outcomes.

Goal 4

Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1(a) Basic Services: Teachers appropriately assigned and fully credentialed for assignment 19-20 Revised Goal: Maintain 99% Teachers are Fully Credentialed & Appropriately Assigned Baseline 92% Fully Credentialed, Appropriately Assigned Teachers	Priority 1(a)Basic Services: Teachers appropriately assigned and fully credentialed for assignment Goal met. 100% of TCSD Teachers were appropriately assigned and fully credentialed for their assignment in 2019-20. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%
Metric/Indicator Priority 1(b) Basic Services: Pupil access to standards aligned materials 19-20 Maintain 100% of students having standards-aligned materials Baseline 100% of students will have Standards aligned materials	Priority 1(b)Basic Services: Pupil access to standards aligned materials Goal met. 100% of TCSD students had access to SBE adopted standards aligned materials in 2020-21. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%
Metric/Indicator Priority 1(c) Basic Services: School facilities maintained In good repair: 19-20	Priority 1(c)Basic Services: School facilities maintained In good repair

Expected	Actual
<p>Revised Goal: Maintain overall rating of “Good” as indicated on the Fit report.</p> <p>Baseline All facilities currently have an overall Rating of “Good” as Indicated on the FIT report</p>	<p>Goal met. TCSD maintained a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites in 2020-21.</p> <p>The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement KCSOS induction and Teacher mentor program for all uncredentialed teachers in order to provide continuous and ongoing teacher support in the district. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialed teachers in 2019-20.	1000-1999 Certificated Salaries \$29,200 3000-3999 Benefits \$5,532 5800 Consultant Agreements \$25,350 (Agreement thru KCSOS) Supplemental/ Concentration \$60,082	1000-1999 Certificated Salaries \$29,200 3000-3999 Benefits \$5,532 5800 Consultant Agreements \$25,350 (Agreement thru KCSOS) Supplemental/ Concentration \$60,082
Maintain LEA highly competitive teacher/support staffs salary schedules. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to employ an experienced and effective teacher workforce in 2019-20.	1000-1999 Certificated Salaries \$570,181 3000-3999 Benefits \$108,653 Supplemental/ Concentration \$678,834	1000-1999 Certificated Salaries \$570,181 3000-3999 Benefits \$108,653 Supplemental/ Concentration \$678,834

Goal Analysis

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

All funds budgeted for Actions/Services were implemented and were used to support students, families, teachers, and staff.

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

The following actions/services were implemented to achieve the Goal 4 to recruit, hire, train, and retain highly qualified teaching and support staff:

- Implement KCSOS induction and Teacher mentor program for all uncredentialed teachers in order to provide continuous and ongoing teacher support in the district. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialed teachers in 2019-20.
- Maintain LEA highly competitive teacher/support staffs salary schedules. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to employ an experienced and effective teacher workforce in 2019-20.

Successes

Despite the adversity created by the advent of the pandemic the majority, approximately 97%, of teaching and support staff employed by the Taft City School District have been retained. In general, the district maintains competitive salaries and professional support for its educators at multiple stages in their careers. Sustaining most staff allowed the district to provide multiple professional development opportunities for both teachers and support staff that reinforced some of the District's most essential initiatives. Teachers, aides, and administrators participated in structured but varied professional development offerings based on the district's movement towards the use of a Multi-Tiered System of Support. Some of the key topics presented in the professional development offered include The E L Roadmap, the implementation of Multi-Tiered Systems of Support, Blended Learning, Positive Behavior Intervention Support (PBIS), Improving Accessibility to Learning, multiple trainings held by County liaisons, and training on evaluating data to provide for student's individual needs. New teachers were provided with mentors or support providers based on their status for certification. Schedules were developed and consistent meetings with specific objectives were achieved by these teams. Monthly grade level meetings allow teachers to share ideas related to best practices, form collaborations, provide fidelity, and enhance the use of evidence-based instruction. Multiple times throughout the month there are opportunities for coaching, co-planning, observation with feedback, and collaboration for all teachers. In addition to the mentors, each grade level has two teacher leads that are available to provide expertise on curriculum, instructional strategy, and district initiatives. All of this is possible currently due to the use of virtual meetings and collaborations. Additionally, the district retained the support services staff (psychologists, speech pathologists, and resource specialists) who, under the direction of our Director of Student Services, were available to serve in a variety of capacities not least of which included IEPs, SATs, grief counseling, Social-Emotional Learning, and counseling, and to work closely with teachers who were also lending social-emotional support to the parents, students, and families of the Taft city school district.

Teachers working on certification during the pandemic faced many challenges. One of the primary barriers to certification was finding opportunities for teachers to complete the CBEST, MSET, CSET, and other testing required by universities. Some of the challenges of providing evidence of proficiency were achieved successfully by teachers utilizing ZOOM. The California State Department of Education made some provisions for some of these challenges, still, others related to these barriers remain. Challenges remain in the area of teacher retention and in providing support and training to all teachers, including uncredentialed teachers, as a strategy for increasing the teacher retention rate in the district. The district is currently experiencing an 18% loss of teachers for the next academic school year and in order to hire an effective teacher workforce with HQT status the district must overcome the barriers of a rural

community in and the current teacher shortage in order ensure a highly effective teaching force to meet the needs of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.

The 2021 TCSD annual student survey data indicates the following: Eighty-five percent of the students feel that the school prepares students for future college or career paths. Eighty- one percent feel that the school works with their parents/guardian to help them do their best in school. It may be summarized by this data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning. The implementation of a multi-tiered system of supports will meet the needs of all students based on their perspective, resources and existing attitudes toward learning.

The 2021 TCSD annual parent survey information indicates the following: Approximately 90% of the parents feel that their child's school provides a high quality education. Approximately 80% of the parents feel that their child's school offers student academic support that promotes improved student achievement.

The 2021 TCSD annual staff survey information indicates the following: This data is reflected in the following survey results and feedback given at a variety of certificated functions. Over 85% of the staff feels that the district provides high quality education for our students. Approximately 78% of the staff feel that the district has adequate instructional supplies to support student learning. Sixty three percent of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. Seventy five percent of the district's staff feel that the district is preparing students for future college or career paths. About 67% of the staff within the district feels that they have enough opportunities to take part in decisions made within the district. Finally 65 % of the school staff feel that they are invited to help plan, implement and evaluate instructional materials, strategies and programs.

All above actions have been identified as contributing to increasing or improving services for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and are expected to result in an increased or improvement of services. Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. CA Dashboard Data indicates that SWD performs in the orange level for ELA and Mathematics and are below all other students performing in the yellow level. Additionally, the 2020 Data Snapshot in student group data outcomes reveal student growth with homeless students having the greatest increase in ELA and SWD students having the greatest increase in Math while student outcome data shows student growth with SWD and EL student groups decreasing in ELA; EL student outcome data have the greatest decrease in math while other student groups remain relatively stable. All above listed LCAP actions to achieve Goal 4 have been identified as contributing to increasing or improving services for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and are expected to result in an increased or improvement of services. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to this continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

Challenges

All stakeholders agree that there should be mental health and support services at every school site to the extent that the needs of the students are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. Another imperative for teachers and parents is that students have access to reading books and learning materials and supplies at all levels in a variety of mediums. In general, there is an agreement that bilingual aides and support staff need to be available for students at every campus so that learning is accessible to all students. Challenges listed from staff members included recommendations by school personnel, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention staff to provide support and organization for an intervention program based on responsive assessments. Teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended learning strategies. All stakeholders agree that student mental health and support services at every school site should be prioritized to address the needs all students who are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. The District is in the beginning stages of MTSS for the past year and is currently implementing multi-tiered systems of support and for that reason, more time is needed to show student outcomes.

Goal 5

Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites</p> <p>19-20 Revised Goal: 2% increase in parent survey participation.</p> <p>Baseline 5% increase in parents completing LCAP input surveys. In 2017, 26 parents responded to LCAP survey</p>	<p>Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites Goal met. LCAP Survey completion rate for parents increased by 2% in 2020-21.</p>
<p>Metric/Indicator Priority 3(b) Parent Involvement: How district promotes participation of parents for unduplicated pupils</p> <p>19-20 Revised goal: Increased parent Participation of Unduplicated Pupils' as documented in Back to School Night attendance.</p> <p>Baseline 80% participation of parents of unduplicated pupils in Back to School Night attendance. In 2016, 1123 parents attended districtwide.</p>	<p>Priority 3(b) Parent Involvement: How district promotes participation of parents for unduplicated pupils Goal not met. Virtual Back to School night sign ins for parents indicate a total attendance of 1062 parents in 2020-21 as follows: Jefferson- 9/11/20 149 parent attendance, Taft Primary-9/17/20 104 parent attendance, Parkview- 9/17/20 127 parent attendance, Roosevelt- 9/22/20 193 parent attendance, Conley- 9/22/20 96 parent attendance, Lincoln- 9/23/20 393 parent attendance.</p>
<p>Metric/Indicator Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs.</p>

Expected	Actual
19-20 Revised goal: 50% parent participation of parents in programs for individuals with exceptional needs as documented to have attended SWD students' IEP meetings. Baseline N/A	Goal met. The District achieved 50% and higher parent participation in programs for individuals with exceptional needs as documented to have attended SWD students' IEP meetings in 2020-21.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Plan school site parental activities, for the purpose of parental involvement, including the scheduling of parent focus activity group meetings at all sites in 2019-20 in order to promote the six types of parent involvement described in the model for school, family, and community partnerships as the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community.	5800 - Professional \$19,000 Supplemental/ Concentration \$19,000	5800 - Professional \$19,000 Supplemental/ Concentration \$19,000

Goal Analysis

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

All funds budgeted for Actions/Services were implemented and were used to support students, families, teachers, and staff.

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

The following actions/services were implemented to achieve Goal 5 to recruit, hire, train, and retain highly qualified teaching and support staff:

- Plan school site parental activities, for the purpose of parental involvement, including the scheduling of parent focus activity group meetings at all sites in 2019-20 in order to promote the six types of parent involvement described in the model for school, family, and community partnerships as the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community.

Successes

The events as they relate to the COVID 19 pandemic foster the development of a unique relationship between the educators and parents of the Taft City School District. Parents have taken a prominent role in the education of their children with the support of teachers who did everything that they could to maintain a meaningful connection with their students. Making learning accessible to all regardless of the resources available to them became a shared responsibility that was not easy to accomplish. Teachers met with parents on an individual basis, virtually or over the phone, frequently providing guidance related to the use of technology, accessing the curriculum, finding student assignments, and accessing tools for learning electronically. School sites managed to conduct Back To School Nights, Parent Conferences, Parent Teacher Organization meetings, School Site Council, and Migrant Parent Advisory Committee Meetings, and English Learner Advisory Committee Meetings. The district and school site provided surveys to parents related to how the district could be more responsive to meeting the needs of the students related to design, summer school opportunities, best ways to communicate with them, and whether they had been receiving correspondence. This information was used by the administration to fine tune the effort to work with parents in the most effective ways given the challenges. The district provided materials and curriculum distributions at various times throughout the year to meet the student's need for resources that were not provided for electronically. Notices and other information is listed in Spanish and English on the school sites webpages, Canvas pages, and school sites electronic banner. Teachers and administrators sent notices in Spanish and English via email, automated call, Class Dojo, and Facebook. Some school sites presented Student Success Collaboratives virtually by grade level in Spanish and English that were designed to share with parents how to support their child's learning, find the various resources, and provide meaningful learning at home. There were virtual Family ELA and Reading Nights where teachers discussed how parents could provide fun activities at home that reinforced Common Core State Standards and then moved into virtual break rooms by grade levels with teachers and translators so that families could participate in the activities. School Administrators and the Community Resource Officer made productive home visits to those families for whom the challenges of virtual learning kept them from accessing the various tools available. Finally, the Taft City School Board made provisions so that despite social distancing guidelines parents and community members could attend board meetings virtually, share their concerns, and provide feedback.

The 2021 TCSD annual student survey data indicates the following: Ninety-five percent of the students feel that the school provides a good education for students. Eighty-five percent of the students feel that the school prepares students for future college or career paths. Seventy-eight % of the students feel that their teacher calls or writes their parents/guardian when they are having trouble learning. Ninety-three percent of the students feel that the school provides textbooks and learning materials to meet the needs of all students, including English language learners, students with disabilities and those who are gifted. Seventy-seven percent of the students noted that their teacher or principal has talked about how the school will teach the Common Core State Standards. It may be summarized by this data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning. The implementation of a multi-tiered system of supports will meet the needs of all students based on their perspective, resources and existing attitudes toward learning.

The 2021 TCSD annual parent survey information indicates the following: Seventy-seven percent feel that their child's school seeks parent input. Eighty-eight percent of the parents feel that their child's school welcomes parents to participate in activities at school. Approximately 90% of the parents feel that their child's school provides a high quality education. Eighty-six percent of the parents feel

that their child's school effectively communicates with them. Approximately 80% of the parents feel that their child's school offers student academic support that promotes improved student achievement. Eighty-five percent of the parents feel that their child's school effectively communicates. Eighty-two percent of the parents in the Taft City School District feel that their child's school keeps me well-informed about all school activities.

The 2021 TCSD annual staff survey information indicates the following: This data is reflected in the following survey results and feedback given at a variety of certificated functions. Over 85% of the staff feels that the district provides high quality education for our students. Approximately 78% of the staff feel that the district has adequate instructional supplies to support student learning. About 76% of the district's staff feels that the students look forward to attending school each day. Around 86% of the staff feel that the students and staff are safe while at school. Eighty six percent of the school district values parents/guardians as important partners in their child's education. About 67% of the staff within the district feels that they have enough opportunities to take part in decisions made within the district. Finally 65 % of the school staff feel that they are invited to help plan, implement and evaluate instructional materials, strategies and programs.

To date, the number of IEPs held in the district is 568 and parents have attended IEPs at a 53% participation rate. All above actions have been identified as contributing to increasing or improving services for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and are expected to result in an increased or improvement of services. LCAP Survey completion rate for parents increased in 2020-21. Virtual Back to School night sign ins for parents indicated a total attendance of 1062 parents in 2020-21 as follows: Jefferson- 9/11/20 149 parent attendance, Taft Primary-9/17/20 104 parent attendance, Parkview- 9/17/20 127 parent attendance, Roosevelt- 9/22/20 193 parent attendance, Conley- 9/22/20 96 parent attendance, Lincoln- 9/23/20 393 parent attendance.

Challenges

TCSD Parents feel that there is a need for parent education on the district-adopted ELD program, redesignation efforts, and testing. They would also like to have more parent resources information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations. To this end, they feel that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students. Also, TCSD parents would like to have more team-building activities where the parents interact with the community and the school staff to help create a united school climate. TCSD Parents also noted that there is a need to provide and enhance the synchronous and asynchronous Science and Social Studies activities and materials. TCSD Parents feel that given the current climate campus activities should be enhanced in ways that provide for meaningful outdoor play, field trips, and other social interactions. The various stakeholders also see the need to improve the building facilities to the extent that it makes them organized, safe, and aesthetically positive learning environments.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Taft City School District will develop and implement an in-person schedule for students according to CDPH small cohorting guidelines that includes plans and protocols to ensure the safety of students, including foster youth, English Learners, or low-income students as applicable, and staff as well as considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.	\$0	\$0	No
The Taft City School District will identify students, including foster youth, English Learners, or low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and will implement a systematic cycle of assessments, including initial screenings and formative and summative assessments. The district will use this data to develop an instructional schedule model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.	\$0	\$0	Yes
The Taft City School District will address the social-emotional well-being of all students, including foster youth, English Learners, or low-income students as applicable, during in-person instruction through the delivery of social-emotional learning modules as appropriate and through the provision of targeted support for students who need to access district resources as needed, including but not limited to, direct consultation with district psychologist services.	\$100,000	\$100,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Taft City School District will specifically meet the needs of English Learners through the implementation of dedicated in-person schedules and the application of English Learner specific resources and curriculum tools.	\$0	\$0	Yes
The Taft City School District will address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery in order to meet the needs of each population by providing available district resources as appropriate.	\$100,000	\$100,000	Yes
The Taft City School District will provide principals and others school leaders with the resources necessary to address the needs of their individual students, including foster youth, English Learners, or low-income students as applicable, for in-person instruction in the Taft City School District for developing and implementing procedures and systems to improve the preparedness and response efforts of the Taft City School District.	\$300,000	\$300,000	Yes
The Taft City School, District will engage staff in professional development to support in-person instruction, including transitioning between virtual learning and in-person classroom activities for all students, including foster youth, English Learners, or low-income students as applicable.	\$0	\$0	Yes
The Taft City School District will restore bus routes as appropriate to serve the transportation needs of students, including students with disabilities who have transportation services listed in their individualized education program (IEP).	\$0	\$0	No
The Taft City School District will implement the Attention to Attendance Program to serve as an early-warning and intervention system to improve student attendance and to decrease the chronic-absenteeism in the district.	\$0	\$0	No
The Taft City School District will schedule Instructional planning collaboration time to allow for school leaders and teachers to see how well students are engaged in their learning, whether the instructional	\$0	\$0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
supports and accommodations are working, and whether the material is relevant and accessible to the student in the in-person instructional model for all students, including foster youth, English Learners, or low-income students as applicable.			
The Taft City School District will purchase supplemental instructional materials for students as appropriate in order to support and to accelerate learning for all students, including foster youth, English Learners, or low-income students as applicable.	\$0	\$0	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

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

The following highlights the successes and goals achieved of actions related to in-person instruction in the 2020-21 school year in the Taft City School District:

- The Taft City School District has developed and implemented an in-person schedule for students according to CDPH guidelines that include plans and protocols to ensure the safety of students, including foster youth, English Learners, and low-income students, as applicable in 2020-21.
- The Taft City School District has addressed the social-emotional well-being of all students, including foster youth, English Learners, and low-income students as applicable, during in-person instruction through the delivery of social-emotional learning modules as appropriate and through the provision of targeted support for students who need to access district resources as needed, including but not limited to, direct consultation with district psychologist services in 2020-21.
- The Taft City School District has specifically met the needs of English Learners through the implementation of dedicated in-person schedules and the application of English Learner specific resources and curriculum tools in 2020-21.
- The Taft City School District has addressed the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery in order to meet the needs of each population by providing available district resources as appropriate in 2020-21.
- The Taft City School District has provided principals and others school leaders with the resources necessary to address the needs of their individual students, including foster youth, English Learners, and low-income students as applicable, for in-

person instruction in the Taft City School District for developing and implementing procedures and systems to improve the preparedness and response efforts of the Taft City School District in 2020-21.

- The Taft City School, District has engaged staff in professional development to support in-person instruction, including transitioning between virtual learning and in-person classroom activities for all students, including foster youth, English Learners, and low-income students as applicable in 2020-21.
- The Taft City School District has restored bus routes as appropriate to serve the transportation needs of students, including students with disabilities who have transportation services listed in their individualized education program (IEP) in 2020-21.
- The Taft City School District has scheduled Instructional planning collaboration time to allow for school leaders and teachers to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student in the in-person instructional model for all students, including foster youth, English Learners, and low-income students as applicable in 2020-21.
- The Taft City School District will purchase supplemental instructional materials for students as appropriate in order to support and to accelerate learning for all students, including foster youth, English Learners, and low-income students as applicable in 2020-21.

The following highlights the challenges of implementing in-person instruction in the 2020-21 school year in the Taft City School District:

- The Taft City School District has implemented the Attention to Attendance Program to serve as an early-warning and intervention system to improve student attendance and to decrease the chronic-absenteeism in the district, however the chronic absenteeism rate in the district has been steadily increasing and is currently at a 24% rate for all students in the district. The district will continue to address chronic absenteeism as a focus goal in order to achieve a lower chronic absenteeism rate in the district. The mid year Attention to Attendance report notes the following year to date information (Feb 24, 2021):

There are 415 Chronic Students/201 students have not acquired enough absences to end the year as chronic/48% of these chronic students do not have to end the year chronically absent

Chronic rates by school site: Conley Elementary- 20.9%, Jefferson Elementary- 8.1%, Lincoln Junior High- 24.2%, Parkview Elementary- 13.5%, Taft Primary- 86%

514 out of 845 (61%) conferences have been scheduled or closed and 92 out of 514 (18%) conferences are in-progress. Conferences are scheduled in the district after the 2nd parent notification.

Conference effectiveness by site improvement rate: Conley Elementary- -3%%, Jefferson Elementary- 67%, Lincoln Junior High- 23%, Parkview Elementary- 130%, Roosevelt Elementary- %, Taft Primary- 13.0%

2,920 parent communication pieces sent districtwide as of March 10, 2021 as follows: 1,212 Distance Learning Unexcused #1 Letters, 845 Distance Learning Unexcused #2 Letters, 590 Distance Learning Unexcused #3 Letters, 115 Distance Learning Excused #1 Letters, 23 Distance Learning Excused #2 Letters, and 135 Conference

Notifications

- The Taft City School District has identified students, including foster youth, English Learners, and low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and has implemented a systematic cycle of assessments for the identification of student learning loss and has scheduled intervention strategies to

accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. Addressing student learning loss in future years will be considered as a broad goal to achieve by mitigating learning loss while also providing appropriate interventions and equitable access to all students. The Taft City School District will continue to strive to extend and enrich the learning for students by offering engaging learning academically, social-emotionally, and behaviorally. Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Additionally, CA Dashboard Data indicates that SWD performs in the orange level for ELA and Mathematics and are below all other students performing in the yellow level.

The Taft City School District began Hybrid in person instructional model beginning November 2, 2020 and as of May 10, 2021 successfully implemented In-Person instruction in a Hybrid model for 1575 of 2361 (67%) students, Grades TK-8. The District has implemented a Distance Learning model for the 786 (33%) students who remain at home.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Taft City School District will provide equipment and hardware access for all students, including foster youth, English Learners, or low-income students as applicable, to connectivity and devices, so all students are able to participate in the educational program and are able to complete assignments within the distance learning model.	\$1,100,050	\$1,100,050	Yes
The Taft City School District will provide technology support to all students, including foster youth, English Learners, or low-income students as applicable, and staff in the implementation of the distance learning program.	\$160,000	\$160,000	Yes
The Taft City School District will purchase the Learning Management System and other applicable software for all students, including foster youth, English Learners, or low-income students as applicable, in the implementation of distance learning .	\$12,500	\$12,500	Yes
The Taft City School District will provide professional development to all teachers and staff in distance learning technology and the Learning Management System for the participation of all students, including foster youth, English Learners, or low-income students as applicable, in the Taft City School District distance learning model.	\$400,000	\$400,000	Yes
The Taft City School District will implement the TCSD Lead Teacher structure of grade level and content area collaboration in the alignment of grade level standards and pacing of academic content in distance learning for all students in order to be substantially equivalent to in-person instruction, including for foster youth, English Learners, or low-income students as applicable.	\$20,000	\$20,000	Yes
The Taft City School District will schedule daily designated and integrated ELD language instruction for all English learners and provide staff with professional development in targeted English Learner strategies to ensure that English Learners continue to make	\$100,000	\$100,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
progress toward English language proficiency and achievement of grade-level academic standards.			
The Taft City School District Special education and related services program will be provided with any accommodations necessary to ensure a student's individualized education program (IEP) can be implemented in a distance learning environment	\$350,000	\$350,000	No
The Taft City School District will address the social-emotional well-being of all students, including foster youth, English Learners, or low-income students as applicable, during distance learning through the delivery of social-emotional learning modules as appropriate and through the provision of targeted support for students who need to access district resources as needed.	\$200,000	\$200,000	Yes
The Taft City School District will Identify students, including foster youth, English Learners, or low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and will implement a systematic cycle of assessments, including initial screenings and formative and summative assessments. The district will use this data to develop an instructional schedule within the distance learning model to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.	\$100,000	\$100,000	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

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

The following highlights the successes and goals achieved of actions related to the Distance Learning Program in the 2020-21 school year as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs. in the Taft City School District:

- Continuity of Instruction

The Taft City School District has provided continuity of Instruction within the Distance Learning Program that was effective for all students in 2020-21 through ensuring a broad repertoire of instructional strategies to address students' multiple learning styles, effective allocation of time and resources to engage students in meaningful activities, and student progress assessment to make appropriate instructional adjustments based on the assessment results.

Successes

The Taft City School District adopted a learning continuity plan and attendance plan that includes plans for the distance learning program implementation in fall 2020-21. The district also tracked and reported daily student participation in the Learning management system and information system, maintained a weekly engagement record for each student documenting synchronous or asynchronous instruction for each whole or partial day of distance learning to verify daily participation and tracking of assignments, while providing either daily live interaction or frequent live interaction. The district also confirmed access for all pupils to connectivity and devices adequate to participation in the educational program for completing assigned work within the distance learning framework.

Prior to 2019 there has been an upward trend in ELA and Math student outcome data on the CA Dashboard as follows:

Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 34%

2016/17- 36.81%

2017/18- 36.65%

2018/19- 39.55%

Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 22%

2016/17- 25.91%

2017/18- 26.12%

2018/19- 27.85%

Challenges

As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. Due to this continued need, the TCSD goal is to close

the achievement gap that exists from our unduplicated students in future LCAP implementation years.

- Access to Devices and Connectivity

Using our stakeholder survey it was determined that 70% of our students needed access to broadband internet so they can access their core curriculum in 2020-21. By providing equipment and hardware to students we have been able to reduce this to 0% of students who still need access to broadband internet. While we considered the needs of our most needy students first (low-socioeconomic disadvantaged) this was an action that was provided District-wide to all students including foster youth, English Learners, and low-income students. The District has also implemented equitable resource distribution in 2020-21 and has successfully distributed up-to-date computers and other technology hardware and software items to ensure high-quality instructional materials and adequate supplies for all students, particularly those most in need and at-risk of school failure. In 2020-21 the district to date has issued 2150 Chromebooks and 420 MiFi Devices to TCSD students in 2020-21.

Successes

The Taft City School District has distributed a sufficient number of Chromebooks to ensure device accessibility to all students in TK-8th grades prior to the school start date of August 24, 2020. The district has also collected information from parents on a technology survey to determine which parents are lacking connectivity in their homes. The District currently has access to over 300 MiFi devices that were distributed according to the parent connectivity need indicated on the technology survey. Parents have also been informed of available options for low cost local internet and have been provided with contact information for the TCSD Informational Technology Department to access if they are having any technical difficulties in accessing distance learning through the district-issued devices. Additionally, prior to the first day of school on August 24, 2020, the district provided parent training via Zoom by the Kern County Superintendent of Schools office in the Canvas Learning Management System (LMS) so that parents would have a basic understanding of the functionality of the LMS.

The district also provided technological support for district and site staff in the distance learning implementation model in 2020-21 through the Information Technology Department and the technology work order ticketing system for any issues of connectivity or functionality so that no interruptions in the TCSD Distance Learning model occur.

Challenges

The 2021 annual parent and staff surveys indicated that teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended learning strategies. TCSD parents also felt that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students.

- Pupil Participation and Progress

The District has provided students opportunities for meaningful participation in activities and decision-making throughout the school and in each classroom in 2020-21. Instruction has been the means of teaching and engaging students with content through the curriculum and how a teacher organizes time and activities in implementing that content and plan. Instruction and curriculum have relied on a high-quality system of assessment so that, in the course of instruction, teachers have had insight into student learning and can adjust instruction accordingly. Effective assessment has also ensured that stakeholders in the school community are aware of how students have benefited from instruction and/or how that instruction might be modified so that instructional activities build on students' prior knowledge and are relevant and differentiated. This instructional approach allows teachers to design and apply different

methods to help students access critical content. In 2020-21 all teachers completed student learning logs to track student participation on a weekly basis and the Learning Management System documented daily participation and progress of all students in distance learning.

Successes

The Taft City School District has measured student participation and progress through logging attendance in the AERIES student information system daily for all students. Also, the district required teachers to complete a weekly engagement log report that indicates if each student has logged in to the video or online synchronous instruction and/or has completed asynchronous assignments/assessments on a daily basis; the teacher also documented when contact has been made with students and/or parents in the distance learning model and the teacher listed a summary of assignments/assessments that have assigned daily. Additionally, the teacher tracked daily attendance in the Canvas Learning Management System for access to reports related to live contacts and synchronous instructional minutes for documentation of pupil progress; student grades within the Learning Management System and the Student Information System provided an additional tool to measure and evaluate student progress of work assignments, attendance and student participation.

Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. CA Dashboard Data indicates that SWD performs in the orange level for ELA and Mathematics and are below all other students performing in the yellow level. Additionally, the 2020 Data Snapshot in student group data outcomes reveal student growth with homeless students having the greatest increase in ELA and SWD students having the greatest increase in Math while student outcome data shows student growth with SWD and EL student groups decreasing in ELA; EL student outcome data have the greatest decrease in math while other student groups remain relatively stable. While there has been small growth prior to the pandemic with local assessments (STAR Reading/Math), state assessment data show there continues to be an achievement gap for English Learners, Foster Youth, and Socioeconomically Disadvantaged.

Challenges

The district will continue to address chronic absenteeism as a focus goal in order to achieve a lower chronic absenteeism rate in the district. The mid year Attention to Attendance report notes the following year to date information (Feb 24, 2021):

- There are 415 Chronic Students/201 students have not acquired enough absences to end the year as chronic/48% of these chronic students do not have to end the year chronically absent
- Chronic rates by school site: Conley Elementary- 20.9%, Jefferson Elementary- 8.1%, Lincoln Junior High- 24.2%, Parkview Elementary- 13.5%, Taft Primary- 86%
- 514 out of 845 (61%) conferences have been scheduled or closed and 92 out of 514 (18%) conferences are in-progress. Conferences are scheduled in the district after the 2nd parent notification.
- Conference effectiveness by site improvement rate: Conley Elementary- -3%%, Jefferson Elementary- 67%, Lincoln Junior High- 23%, Parkview Elementary- 130%, Roosevelt Elementary- %, Taft Primary- 13.0%

- 2,920 parent communication pieces sent districtwide as of March 10, 2021 as follows: 1,212 Distance Learning Unexcused #1 Letters, 845 Distance Learning Unexcused #2 Letters, 590 Distance Learning Unexcused #3 Letters, 115 Distance Learning Excused #1 Letters, 23 Distance Learning Excused #2 Letters, and 135 Conference

Notifications

- Distance Learning Professional Development

All staff has been provided Professional learning experiences to support the Distance Learning Model in 2020-21 including in-service for the Learning Management Service (LMS) Canvas and Zoom. Professional learning has included workshops and other more traditional types of professional development to engage educators in ongoing self reflection, peer support, experimentation, and modification of instruction and management practices based on student performance data, student work, and both learning and social behaviors. Through an intensive process of collaborative and job-embedded learning, educators gain an improved understanding of their own teaching and learning and of the various ways by which students learn. Through this effort, educators also come together as a community of self-developing practitioners.

Successes

The dates of all staff training for the Canvas Learning Management System were scheduled in 2020-21 as follows:

July 20, 2020; July 31, 2020; August 5, 2020; August 10, 2020; August 12, 2020; August 14, 2020; August 17, 2020; August 20, 2020; Sept. 1, 2020; Sept 3, 2020; Sept. 3, 2020; Sept. 17, 2020; October 12, 2020; December 2, 2020; December 16, 2020. Zoom Training was provided for all staff on August 17, 2020.

Lead Technology Committee Meetings for school site LMS support were scheduled in 2020-21 as follows: Nov. 3, 2020; December 1, 2020; Jan 5, 2021; Feb 2, 2021; March 2, 2021; April 6, 2021; May 4, 2021.

Canvas Coaches Certification Training Sessions to build capacity for those leading the implementation of Canvas, develop district and site coherence, and improve student outcomes through the use of Canvas. were scheduled in 2020-21 as follows: February 8, 2021; April 19, 2021; May 3, 2021; May 17, 2021.

Challenges

Challenges listed from staff members included recommendations by school personnel, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention staff to provide support and organization for an intervention program based on responsive assessments. Teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended learning strategies. All stakeholders agree that student mental health and support services at every school site should be prioritized to address the needs all students who are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. The District is in the beginning stages of MTSS for the past year and is currently implementing multi-tiered systems of support and for that reason, more time is needed to show student outcomes.

- Staff Roles and Responsibilities

Leaders throughout the District have built the capacity of faculty and staff in 2020-21 to share in leadership and take responsibility for contributing to the success of every student while staff are informed about the achievement of the students. All instructional staff regularly review student data and addressing student progress. Their leaders communicate in a transparent fashion with the total school community (including parents and students) about desired outcomes and efforts to improve. All school site leaders ensure that

every student receives the academic support and services he or she needs in order to succeed. Modifications made to staff roles and responsibilities to meet the academic and social-emotional needs of students while also ensuring the health and safety of staff and students in the TCSD Distance Learning program has been a district focus in 2020-21.

Successes

The annual 2021 staff survey indicated the following positive perspectives in relation to staff roles and responsibilities. Over 85% of the staff feels that the district provides high quality education for our students. Approximately 78% of the staff feel that the district has adequate instructional supplies to support student learning. Sixty three percent of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. Seventy five percent of the district's staff feel that the district is preparing students for future college or career paths. About 67% of the staff within the district feels that they have enough opportunities to take part in decisions made within the district. Finally 65 % of the school staff feel that they are invited to help plan, implement and evaluate instructional materials, strategies and programs.

Challenges

TCSD intends to close the achievement gap that exists from our unduplicated students. The Taft City School District is in the beginning stages of MTSS for the past year and in moving forward. The district is still implementing systems of support and thus more time is needed to show academic outcomes.

- Support for Pupils with Unique Needs

In 2020-21, the District has established equitable access and inclusion by identifying students' individual needs, removing barriers to access, and providing appropriate accommodations for those students who need them. Equitable access and inclusion has also involved providing parents and students with adequate and clear information so that they are empowered to make good decisions and choices that benefit students and align with their interests. Through equitable access and inclusion, school staff, parents, and students work together to outline programs of study that facilitate all students to academic success. All leaders communicate in a transparent fashion with the total school community (including parents and students) about desired outcomes and efforts to improve and all schools ensure that every student receives the academic support and services he or she needs in order to succeed.

Successes

English Learners received the following support during distance learning in 2020-21:

English learners in the Taft City School District consistently received designated and integrated English Language Development (ELD) as part of their educational curriculum.

ELD was a required course of study for English learners.

Teachers and administrators have received extensive training in effective English Learner strategies prior to the start of school in 2020-21 including the following scheduled training from Clark Consulting Training (CCT) in English Learner strategies, as well as The California English Learner Roadmap training for supporting EL students

TCSD has utilized and updated Individualized Education Programs (IEPs) to ensure that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning. In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as

what accommodations and modality of learning allows the greatest access.

Approximately 80% of the parents surveyed feel that their child's school offers student academic support that promotes improved student achievement and approximately 90% of the parents feel that their child's school provides a high quality education. To date, the number of IEPs held in the district is 568 and parents have attended IEPs at a 53% participation rate.

Challenges

Challenges listed from parent surveys indicated that they would like to have more parent resources information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations. To this end, TCSD parents feel that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The Taft City School District will identify students, including foster youth, English Learners, or low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and will implement a systematic cycle of assessments, including initial screenings and formative and summative assessments. The district will use this data to develop an instructional schedule within the distance learning and in-person models to address student needs with a focus on implementation of intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning.	\$100,000	\$100,000	Yes
The Taft City School District will increase mental health services and supports for all students, including foster youth, English Learners, or low-income students as applicable, utilizing district resources, including but not limited to district psychologist services.	\$100,000	\$100,000	Yes
The Taft City School District will purchase educational technology (hardware, software, and connectivity) for students, including foster youth, English Learners, or low-income students as applicable, that aids in the regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive or adaptive technology.	\$200,000	\$200,000	Yes
The Taft City School District will purchase various diagnostic, formative, and summative assessment tools for the purpose of attaining academic information for all students, including foster youth, English Learners, or low-income students as applicable, in order to address and collect data to resolve pupil learning loss.	\$0	\$0	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

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

The Taft City School District has addressed pupil learning loss as a result of COVID-19 during the 2020-21 school year that affected minority students, and low-income students who did not receive the support needed to regularly participate in distance learning. The Taft City School District has developed procedures to identify and support students and families who are facing barriers and who are at risk of learning loss. The Taft City School District recognized that certain student groups are at a higher risk of being disengaged, including youth in foster care, homeless students, and English learners who all require targeted support, as planned and described in the TCSD LCP. The Taft City School District outreach strategies have been designed to consider the unique needs and barriers experienced by the student, particularly if they are in a high-risk group, including outreach strategies to students and their caregivers in languages other than English.

The Taft City School District has evaluated and tracked the progress of each student in the district as a prerequisite to addressing the learning loss that English learners, low-income students, foster youth, students with exceptional needs, and homelessness students experienced as a result of COVID-19. Additionally, the Taft City School District has utilized diagnostic assessments to identify specific areas where instruction or intervention may be needed to address student learning loss.

Successes

The Taft City School District has identified students, including foster youth, English Learners, and low-income students as applicable, who have experienced significant learning loss due to the school closures in 2019-20 and has implemented a systematic cycle of assessments for the identification of student learning loss and has scheduled intervention strategies to accelerate learning for students at risk of experiencing continued learning challenges due to the impacts of COVID-19 and ongoing distance learning. Addressing student learning loss in future years will be considered as a broad goal to achieve by mitigating learning loss while also providing appropriate interventions and equitable access to all students, through MTSS including in school and virtual support as well as Summer School offerings in 2021. The Taft City School District will continue to strive to extend and enrich the learning for students by offering engaging learning academically, social-emotionally, and behaviorally.

Prior to 2019 there has been an upward trend in ELA and Math student outcome data on the CA Dashboard as follows:

Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 34%

2016/17- 36.81%

2017/18- 36.65%

2018/19- 39.55%

Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 22%

2016/17- 25.91%

2017/18- 26.12%

2018/19- 27.85%

Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. CA Dashboard Data indicates that SWD performs in the orange level for ELA and Mathematics and are below all other students performing in the yellow level. Additionally, the 2020 Data Snapshot in student group data outcomes reveal student growth with homeless students having the greatest increase in ELA and SWD students having the greatest increase in Math while student outcome data shows student growth with SWD and EL student groups decreasing in ELA; EL student outcome data have the greatest decrease in math while other student groups remain relatively stable. While there has been small growth prior to the pandemic with local assessments (STAR Reading/Math), state assessment data show there continues to be an achievement gap for English Learners, Foster Youth, and Socioeconomically Disadvantaged.

Stakeholder input from the annual 2021 TCSD survey indicated support from student, parents, and staff in meeting the needs of all students. Ninety-three percent of the students feel that the school provides textbooks and learning materials to meet the needs of all students, including English language learners, students with disabilities and those who are gifted. Seventy-seven percent of the students noted that their teacher or principal has talked about how the school will teach the Common Core State Standards. Approximately 90% of the parents feel that their child's school provides a high quality education. Approximately 80% of the parents feel that their child's school offers student academic support that promotes improved student achievement. Eighty-two percent of the parents in the Taft City School District feel that their child's school keeps them well-informed about all school activities. Over 85% of the staff feels that the district provides high quality education for our students. Approximately 78% of the staff feel that the district has adequate instructional supplies to support student learning. Sixty three percent of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. Seventy five percent of the district's staff feel that the district is preparing students for future college or career paths.

In 2020-21, the District has established equitable access and inclusion by identifying students' individual needs, removing barriers to access, and providing appropriate accommodations for those students who need them. Equitable access and inclusion has also involved providing parents and students with adequate and clear information so that they are empowered to make good decisions and choices that benefit students and align with their interests. Through equitable access and inclusion, school staff, parents, and students work together to outline programs of study that facilitate all students to academic success. All leaders communicate in a transparent

fashion with the total school community (including parents and students) about desired outcomes and efforts to improve and all schools ensure that every student receives the academic support and services he or she needs in order to succeed.

English Learners received the following support in 2020-21:

English learners in the Taft City School District consistently received designated and integrated English Language Development (ELD) as part of their educational curriculum.

ELD was a required course of study for English learners.

Teachers and administrators have received extensive training in effective English Learner strategies prior to the start of school in 2020-21 including the following scheduled training from Clark Consulting Training (CCT) in English Learner strategies, as well as The California English Learner Roadmap training for supporting EL students

TCSD has utilized and updated Individualized Education Programs (IEPs) to ensure that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning. In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

Approximately 80% of the parents surveyed feel that their child's school offers student academic support that promotes improved student achievement and approximately 90% of the parents feel that their child's school provides a high quality education. To date, the number of IEPs held in the district is 568 and parents have attended IEPs at a 53% participation rate.

Challenges

As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. Due to this continued need, the TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years.

Stakeholder surveys indicated that there is a need for parent education on the district-adopted ELD program, redesignation efforts, and testing. Challenges listed from parent surveys indicated that they would like to have more parent resources information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations.

Challenges listed from staff members included recommendations by school personnel, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention staff to provide support and organization for an intervention program based on responsive assessments. Teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended

learning strategies. All stakeholders agree that student mental health and support services at every school site should be prioritized to address the needs all students who are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. The District is in the beginning stages of MTSS for the past year and is currently implementing multi-tiered systems of support and for that reason, more time is needed to show student outcomes.

Analysis of Mental Health and Social and Emotional Well-Being

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

Taft City School District has committed to monitor and increase services to support the mental health and social and emotional well-being of the TCSD students and staff during the 2020-21 school year. During the COVID-19 response, it has been critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Social emotional learning (SEL) has been implemented to support students who need social and emotional support to navigate the challenges of alternative learning contexts and to support the development of essential self-management skills, resilience, and connections. As students returned to campus in 2020-21 the District adapted to ensure physical distancing, and has prioritized social-emotional learning as a key component of mental health that ensures that professional development and resources will be provided to students and staff to address the trauma and other impacts of COVID-19 on the school community as addressed in the district's reopening plan.

Successes

The Taft City School District ensured in 2020-21 targeted supports as follows:

For students:

- Implemented Social Emotional Learning (SEL) through the Canvas Learning Management System to promote social-emotional competencies among students.
- Maintained and/or expanded student mental health services using LCFF, ESSA Title II and IV funds, or other leveraged resources.
- Aligned district funding, policies, and programs to fully support mental wellness for students.
- Utilized technology to deliver mental health services to students remotely while ensuring HIPAA or FERPA compliance and security. The district also coordinated with mental health partners to ensure confidentiality.
- Encouraged students to use counseling services as needed. Promoted messaging to remove stigma

For staff:

- Provided staff with resources from their Employee Assistance Program (EAP).
- Aligned district funding, policies, and programs to fully support mental wellness for staff and students.
- Promote and support adult Social Emotional Learning (SEL) daily.
- Ensured that staff are trained in evidence-based practices (CBITS, SSET, DBT for Schools, etc.).
- Trained all certificated and classified staff in Suicide Prevention strategies

The District measures mental health and social and emotional well-being in a variety of ways including the annual administration of the California Healthy Kids Survey (CHKS) to 7th grade students in 2020-21. The following data indicates the current areas of need as compared to the previous administration of the CHKS in 2019-20.

The following increases and decreases in School Engagement and Supports in the 2020-21 school year can be noted for 7th grade students in the Taft City School District:

- School connectedness decreased by 11 percentage points from 2019 (57%)-2020 (46%)..

- Academic motivation decreased by 4 percentage points from 2019 (73%)-2020 (69%).
- Chronic truancy increased by 1 percentage points from 2019 (3%)-2020 (4%).
- Caring adult relationships decreased by 13 percentage points from 2019 (64%)-2020 (57%).
- High expectations decreased by 10 percentage points from 2019 (77%)-2020 (67%).
- Meaningful participation increased by 2 percentage points from 2019 (22%)-2020 (24%).
- Facilities upkeep decreased by 12 percentage points from 2019 (26%)-2020 (14%).
- Parent involvement in school decreased by 5 percentage points from 2019 (56%)-2020 (51%).

In summary, the Taft City School District students in 2020-21 indicate they are less connected, experiencing a decrease in academic motivation, an increase in chronic truancy, a decrease in caring adult relationships, a decrease in high expectations, a decrease of facilities upkeep, and an decrease of parent involvement. Positively, meaningful participation for students increased in 2020-21. Overall, this data indicates an area of great need in school engagement and supports.

The following increases and decreases in School Safety in the 2020-21 school year can be noted for 7th grade students in the Taft City School District:

- School perceived as very safe or safe decreased by 24 percentage points from 2019 (60%)-2020 (36%).
- Experienced any harassment or bullying increased by 2 percentage points from 2019 (37%)-2020 (39%).
- Had mean rumors or lies spread about you decreased by 6 percentage points from 2019 (48%)-2020 (42%).
- Been afraid of being beaten up increased by 13 percentage points from 2019 (19%)-2020 (32%).
- Been in a physical fight decreased by 3 percentage points from 2019 (24%)-2020 (21%).
- Seen a weapon on campus increased by 1 percentage points from 2019 (22%)-2020 (23%).

In summary, the Taft City School District students in 2020-21 indicate there is a decrease of student perception of safety on campus, harassments and bullying incidents have increased, students have been afraid of being beaten up, and there was an increase of seeing weapons on campus. Positively, there was a decrease in mean rumors and lies being spread and a decrease of physical fighting. Overall, this data indicates an area of great need in school safety.

The following increases and decreases in Substance use and Physical/Mental Health in the 2020-21 school year can be noted for 7th grade students in the Taft City School District:

- Current alcohol or drug use increased by 4 percentage points from 2019 (12%)-2020 (16%).
- Current marijuana use increased by 5 percentage points from 2019 (5%)-2020 (10%).
- Current binge drinking increased by 2 percentage points from 2019 (3%)-2020 (5%).
- Very drunk or "high" increased by 5 percentage points from 2019 (1%)-2020 (6%).
- Been drunk or "high" at school, ever increased by 8 percentage points from 2019 (2%)-2020 (10%).
- Current cigarette smoking increased by 8 percentage points from 2019 (1%)-2020 (3%).
- Experienced chronic sadness/hopelessness increased by 8 percentage points from 2019 (34%)-2020 (42%).
- Considered suicide increased by 5 percentage points from 2019 (17%)-2020 (22%).

Not surveyed in 2019 but reported in 2020:

- Vaping 19%
- Sleep deprivation 48%

In summary, the Taft City School District students in 2020-21 indicate an increase of alcohol or drug use, an increase of marijuana use, an increase in binge drinking, an increase of being very drunk or "high", an increase of cigarette smoking, an increase of chronic sadness/hopelessness, and an increase of suicide contemplations. Overall, this data indicates an area of great need in substance use and Physical/Mental Health. Social and emotional development refers to positive social behaviors such as respect for others, ethical concern, and the ability to work in teams. It also refers to individual characteristics and outcomes such as motivation, self-discipline, empathy, confidence, and independence. Research shows that social and emotional development plays an important role in improving students' academic performance and lifelong learning. Positive social and emotional development also influences physical health. The District will continue to address possible outcomes related to emotional development in order to achieve positive social and emotional development for individual students in the District.

Overall there are some concerning trends in the CHKS data regarding student mental health and social and emotional well-being in the 2020-21 school year, and is an indication student need in the area of mental health and social and emotional well-being that will be addressed systemically through PBIS implementation and SEL support district wide for all students. The District continues to meet social emotional and mental health challenges of all students by continuing to implement the following actions:

The Taft City School District has completed the following in whole school safety and prevention planning in 2020-21:

- Conducted universal screening to identify social-emotional needs of students.
- Adopted policies that support staff and student wellness.
- Conducted routine check-ins using a trauma- and resilience-informed lens.
- Developed a system to connect with students and families to promote attendance.
- Engaged with students and families using culturally responsive techniques.
- Used professional development time with staff to increase trauma knowledge and skills including suicide prevention training.
- Included mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Conducted schoolwide mental health assessment that includes trauma and stress.
- Assessed and reviewed necessary staffing ratios to meet student needs (teachers, support services, etc.).

The 2020-21 CHKS for 6th and 7th grade students has been recently released and positive trends as compared to 2019-20 are as follows:

In school Engagement and Supports, school connectedness increased by 21% for 6th and 6% for 7th; academic motivation increased by 3% for 6th; caring relationships increased by 11% for 6th; high expectations - adults in school increased by 13% for 6th; meaningful participation increased by 4% for 6th; facilities upkeep increased by 55% for 6th and 48% for 7th; promotion of parent involvement increased by 12% for 6th.

In School Safety and mental health, school perceived as safe or very safe increased by 40% for 6th and 20% for 7th; experienced any harassment or bullying decreased by 23% for 6th and 10% for 7th; had mean rumors or lies spread about you decreased by 26% for 6th and 5% for 7th; been afraid of being beaten up decreased by 8% for 6th and 7th; been in a physical fight decreased by 10% for 6th and 3% for 7th; seen a weapon on campus decreased by 8% in 6th and 3% in 7th, considered suicide decreased by 14% in 6th.

In substance use, current alcohol or drug use decreased by 13% for 6th and 12% for 7th; current marijuana use decreased by 9% for 6th and 8% for 7th; current binge drinking decreased by 4% for 6th and 3% for 7th; been drunk or high on drugs at school, ever

decreased by 9% for 6th and 8% for 7th; current cigarette smoking decreased by 2% for 6th and 3% for 7th; current vaping decreased by 17% for 6th and 14% for 7th.

In the district analysis of mental health and social-emotional well-being, the district will continue to address the following characteristics of school climate and culture that have been consistently associated with a range of positive student outcomes, including school attendance, learning motivation, grades, test scores, and graduation:

- Safety and discipline: Safe schools provide orderly, civil conditions for learning. Schools that are safe places to learn provide protection from physical and psychological violence and freedom from bullying and harassment. A growing body of research has identified harassment-related distress as a key factor in poor school attendance and poor student performance.
- Equity and respect for diversity: Schools embrace the diversity of the students they serve, respecting them regardless of differences in socioeconomic status, ethnicity, gender, or sexual orientation. All students, regardless of their individual characteristics, receive personalized support and equal opportunities to participate in classroom and school activities.
- Developmental support: Schools provide students with a sense of belonging evidenced by caring and respect; encourage students to grow in competence by offering balanced, challenging tasks; and support students to realize their potential. (4) Schools are growth-oriented, with a clear and consistent focus on student success where individual learning for students and staff is promoted.
- Relationships: Schools are characterized by positive and trusting relationships among students, staff, and parents. These relationships are the key to student's identification with a school community, student motivation, classroom management, and, ultimately, academic performance.
- High expectations: Schools are staffed by teachers and administrators who communicate high expectations for student success, and who clearly demonstrate their willingness to help students achieve.
- Positive professional relationships: Schools with effective leaders help create a positive organizational culture and climate by treating all members of the school community with respect—without regard to professional status or position. They invite a broad range of community participants to the school.
- Web of supports: Schools provide a comprehensive web of supports for students, teachers, and parents to be engaged in education and ensure that all students succeed. This includes addressing barriers to learning that challenge many students, including health, social, emotional, behavioral, and learning barriers.
- Participation and student engagement: Schools provide students opportunities for meaningful participation in activities and decision-making throughout the school and in each classroom. All students and teachers have a voice and a sense of responsibility that fosters community and engagement.
- Family and community engagement: Schools purposefully foster family engagement in their students' education and school-community collaboration in addressing barriers to student learning.
- Physical health: Schools provide opportunities for all students to engage in physical activity and make healthy dietary choices. A growing body of research indicates that improvements in physical activity and nutrition have a positive impact on student achievement.

Successes reflected in stakeholder surveys include the following:

Seventy-three percent of students say that they look forward to coming to school each day. Approximately 85% say that they feel safe

while at school. Eighty- one percent feel that the school works with their parents/guardian to help them do their best in school. Seventy- eight % of the students feel that their teacher calls or writes their parents/guardian when they are having trouble learning. Approximately 65% of the students feel that their school is clean, safe and in good condition, (such as the bathrooms and drinking fountains).

Approximately 77% of the parents feel that the school fosters a safe environment Seventy-seven percent feel that their child's school seeks parent input. Eighty-eight percent of the parents feel that their child's school welcomes parents to participate in activities at school. Eighty-nine percent of the parents feel that their child's school focuses on improving student attendance.

Approximately 72 % of the staff feel that the district effectively addresses attendance, dropout, and absenteeism issues. About 76% of the district's staff feels that the students look forward to attending school each day. Around 86% of the staff feel that the students and staff are safe while at school

Eighty six percent of the school district values parents/guardians as important partners in their child's education.

Challenges

As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was - 27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to this continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

TCSD intends to close the achievement gap that exists from our unduplicated students while also addressing mental health and social emotional well-being. Implementation of PBIS is planned for 2021-24 LCAP implementation. Due to this continued need, Taft City intends to continue above listed actions in 2021-2024. The Taft City School District is in the beginning stages of MTSS for the past year and in moving forward. The district is still implementing systems of support and thus more time is needed to show academic outcomes.

Challenges listed from parent surveys indicated that they would like to have more parent resources information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations. To this end, TCSD parents feel that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students.

Challenges listed from staff members included recommendations by school personnel, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention staff to provide support and organization for an intervention program based on responsive assessments. Teachers and administrators see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended learning strategies. All stakeholders agree that student mental health and support services at every school site should be prioritized to address the needs all students who are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. The District is in the beginning stages of MTSS for the past year and is currently

implementing multi-tiered systems of support and for that reason, more time is needed to show student outcomes.

Analysis of Pupil and Family Engagement and Outreach

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

In order to ensure student engagement with Distance Learning in 2020-21, in the Taft City School District has attempted to engage families throughout the school year. The Taft City School District has applied tiered reengagement strategies for pupils who are absent for the purpose of providing applicable support services and interventions that have been provided district wide.

Successes

Taft City School District continually uses data from the SIS (AERIES) and the Kern Integrated Data System (KIDS) throughout the school year to assess and analyze pupil engagement and to determine intervention strategies as appropriate.

The District has successfully implemented pupil and family engagement and outreach in the 2020-21 school year through the following actions:

Reviewed the digital platform with the students and parents through Digital Platform training offered by COE. Posted videos regarding how to access the digital platform for future viewing on the TCSD website

Established regular office hours for students to connect with their teachers and peers within the student schedule.

Ensured that communications with parents were translated to the extent possible and that translators are available for teachers to contact parents who speak languages other than English.

The Taft City School District applied the following tiered reengagement strategies in 2020-21 for pupils who are absent from distance and/or in-person learning and for the purpose of providing applicable support services and interventions have been provided.as follows:

The Taft City School District implemented welcome strategies for students and parents to promote a culture of attendance, including raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program.

The Taft City School District ensured that students with attendance problems were identified as early as possible to provide applicable support and interventions at the school site level.

The Taft City School District implemented the Attention to Attendance Program to serve as an attendance and conferencing management program to Increase learning time for all students and to improve school site and parent relationships by proactively monitoring attendance and engagement with parents and students, including the implementation of positive communication strategies.

The district engaged in communication and Translation Management, Letter Mailing Logistics for the specified number of absences, Student/Parent Conference/ Virtual Meeting Management, and Data management that drives outcomes of an improved attendance rate and a decrease in student chronic absenteeism in the district. Additionally, the Attention to Attendance Program has expanded their services with COVID-19-specific messaging and tracking in the current COVID-19 environment.

The Taft City School District addressed the third tier of the the re-engagement plan in order to serve students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who link the family to any needed school district or community services. The TCSD SARB identified and responded to grade level or student subgroup patterns of chronic absenteeism and evaluated the effectiveness of strategies implemented to reduce chronic absenteeism rates.

The Taft City School District implemented the Student Assistance Team (SAT) process for student referrals of academic deficiencies as well as for social-emotional needs that have surfaced in the daily interactions between staff and students. The SAT process allows for the scheduling of dedicated meetings to implement student interventions as appropriate and to monitor and support students in the application of district and community resources as appropriate.

Taft City School District utilized the following strategies to provide intervention, as appropriate, for students who were absent from school in 2020-21:

Verification of current contact information for each enrolled pupil through direct parent contact

Daily notification to parents or guardians of student absences

Student outreach from the school to determine pupil needs including connection line with health and social services as necessary

Transitioning the pupil to full-time in-person instruction as appropriate

Weekly Engagement Logs will be completed, signed and submitted at the end of every week by teachers

Prior to 2019 there has been an upward trend in ELA and Math student outcome data on the CA Dashboard as follows:

Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 34%

2016/17- 36.81%

2017/18- 36.65%

2018/19- 39.55%

Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 22%

2016/17- 25.91%

2017/18- 26.12%

2018/19- 27.85%

Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. CA Dashboard Data indicates that SWD performs in the orange level for ELA and Mathematics and are below all other students performing in the yellow level. Additionally, the 2020 Data Snapshot in student group data outcomes reveal student growth with homeless students having the greatest increase in ELA and SWD students having

the greatest increase in Math while student outcome data shows student growth with SWD and EL student groups decreasing in ELA; EL student outcome data have the greatest decrease in math while other student groups remain relatively stable. While there has been small growth prior to the pandemic with local assessments (STAR Reading/Math), state assessment data show there continues to be an achievement gap for English Learners, Foster Youth, and Socioeconomically Disadvantaged.

Positive stakeholder perceptions regarding pupil and family engagement and outreach included the following from annual student, parent and staff surveys in 2021:

Approximately 88% of the students feel that the school contacts their parents/guardian if they are often late to school or absent. Eighty- one percent feel that the school works with their parents/guardian to help them do their best in school. Seventy- eight % of the students feel that their teacher calls or writes their parents/guardian when they are having trouble learning. It may be summarized by this data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning.

Eighty-nine percent of the parents feel that their child's school focuses on improving student attendance. Approximately 90% of the parents feel that their child's school provides a high quality education. Eighty-six percent of the parents feel that their child's school effectively communicates with them. Eighty-five percent of the parents feel that their child's school effectively communicates. Eighty-two percent of the parents in the Taft City School District feel that their child's school keeps me well-informed about all school activities.

Approximately 72 % of the staff feel that the district effectively addresses attendance, dropout, and absenteeism issues. About 76% of the district's staff feels that the students look forward to attending school each day. Around 86% of the staff feel that the students and staff are safe while at school.

Challenges

As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to this continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

TCSD intends to close the achievement gap that exists from our unduplicated students. Due to this continued need, Taft City intends to continue above listed actions in 2021-2024. The Taft City School District is in the beginning stages of MTSS for the past year and in moving forward. The district is still implementing systems of support and thus more time is needed to show academic outcomes.

The district analysis of pupil and family engagement outreach included a review of student attendance and SIA Attention to Attendance reports. The current 2020-21 Week 27 TCSD Year-to-Date Chronic Absenteeism rate of all students is 24.0% with the current rate of 11% of students trending toward chronic absenteeism and 9% of students nearly chronically absent

Stakeholder input reflected the following: The implementation of a multi-tiered system of supports will meet the needs of all students based on their perspective, resources and existing attitudes toward learning.

Parents feel that there is a need for parent education on the district-adopted ELD program, redesignation efforts, and testing. Parents would also like to have more parent resources and information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations. To this end, they feel that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students.

Analysis of School Nutrition

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

The Taft City School District adhere to SB 98 requirements that an LEA must continue to provide meals to any student who is eligible for a free and reduced-price meal, regardless of whether or not the student is receiving in-person or distance learning instruction, for every day of the scheduled 2020-21 school year. The U.S. Department of Agriculture extended, through the end of the 2020-21 school year, a number of waivers to provide schools with the necessary flexibility to continue to provide meals even when a student was not scheduled to be on campus. Specifically, these flexibilities allowed for the provision of meals outside the normal meal pattern requirements, allowed meals to be served outside of group settings and standard times to allow for alternative service options, and allowed parents or guardians to pick up meals for students engaged in distance learning in the Taft City School District beginning August 24, 2020.

The Taft City School District is aware that a successful nutrition program is a key component to every educational environment and that school meals protect the most vulnerable children against hunger. The Taft City School District is mindful that students cannot focus on learning when they are feeling hungry and the district recognizes that school meals boost learning, while studies also show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy and appealing meals in the Taft City School District is extremely important and is a priority to address in the Taft City School District. As school food service operations transition

from serving meals during unanticipated school closures to serving meals in a blended learning school environment, the Taft City School District continues to consider national, state, and local health and safety guidelines. The TCSD food service director has engaged in district discussions as a committee member regarding plans for reopening schools to ensure that students participating in all learning models have access to healthy meals. The Taft City School District has also considered the resources and flexibilities necessary to transition food service operations to an on-site or off-site student meal delivery system or operate both at the same time and has included applying for state or nationwide waivers and updating school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements as well as procurement of equipment, supplies, and menu options necessary for meal service.

Successes

The Taft City School District Nutrition Services Department continued to offer curbside meal service for breakfast, lunch, and snacks daily beginning August 24, 2020, and beginning September 1, 2020, the district provided supper meals as well as fresh fruits and vegetables provided by the the Fresh Fruit and Vegetable Program (FFVP). Curbside meal service have been available daily at Conley Elementary, Jefferson Elementary, Parkview Elementary, Roosevelt Elementary, Taft Primary schools and Lincoln Junior High School. The district currently participates in the Community Eligibility Provision program, therefore all meals were distributed at no cost to students in the district while utilizing appropriate recording documentation as appropriate. The Nutrition Services Department will continued to follow the USDA meal pattern for breakfast, lunch, and snacks to ensure nutritionally adequate meals were provided to all students in the Taft City School District.

The total number of meals provided to students in Summer 2020 and in the 2020-21 academic school year are to date as follows with comparison data from 2019-20 included:

After School snack program: 201,917, an increase of 154,700 snack meals from 2019-20 for a 5.09% increase from last school year

Seamless Summer Lunch Program: 214,180, a decrease of 94,575 lunch meals from 2019-20 for a 30.63.9% decrease from last school year

Severe Need Seamless Summer Breakfast Program: 220,811, an increase of 10,687 breakfast meals from 2019-20 for a 5.09% increase from last school year

Supper Program: 173,832, an increase of 123,074 supper meals from 2019-20 for a 242.47% increase from last school year

TCSD Nutrition Services Department has implemented changes as appropriate in all of the following areas to ensure safety for all: health and hygiene promotion, cleaning and sanitation, meal preparation, onsite and offsite meal service, and communication with students and families. The district has implemented a robust communication system for parent notification that includes, but is not limited to, communications delivered through US mail, social media, electronic school site marquis, local newspaper publications, the TCSD website, and fliers given at meal distribution sites.

Challenges

The challenges in providing school nutrition in the 2020-21 school have included flexible staffing considerations as well as adjusting to the needs of the families as reflected in their fluctuating participation in the food distribution program. The district will continue to prioritize and to meet all of the students' nutritional needs through the Taft City School District Food service program throughout and beyond the 2020-21 school year.

The 2021 stakeholder feedback survey related to the Taft City School District reflects multiple dynamics ranging from student well-being to cognition. In short, it is imperative that the Taft City School District make provisions for the comprehensive development of our students and a multi-tiered systems of supports, ongoing parent involvement, qualified staff, and effective instructional programs and practices that will assist in achieving positive student outcomes.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	The Taft City School District will continue to provide meals to all students, including low income students, to protect the most vulnerable children against hunger.	\$250,000	\$250,000	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

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

The lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP and will be considered and implemented accordingly. The Taft City School District will continue to provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality including the district's plan for curriculum and instructional resources that will ensure instructional continuity for pupils in a transition between in-person instruction and distance learning as necessary. TCSD is addressing the ongoing response to the COVID-19 pandemic to inform the development of goals and actions in the 2021–24 LCAP, including health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families as follows:

Health and Safety Considerations

- Face Coverings & Other Essential PPE: CDPH's guidelines for face coverings and protective barriers will be satisfied and enforced. The district will require adults and students will use face coverings at all times, pursuant to the CDPH Schools Guidance regarding face coverings.
- Health Screenings for Students & Staff: Students and staff will be screened for symptoms of COVID-19 and ill students and/or staff will be separated from others and sent home immediately. The district will implement daily health Screenings for Students & Staff according to protocol and incorporated into daily routines.

- **Healthy Hygiene Practices:** The district has installed handwashing stations and hand sanitizer on all TCSD campuses and facilities. COVID-19 Coordinators have been assigned to all sites and the COVID-19 coordinators are involved in contact-tracing work for students and staff in conjunction with District nursing staff and the Kern County Department of Public Health.. In the event of COVID-19 Symptoms (e.g., fever, cough, loss of taste or smell, difficulty breathing) in staff and students, staff and students are sent home, are recommended for COVID-19 testing, and the School/classroom remains open. In the event of staff and students who have had close contact with a confirmed COVID19 case, staff and students will be sent home to quarantine for 10 days from last exposure with a recommendation for testing and the School/classroom will remain open. In the event of a confirmed COVID-19 case infection for staff and students, the district notifies the local public health department, isolates confirmed case and excludes from school for 10 days from symptom onset or test date, and identifies contacts and quarantine & excludes exposed contacts. The district disinfects and cleans classrooms and primary spaces where case spent significant time, and the school remains open.

After negative testing, staff and students may return to school 3 days after symptoms resolve and the school/classroom remains open.

- **Physical Distancing:** The district implements the following precautions with staff and students: Physical distancing, in combination with the use of face coverings, decreases the risk of COVID-19 from respiratory droplets. Physical distancing between adults will be maintained as much as possible, and adults and students will use face coverings at all times, pursuant to the CDPH Schools Guidance regarding face coverings. Supervised care settings will follow applicable industry guidance on appropriate use of face coverings by children and youth.
- **Staff Training & Family Education:** The district will provides training for staff and families in order to be educated on the application and enforcement of the site reopening plans.
- **Testing of Students & Staff:** The district ensures that students and staff who have symptoms of COVID-19 or who have been exposed are rapidly tested and implements protocols staff and students are to follow while waiting for testing results.
- **Communication Plans:** The district follows all FERPA and HIPPA requirements in the COVID-19 environment.

Distance Learning

In 2020-21 the District began instruction in a Distance Learning Model as mandated by the Governor's Office. In October 2020, the District brought small Cohorts of High needs students to campus and maintained the CDPH small cohort guidance. In November 2020 through June 2021, the District phased all students back to campus in a Hybrid model that limited student attendance when cleared by Kern County to do so, by dividing each school into two cohorts, Group A and Group B. Group A attended in-person on Monday and Tuesday and engaged in distance learning on Wednesday, Thursday, and Friday. Group B attended in-person on Thursday and Friday and engaged in distance learning on Monday, Tuesday, and Wednesday. Wednesdays are used for intensive cleaning and disinfection on all campuses in the district. Students who were participating in Distance Learning only attended school virtually every day.

The District's goal is to return to In-Person Instruction in 2021-22 on a regular schedule while eliminating the Hybrid In-Person instructional model as previously implemented in 2020-21. The District will provide distance learning for students, as appropriate in 2021-22, as follows:

- The Taft City School District will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality including the district's plan for curriculum and instructional resources that will ensure instructional continuity for pupils engaged in distance learning as necessary.

- TCSD will confirm or provide access for all students to connectivity and devices, so all students are able to participate in the educational program and complete assignments
- The Taft City School District has implemented distance learning in which the pupil and instructor are in different locations and pupils are under the general supervision of a certified employee. Distance learning in the Taft City School District includes the following components:
 - Interaction, instructions, and check-ins between teachers and pupils through the use of a computer or other communications technology.
 - Video or audio instruction in which the primary mode of communication between the pupil and certified employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
 - The use of print, video, and audio materials incorporating assignments that are the subject of written or oral feedback.
- TCSD will provide students with daily live interaction with teachers and peers for purposes of instruction, progress monitoring, and maintaining school connectedness.

Monitoring and Supporting Mental Health and Social Emotional Well-Being

The entire education community has been affected by the COVID-19 pandemic and the Taft City School District is committed to monitor and increase services to support the mental health and social and emotional well-being of the TCSD students and staff during the 2021-22 school year as follows:

WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

- Conduct universal screening to identify social-emotional needs of students.
- Adopt policies that support staff and student wellness.
- Conduct routine check-ins using a trauma- and resilience-informed lens.
- Develop a system to connect with students and families to promote attendance.
- Engage with students and families using culturally responsive techniques.
- Use professional development time with staff to increase trauma knowledge and skills including suicide prevention training.
- Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Conduct schoolwide mental health assessment that includes trauma and stress.
- Assess and review necessary staffing ratios to meet student needs (teachers, support services, etc.).

COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT

- Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.

STAFF WELLNESS

- Provide staff trainings on secondary traumatic stress and self-care
- Promote mindfulness techniques and staff social supports.
- Provide routine communication (in-person or virtual) to staff members to encourage self-care,

- Promote the use of staff support groups to enhance staff cohesion and coping.2020-21 Learning Continuity and Attendance Plan for Taft City School District Page 34 of 41
- Provide information to staff about mental wellness and local resources.

CLASSROOM STRATEGIES

- In distance learning implementation, teachers will be trained in virtual interactions with students in regard to the regulating, relating, and reasoning with students as follows:

Regulate- Supporting students to become regulated is educators' first priority.

Relate- For many students, their experiences in school create a sense of safety and support.

Reason- Once students are regulated and related — feeling safe and supported — educators and others can support their learning of academic content that may require recalling, reflecting, and/or communicating their knowledge.

TARGETED INTERVENTION FOR STUDENTS AND STAFF

- Provide staff with resources from their Employee Assistance Program (EAP).
- Align district funding, policies, and programs to fully support mental wellness for staff.
- Promote and support adult Social Emotional Learning (SEL)..
- Ensure that staff are trained in evidence-based practices (CBITS, SSET, DBT for Schools, etc.)

Engaging Pupils and Families

The Taft City School District in 2021-22 will apply the following tiered reengagement strategies for pupils who are absent from in-person instruction or distance learning and for the purpose of providing applicable support services and interventions that can be provided.as follows:

- The Taft City School District will implement welcome strategies for students and parents to promote a culture of attendance, including raising the awareness of school personnel, parents, guardians, caregivers of the effects of chronic absenteeism and other challenges to full participation in the educational program.
- The Taft City School District will ensure that students with attendance problems are identified as early as possible to provide applicable support and interventions at the school sites.
- The Taft City School District implements the Attention to Attendance Program to serve as an attendance and conferencing management program to Increase learning time for all students and to improve school site and parent relationships by proactively monitoring attendance and engagement with parents and students, including the implementation of positive communication strategies. The district engages in communication and Translation Management, Letter Mailing Logistics for the specified number of absences, Student/Parent Conference/ Virtual Meeting Management, and Data management that drives outcomes of an improved attendance rate and a decrease in student chronic absenteeism in the district. Additionally, the Attention to Attendance Program has expanded their services with COVID-19-specific messaging and tracking in the current COVID-19 environment in 2021-22.
- The Taft City School District will address the third tier of the the re-engagement plan in order to serve students who have exhausted the resources of the school by a referral to the school attendance review board (SARB). The SARB is composed of a diverse group of experts who will link the family to any needed school district or community services. The TCSD SARB will also identify and respond to grade level or student subgroup patterns of chronic absenteeism and will evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates. The TCSD Resource Officer serves as an

integral part of this process in order to provide support and additional resources to SED students in the District who are facing barriers that prevent their regular attendance at school.

- The Taft City School District will implement the Student Assistance Team (SAT) process for student referrals of academic deficiencies as well as for social-emotional needs that have surfaced in the daily interactions between staff and students. The SAT process allows for the scheduling of dedicated meetings to implement student interventions as appropriate and to monitor and support students in the application of district and community resources as appropriate.

Additionally, the Taft City School District will utilize the following strategies to provide intervention, as appropriate, for students who are absent from In-Person Instruction or distance learning in 2021-22:

- Verification of current contact information for each enrolled pupil through direct parent contact
- Daily notification to parents or guardians of student absences
- Student outreach from the school to determine pupil needs including connection line with health and social services as necessary
- Transitioning the pupil to full-time in-person instruction as appropriate
- Weekly Engagement Logs will be completed, signed and submitted at the end of every week

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

Pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs that include low income, EL, pupils with disabilities, Foster Youth, and Homeless students as follows:

Low income students

The Taft City School District will address pupil learning loss as a result of COVID-19 during the 2021-24 school years that affected minority students, and low-income students who did not receive the support needed to regularly participate in distance learning and/or the In-person Hybrid instructional model. The Taft City School District has developed procedures to identify and support students and families who are facing barriers to participation in distance learning and/or the Hybrid in-person Instructional model who have experienced learning loss. The Taft City School District recognizes that certain student groups are at a higher risk of being disengaged, including low-income students. The Taft City School District outreach strategies have been designed to consider the unique needs and barriers experienced by the student, particularly if they are in a high-risk group, and must include conducting outreach to students and their caregivers in languages other than English.

The Taft City School District School plans to evaluate and track the progress of each student in the district as a prerequisite to addressing the learning loss of, low-income students with exceptional needs who are more likely to experience as a result of COVID-19. The district will consider with what tools, and at what frequency to assess student learning status in English language arts, English language development, and mathematics. The Taft City School District will also use student participation and work completion, or failure to participate and complete work, in the calculation of grades and progress reporting. Additionally, the Taft City School District will consult with students, families, and educators in developing these plans to address pupil learning loss.

Additionally, the Taft City School District will utilize diagnostic assessments to identify specific areas where instruction or intervention

may be needed to improve student learning for low-income students.

Due to interrupted instruction caused by COVID-19, the Taft City School District will schedule universal screenings at a variety of intervals and will utilize Formative Assessments/Progress Monitoring that takes place during the lesson and provides actionable information about students' learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction for low-income students and ensure students progress towards learning goals.

English learners

In order to address learning loss and accelerate learning progress for pupils, the following strategies differ for pupils who are English Learners in 2021-24:

The California English Learner Roadmap Policy has set the direction for educating English learners in California and the Taft City School District will adhere to the following guiding principles:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

The Taft City School District will provide daily language instruction services to English learners through the scheduling of designated and integrated ELD in order to ensure progress toward English language proficiency and to meet grade-level academic achievement for all

English Learners.

The following is a description of the supports that will be provided for English Learners in 2021-22:

- English learners in the Taft City School District will continue to receive designated and integrated English Language Development (ELD) as part of their educational curriculum.
- ELD is a required course of study for English learners.
- Teachers have received extensive training in effective English Learner strategies prior to the start of school in 2020-21 including scheduled training from Clark Consulting Training (CCT) in English Learner strategies for both new and returning teachers in 2021-22.

Pupils with Disabilities

For students with disabilities, instructional time may be determined by the Individualized Education Program (IEP) team, as instructional delivery should be appropriately adapted to the unique needs of the student. Additionally, instruction and activities should be aligned to learning objectives and goals specified in the IEP. The Taft City will ensure a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act as follows in 2021-24:

- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed pre-COVID-19.
- Use the district model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.

- Use annual IEP to plan for traditional school year and while not required. The Taft City School District will include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

Additionally, the district will utilize and update Individualized Education Programs (IEPs) to ensure that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning. In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning and In-Person Instruction as well as what accommodations and modality of learning allows the greatest access.

Foster Care Students

The Taft City School District will utilize the Blueprint for Change in order to promote educational success for youth in foster care in their jurisdictions. The Goals and Benchmarks can be used in numerous ways to initiate broader system reform. The Blueprint can be used to accomplish the following in the district for foster youth in 2021-22:

- Begin conversations among various stakeholder groups;
- Assess a state or jurisdiction's attention to the issue of education needs for children in out-of-home care;
- Create a template for an action plan for change;
- Identify what data needs to be collected to measure outcomes;
- Begin or enhance existing conversations about cross-system collaboration and information sharing;
- Structure components of curriculum development or training modules;qQW21
- Inform a legislative agenda.

Homeless Students

For children and youth experiencing homelessness, the Taft City School District will provide the following in 2021-24:

- Immediate enrollment for families and students who lack fixed, regular or adequate housing, including doubled-up, due to economic hardship, loss of housing, and natural disasters. Homeless students will be allowed even without documentation to enroll, including school records, immunizations or other required health records, proof of residency, or guardianship in order to attend classes and participate fully in school activities.
- Posting and sharing of homeless liaison contact information and posters that includes the educational rights afforded to youth experiencing homelessness in any/all areas as possible.
- Provide information to teachers of the definition of homelessness and how to reach the homeless liaison. Teachers will communicate directly with families experiencing homelessness and can be the first to find out if a homeless student is in need.
- Ensure that all teachers, staff and leadership know who the liaison from the county office of education, district and school site are and how they can be reached year-round.
- Allow for flexibility with homeless students who might need to have additional time for assignments and might not be receiving notifications from the teachers and/or school. Students and their families may need additional time to get learning materials such as Chromebooks and MiFi connectivity devices.

- Reach out often to families and youth currently identified as homeless to monitor their current living situations, health, safety, basic and education needs. When connecting with students, the district will also consider those students who were or may be at risk for homelessness including students who are/were new to the district, students not responding to teacher or district correspondence, and families who mentioned changes in addresses in registration documentation.
- Consult with liaisons to develop or revisit messaging that is sensitive and related to housing- safety, stability, academic needs.
- Communicate and share the definition of homelessness and student rights with teachers and academic staff for awareness of existing services and support including nutrition services and other available resources for homeless students.

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

There were no substantive differences between the description of the actions or services identified in the 2020-21 LCP as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

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

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP according to each goal and actions as follows:

TCSD Stakeholder feedback from students, parent and staff surveys in 2021 may be summarized that in general stakeholders feel that the school district provides a high quality education that fosters a safe environment and offers student academic support that promotes improved student achievement. The feedback related to the Taft City School District reflects multiple dynamics ranging from student well-being to cognition and all stakeholders agree that student mental health and support services at every school site should be prioritized to the extent that the needs of the students are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. In general, there is an agreement and stakeholders feel that the schools effectively meet the needs of all students, including English language learners, students with disabilities and those who are gifted. It may be summarized by the 2021 stakeholder survey data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning. All stakeholders support the implementation of a multi-tiered system of supports and positive behavior intervention system to meet the needs of all students based on their perspective, resources and existing attitudes toward learning. In short, it is imperative that the district makes provisions for the comprehensive development of all students through a multi-tiered systems of supports, ongoing parent involvement, qualified staff, and effective instructional programs and practices to assist in achieving positive student outcomes.

Goal 1: ACADEMIC – Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies, supported by technology implementation.

The following Actions from the 2017-2020 LCAP Goal 1 will continue in the 2021-2024 LCAP:

Action#1: Professional Development support in textbook alignment with Common Core State Standards units in ELA and mathematics. Implement research based ELA and mathematics instructional strategies district wide. Provide supplemental classroom materials and supplies that complement the core programs. Develop and implement district wide Benchmark system in order to collect consistent local data on student performance in ELA and mathematics.)

Action #2: Maintain 180 instructional days in school calendar each year.)

Action #3: Utilize weekly minimum day dismissal for Teacher Professional development/PLC's.)

Action #4: Textbook adoption and purchase district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged, in ELA, Mathematics, Social Studies, and Science as appropriate. Purchase and implement History/Social Studies, grades K-3. Implement Next Gen Math Curriculum as mathematics intervention district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students.)

Action #5: ELA Grade Level Lead Teachers (2) and Intervention TOSA at Lincoln Junior High School utilized to support Common Core

State Standards ELA implementation with students in MTSS intervention school wide. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive MTSS intervention as appropriate.

Action #6: Continue contract for AVID support services to provide AVID program for identified 4th - 8th grade students. Provide AVID Strategy training to all 4th - 8th grade teachers. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive AVID support as appropriate.)

Action #7: Incorporate MTSS intervention model in grades TK-8 to provide early intervention in Reading Language Arts (R/LA) and Mathematics. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive Tier support as appropriate. TOSAs are utilized in the implementation of MTSS in grades TK-3 in the support of MTSS implementation.

Action #8: Purchase web based Diagnostic assessments to include those provided by Classworks for Summer School and iReady for the regular school year for grades TK-5 and Grades 6-8 in ELA and Mathematics. English Learners, Foster Youth and Socioeconomically Disadvantaged students are included in ELA and Mathematics assessments for monitoring and identifying specific academic needs as appropriate.

Action #9: Provide Library services to all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students in order to increase overall literacy of students through library services interventions as measured by STAR Reading. This goal will support services to all students and increase literacy skills by pairing literacy development with direct library services for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students.

Action #10: Maintain Technology Assistant positions in the District, serving all six school sites in the district, which supplies support to all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the area of Technology in order to be principally directed to students who are known not to have access to technology at home.

Action #11: Continue to maintain and expand District Technology Committee who convenes regularly to administer, monitor, and plan for technology refresh cycle implementation in the district. Purchase 550 Chromebook replacements, computer replacement parts and 50 desk top computers to benefit all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the one-on-one technology implementation annually in the District in 2021-22.

Action #12: Provide enrichment activities. 1) District Music Program for grades 4 - 8. 2) District Before & After School Sports Programs & Activities for grades 6-8. 3) Gateway to Technology Activities for grades 7-8. The intent of the District is to address the following increases and decreases in student School Engagement and Support that occurred in 2020-21 as related to Social Emotional Learning for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.

Action #13: Sponsor 20 low income students, 3 counselors, and 1 Teacher from Lincoln Jr. High School that will participate in the Camp KEEP Program in Cambria, CA in 2021-24. Camp Keep is an outdoor science education and conservation program for four days to enhance Science, Technology, Engineering, and Mathematics (STEM) knowledge in unduplicated students.

Action #14: The district has identified grade level lead teachers who will be trained in district benchmark development and Illuminate implementation in the district. The grade level leads will also facilitate bi-monthly grade level meetings in grades K-6, and content area meetings in grades 7-8, throughout the district by setting agenda items for the meetings. Additionally, the grade level leads will develop pacing and assessment schedules throughout the district. All students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, benefit from this action due to the consistent academic focus on CA Common Core implementation in LCAP 2021-24 as evidenced in Lead teacher training and collaboration district wide.

In the district analysis and data review of Goal 1, in conjunction with the LCP data review, the district believes that above actions

contributed to the success of the TCSD academic program as follows:

Prior to 2019 there has been an upward trend in ELA and Math student outcome data on the CA Dashboard as follows:

Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 34%

2016/17- 36.81%

2017/18- 36.65%

2018/19- 39.55%

Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 22%

2016/17- 25.91%

2017/18- 26.12%

2018/19- 27.85%

Prior to the 2020 school year the TCSD STAR Reading scores increased by 2 or more percentage points at all but one site from STAR Reading scores in 2017-18 and STAR Math scores increased at all school sites by 3 or more percentage points from STAR Math scores in 2017-18. The district attributes the decrease of STAR scores in 2020-21 due to the COVID-19 Pandemic and the lack of in-person instruction for students in the district. Student learning loss in 2020-21 is indicated as follows: Renaissance overall Reading STAR data indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Additionally, the 2020 Data Snapshot in student group data outcomes reveal student growth with homeless students having the greatest increase in ELA and SWD students having the greatest increase in Math while student outcome data shows student growth with SWD and EL student groups decreasing in ELA; EL student outcome data have the greatest decrease in math while other student groups remain relatively stable.

As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to this continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

GOAL 2 – Taft City School District will increase the English Language proficiency and academic achievement of all English Learners. The following Actions from the 2017-2020 LCAP Goal 1 will continue in the 2021-2024 LCAP:

Action #1: Provide supplemental ELD instructional support by Clark Consulting and the classroom supplies necessary to support and ensure that all English Learners become English proficient. Provide additional staff to support high concentration levels of English Learners.

Action #2: Provide comprehensive professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learner accessibility to the CCSS per the EL Roadmap.

In the district analysis and data review of Goal 2, in conjunction with the LCP data review, the district believes that above actions contributed to the success of English Language proficiency and the academic achievement of all English Learners as follows:

According to the 2019-2020 ELAS Identification per DATA Quest Conley Elementary has a 42.9% EL population and 5.9% Reclassification rate, Jefferson Elementary has a 68% EL population and a 4% Reclassification rate, Lincoln Junior High has a 23% EL population and 25% Reclassification rate, Parkview Elementary has a 21% EL population and a 4% classification rate, Roosevelt Elementary has a 31% EL population and a 18% Reclassification rate, and Taft Primary has a 35% EL population and a 9% Reclassification rate.

As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard. In Mathematics, the average distance from standard was -54.4. TCSD English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard. The TCSD goal is to close the achievement gap that exists from our unduplicated students in future LCAP implementation years. Due to continued need, Taft City School District intends to continue above listed LCAP Actions in 2021-2024 LCAP.

GOAL 3 – Taft City School District will maintain Class Size Reduction, in grades K-8, Taft City School District will reduce the rate of chronic absenteeism and address health and safety services for all students in the district.

The following Actions from the 2017-2020 LCAP Goal 1 will continue in the 2021-2024 LCAP:

Action #1: Maintain the ratio of students to teachers, as appropriate, for overall improved student achievement and for SEL student support including English Learners, Foster Youth and Socioeconomically Disadvantaged students while addressing the specific needs of unduplicated students districtwide. Maintain one additional Health Care Specialist aide position to ensure services to special populations.

Action #2: Provide comprehensive professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learner access to the CCSS. All teachers receive training on the EL Roadmap (series format), ELPAC language proficiency information and strategizing instruction for focus students.

Action #3: Maintain computer based tracking/parent notification system for the purpose of addressing chronic absenteeism in all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in LCAP 2021-24. Augment parent notification to include a leadership component to communicate district attendance goals to parents of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.

Action #4: Maintain contract services for School Resource Officer with the County of Kern to provide district wide oversight in coordination with the MTSS and PBIS teams to address student behavior including chronic attendance/truancy issues. The district will develop and implement a crisis intervention plan in conjunction and collaboration with law enforcement agencies as well as a PBIS support plan for all students to ensure a consistent and appropriate response to student behavioral incidents at school.

Action #5: The Taft City School District utilizes a School Attendance and Review Board (SARB) process in reducing chronic absenteeism in students. Students identified using local indicators as being chronically absent are flagged by A2A, which is an attendance tracking system, at various stages of their academic missed attendance via notices, home visits, and phone calls. After the final notice a committee consisting of representatives from the district including the school resources and other stakeholders meet with the parents of the child to discuss strategies targeted at creating a collaborative effort at improving the students attendance.

Action #6: Maintain the hiring of additional district School Psychologist/Counselors to address mental health and social-emotional needs of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.

Action #7: Address health and safety concerns for all students including English Learners, Foster Youth and Socioeconomically

Disadvantaged students through the hiring of additional Kindergarten and yard aides to encounter questions based on student diversity. Custodial staff will support safety concerns by providing additional security and safety noted in the CHKS results. Maintain a visitor identification system at all sites for students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in the District.

In the district analysis and data review of Goal 3, in conjunction with the LCP data review, the district believes that above actions contributed in addressing health and safety services for all students in the district as follows with CHKS data:

- School connectedness decreased by 11 percentage points from 2019 (57%)-2020 (46%).
- Academic motivation decreased by 4 percentage points from 2019 (73%)-2020 (69%).
- Chronic truancy increased by 1 percentage points from 2019 (3%)-2020 (4%).
- Caring adult relationships decreased by 13 percentage points from 2019 (64%)-2020 (57%).
- High expectations decreased by 10 percentage points from 2019 (77%)-2020 (67%).
- Meaningful participation increased by 2 percentage points from 2019 (22%)-2020 (24%).
- Facilities upkeep decreased by 12 percentage points from 2019 (26%)-2020 (14%).
- Parent involvement in school decreased by 5 percentage points from 2019 (56%)-2020 (51%).

In summary, the Taft City School District students in 2020-21 indicate they are less connected, experiencing a decrease in academic motivation, an increase in chronic truancy, a decrease in caring adult relationships, a decrease in high expectations, a decrease of facilities upkeep, and an decrease of parent involvement. Positively, meaningful participation for students increased in 2020-21. Overall, this data indicates an area of great need in school engagement and supports.

The following increases and decreases in School Safety in the 2020-21 school year can be noted for 7th grade students in the Taft City School District:

- School perceived as very safe or safe decreased by 24 percentage points from 2019 (60%)-2020 (36%).
- Experienced any harassment or bullying increased by 2 percentage points from 2019 (37%)-2020 (39%).
- Had mean rumors or lies spread about you decreased by 6 percentage points from 2019 (48%)-2020 (42%).
- Been afraid of being beaten up increased by 13 percentage points from 2019 (19%)-2020 (32%).
- Been in a physical fight decreased by 3 percentage points from 2019 (24%)-2020 (21%).
- Seen a weapon on campus increased by 1 percentage points from 2019 (22%)-2020 (23%).

In summary, the Taft City School District students in 2020-21 indicate there is a decrease of student perception of safety on campus, harassments and bullying incidents have increased, students have been afraid of being beaten up, and there was an increase of seeing weapons on campus. Positively, there was a decrease in mean rumors and lies being spread and a decrease of physical fighting. Overall, this data indicates an area of great need in school safety.

The following increases and decreases in Substance use and Physical/Mental Health in the 2020-21 school year can be noted for 7th grade students in the Taft City School District:

- Current alcohol or drug use increased by 4 percentage points from 2019 (12%)-2020 (16%).
- Current marijuana use increased by 5 percentage points from 2019 (5%)-2020 (10%).
- Current binge drinking increased by 2 percentage points from 2019 (3%)-2020 (5%).

- Very drunk or "high" increased by 5 percentage points from 2019 (1%)-2020 (6%).
- Been drunk or "high" at school, ever increased by 8 percentage points from 2019 (2%)-2020 (10%).
- Current cigarette smoking increased by 8 percentage points from 2019 (1%)-2020 (3%).
- Experienced chronic sadness/hopelessness increased by 8 percentage points from 2019 (34%)-2020 (42%).
- Considered suicide increased by 5 percentage points from 2019 (17%)-2020 (22%).

Not surveyed in 2019 but reported in 2020:

- Vaping 19%
- Sleep deprivation 48%

The 2020-21 CHKS for 6th and 7th grade students has been recently released and positive trends as compared to 2019-20 are as follows:

In school Engagement and Supports, school connectedness increased by 21% for 6th and 6% for 7th; academic motivation increased by 3% for 6th; caring relationships increased by 11% for 6th; high expectations - adults in school increased by 13% for 6th; meaningful participation increased by 4% for 6th; facilities upkeep increased by 55% for 6th and 48% for 7th; promotion of parent involvement increased by 12% for 6th.

In School Safety and mental health, school perceived as safe or very safe increased by 40% for 6th and 20% for 7th; experienced any harassment or bullying decreased by 23% for 6th and 10% for 7th; had mean rumors or lies spread about you decreased by 26% for 6th and 5% for 7th; been afraid of being beaten up decreased by 8% for 6th and 7th; been in a physical fight decreased by 10% for 6th and 3% for 7th; seen a weapon on campus decreased by 8% in 6th and 3% in 7th, considered suicide decreased by 14% in 6th.

In substance use, current alcohol or drug use decreased by 13% for 6th and 12% for 7th; current marijuana use decreased by 9% for 6th and 8% for 7th; current binge drinking decreased by 4% for 6th and 3% for 7th; been drunk or high on drugs at school, ever decreased by 9% for 6th and 8% for 7th; current cigarette smoking decreased by 2% for 6th and 3% for 7th; current vaping decreased by 17% for 6th and 14% for 7th.

The Taft City School District has implemented the Attention to Attendance Program to serve as an early-warning and intervention system to improve student attendance and to decrease the chronic-absenteeism in the district, however the chronic absenteeism rate in the district has been steadily increasing and is currently at a 24% rate for all students in the district. The district will continue to address chronic absenteeism as a focus goal in order to achieve a lower chronic absenteeism rate in the district. The mid year Attention to Attendance report notes the following year to date information (Feb 24, 2021):

There are 415 Chronic Students/201 students have not acquired enough absences to end the year as chronic/48% of these chronic students do not have to end the year chronically absent

Chronic rates by school site: Conley Elementary- 20.9%, Jefferson Elementary- 8.1%, Lincoln Junior High- 24.2%, Parkview Elementary- 13.5%, Taft Primary- 86%

514 out of 845 (61%) conferences have been scheduled or closed and 92 out of 514 (18%) conferences are in-progress. Conferences are scheduled in the district after the 2nd parent notification.

Conference effectiveness by site improvement rate: Conley Elementary- -3%%, Jefferson Elementary- 67%, Lincoln Junior High- 23%, Parkview Elementary- 130%, Roosevelt Elementary- %, Taft Primary- 13.0%

2,920 parent communication pieces sent districtwide as of March 10, 2021 as follows: 1,212 Distance Learning Unexcused #1 Letters,

845 Distance Learning Unexcused #2 Letters, 590 Distance Learning Unexcused #3 Letters, 115 Distance Learning Excused #1 Letters, 23 Distance Learning Excused #2 Letters, and 135 Conference

Notifications

The district plans to incorporate all of the above Goal 3 actions due to the indicated ongoing need as measured by the 2021 CHKS administration in the areas of School Engagement and Supports, School Safety, and Substance Use and Physical/Mental Health as well as attendance data analysis for the development of the 21-22 through 23-24 LCAP to support the health and safety services for all students.

GOAL 4 – Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff.

Action #1: Implement KCSOS induction and Teacher mentor program for all uncredentialed teachers in order to provide continuous and ongoing teacher support in the district. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialed teachers in the district annually.

Action #2: Maintain LEA competitive teacher/support salary schedules in order to employ and retain highly qualified teachers in an otherwise remote area. This action directly affects the District's unduplicated count by promoting equitable access of highly qualified administrators and teachers across schools for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and ensures that all students have access to high-quality teachers at every grade level and in every subject area.

In the district analysis and data review of Goal 4, in conjunction with the LCP data review, the district believes that above actions contributed to the success of English Language proficiency and the academic achievement of all English Learners as follows: The district will continue to provide support and training to all teachers, including uncredentialed teachers, as a strategy for increasing the teacher retention rate in the district and also increasing the District's ability to employ an experienced and effective teacher workforce achieving HQT within a rural community in order to meet the needs of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. Challenges remain in the area of teacher retention. The district is currently experiencing a 20% loss of teachers for the next academic school year and in order to hire an effective teacher workforce with HQT status the district must overcome the barriers of a rural community and the current teacher shortage in order ensure a highly effective teaching force to meet the needs of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. As such, the district plans to incorporate all of the above Goal 4 actions in the development of the 21-22 through 23-24 LCAP to support English Language proficiency and the academic achievement of all English Learners.

GOAL 5 – Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.

Action #1: The district has taken a target approach to plan school site parental activities for the purpose of increasing parental involvement, including the scheduling of parent focus activity group meetings at all sites in 2020-21 in a virtual format in order to promote the six types of parent involvement described in the model for school, family, and community partnerships as the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community. Social media, virtual format, emails, Canvas announcements, website and marquee announcements in the language represented by

the districts demographics were used to make parents aware of each event and provide accessible content. In the district analysis and data review of Goal 5, in conjunction with the LCP data review, the district believes that above actions contributed to the success of increased parental involvement in the following activities: Canvas Virtual Training for parents (Aug 15, 2020, Aug 17, 2020), Virtual Back to School Night at all sites (Jefferson- 9/11/20 149 parent attendance, Taft Primary-9/17/20 104 parent attendance, Parkview- 9/17/20 127 parent attendance, Roosevelt- 9/22/20 193 parent attendance, Conley- 9/22/20 96 parent attendance, Lincoln- 9/23/20 393 parent attendance, District total 1062) and fall 2020 and spring 2021 parent conferences. The district plans to incorporate all of the above Goal 5 actions in the development of the 21-22 through 23-24 LCAP to involve parents in the education of their children.

The Taft City School District has reflected on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan as well as stakeholder input in order to inform future LCAP goal development of the 21-22 through 23-24 LCAP. TCSD LCAP Goals 1 and 2 previously addressed the academic achievement of all students as follows:
GOAL 1 – ACADEMIC – Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies, supported by technology implementation.
GOAL 2 – Taft City School District will increase the English Language proficiency and academic achievement of all English Learners. In reviewing and analyzing the previous LCAP Goals 1 and 2, the data indicates a need in overall student achievement, particularly in the area of student learning loss and the Taft City School District will address student achievement and student learning loss by combining previous goal elements into one comprehensive goal as follows:
2021-24 LCAP GOAL 1 – Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies to support improved academic achievement and mental well-being for all students including Foster youth, English Learners, and low-income students while also mitigating student learning loss.

The Taft City School District has reflected on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan as well as stakeholder input in order to inform future LCAP goal development of the 21-22 through 23-24 LCAP. TCSD LCAP Goal 3 previously addressed the culture and climate of the District as well as the safety of all as follows:
GOAL 3 – Taft City School District will maintain Class Size Reduction, in grades K-8, Taft City School District will reduce the rate of chronic absenteeism and address health and safety services for all students in the district. In reviewing and analyzing the previous LCAP Goal 3, the Taft City School District will maintain the overall goal of climate and culture in Goal 2 since specific data from the CHKS and SIS attendance data for chronic absenteeism indicates an overall need and area of focus in culture and climate for addressing student motivation to stay in school as follows:
2021-24 LCAP GOAL 2 - Taft City School District will implement a multi-tiered system of supports to include the provision of staffing, resources, data analysis, accessibility, health and safety to reduce the rate of student chronic absenteeism while also lowering the ratio of students to teachers for overall improved student achievement.
The District will add the following action under Goal 2 as fol

The Taft City School District has reflected on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan as well as stakeholder input in order to inform future LCAP goal development of the 21-22 through 23-24 LCAP. TCSD LCAP Goal 4 previously addressed the conditions of learning in the District as follows:

GOAL 4 – Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff.

In reviewing and analyzing the previous LCAP Goal 4 and district data, the Taft City School District will maintain the overall goal for the conditions of learning in Goal 3 to support student achievement through professional learning that facilitates a culture and community of self-developing practitioners as follows:

2021-24 LCAP GOAL 3 – Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff while also focusing on effective professional learning to continually enhance or extend content knowledge and instructional strategies for a comprehensive understanding of the various needs of all students including Foster youth, English Learners, and low-income students.

The Taft City School District has reflected on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan as well as stakeholder input in order to inform future LCAP goal development of the 21-22 through 23-24 LCAP.

TCSD LCAP Goal 5 previously addressed family and student engagement as follows:

GOAL 5 – Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.

In reviewing and analyzing the previous LCAP Goal 5 and district data, the Taft City School District will maintain the previous goal element to improve family and student engagement in Goal 4 in order to become more effective at engaging families and communities through a systemic, integrated, and sustained approach as follows:

2021-24 LCAP GOAL 4 – Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	7,927,922.00	7,927,922.00
Base	762,795.00	762,795.00
Supplemental/ Concentration	6,855,425.00	6,855,425.00
Title I	212,831.00	212,831.00
Title III	96,871.00	96,871.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	7,927,922.00	7,927,922.00
	7,927,922.00	7,927,922.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	7,927,922.00	7,927,922.00
	Base	762,795.00	762,795.00
	Supplemental/ Concentration	6,855,425.00	6,855,425.00
	Title I	212,831.00	212,831.00
	Title III	96,871.00	96,871.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,584,191.00	2,584,191.00
Goal 2	425,079.00	425,079.00
Goal 3	4,160,736.00	4,160,736.00
Goal 4	738,916.00	738,916.00
Goal 5	19,000.00	19,000.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$500,000.00	\$500,000.00
Distance Learning Program	\$2,442,550.00	\$2,442,550.00
Pupil Learning Loss	\$400,000.00	\$400,000.00
Additional Actions and Plan Requirements	\$250,000.00	\$250,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,592,550.00	\$3,592,550.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$450,000.00	\$450,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$450,000.00	\$450,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$500,000.00	\$500,000.00
Distance Learning Program	\$1,992,550.00	\$1,992,550.00
Pupil Learning Loss	\$400,000.00	\$400,000.00
Additional Actions and Plan Requirements	\$250,000.00	\$250,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,142,550.00	\$3,142,550.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taft City School District	Julie Graves, Ed.D. Superintendent	jgraves@taftcity.org 661.763.1521

Plan Summary [2021-22]

General Information

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

Taft is located on the western edge of Kern County in the state of California. It is approximately 31 miles west of Bakersfield. The Taft City School District (TCSD) serves students in grades Transitional Kindergarten through Grade 8 at six school sites. The district has three TK-3 school sites, one K-3 school site, one 4th and 5th-grade school site, and one junior high school site that serves grades 6 through 8. The district encompasses the city of Taft, the communities of South Taft and Ford City, which are contiguous with the city, the communities of Dustin Akers and Valley Acres, and the hills, farms, and open ground surrounding Taft and the other communities. TCSD is located in the heart of California, where oil and agriculture are the two major industries. There are many local and national firms here that center on oil and gas production and quite a few large agricultural operations.

The Taft City School District is committed to providing a high-quality educational program to its approximate 2,357 students. The district's goal is to "Empower students to excel now and in the future". In addition to the promotion and oversight of evidence-based teaching practices, providing accessibility to learning is imperative. Strategic focus has been placed on the 39% that are English Learners, 87.7% that are socioeconomically disadvantaged, and the 0.8% that are foster youth. The Taft City School Districts student population ethnicity is made up of 0.7% African American, 0.2% American Indian/Alaskan Native, 0.5% Asian, Filipino, 65.6% Hispanic, 0.3% Pacific Islander 31.0% White, 0.3% two or more races and 1% were not reported. The district's unduplicated count for LCFF funding is currently 86.8%.

In order to address the unique linguistic and academic needs of all students, the District has implemented both Integrated and Designated ELD instruction during the school day each day. All teachers are responsible for teaching ELD and have received training specific to their curriculum and/or grade level for this purpose. In addition, in order to facilitate our English Learners' academic progress and acquisition of English language proficiency, direct instructional strategies, and English Development strategies are expected in all classrooms during the regular program with equity in presentation and access for all as the goal. Classroom Bilingual Aides are provided for English Learners during the regular program, and extended-day support is offered for English Learners who have not achieved English Language Proficiency.

The California ELD Standards are used and vertically aligned with the California State Standards in order to streamline and enhance emphasis on key standards. In addition, the Taft City School District aligns specific district-wide initiatives with the overarching platforms of the Kern County Superintendent of Schools Office and the various other districts in areas of shared responsibility and interest such as the accessibility to learning by all students.

While during the 2020 school year data related to assessment was not available due to the circumstances created by the COVID - 19 pandemic, there were some significant successes in the Taft City School District based on the 2019 data in comparison to previous years. The district moved from the orange performance category to the green category in chronic absenteeism, moved from the orange to the yellow performance category in English Language Arts, and moved from the orange to the yellow performance category in Mathematics.

the district is 27.5 points below the standard in English Language Arts and 54.4 points below the standard in Mathematics as of the last testing cycle. Additionally, our suspension rate moved from the yellow to the orange performance category. This, coupled with data gathered by School Site Councils, survey data, Parent Advisory Committee's, and district-wide teacher and administrative teams, has allowed the district to identify specific areas of need.

Based on the most recent data reported in the California Department of Education dashboard there are no schools in the Taft City School District that are in Continuous School Improvement. However, based on the data collected using surveys, shareholder feedback and district-wide committee analysis there are three areas of focus that have been identified as areas requiring targeted focus. These areas include the provision of academic interventions, socio-emotional learning opportunities, and enhanced parent involvement. There are a number of evidence-based strategies that will be used to address this task. As it is imperative that the LEA be responsive to the degree of success accomplished, ongoing evaluation will be an essential aspect of the implementation of this comprehensive improvement effort. Data will be collected based on surveys, assessments, observations, participation, and feedback. This information will be reported to a variety of stakeholders for the purpose of direction.

Reflections: Successes

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

- Prior to the pandemic the Taft City School District made strides in decreasing Chronic Absenteeism by .9% and moving from the orange performance indicator to the green. The district will maintain the implementation of initiatives such as: Attendance Recognition Awards for students with perfect attendance, visits to the homes of students not in attendance, and having facilitating the use of a Student Attendance Review Board to work with parents and student on the issues relating to absenteeism are and will continue to be put in place to provide students with a connected system of supports designed to keep students involved in their learning.
- The Taft City School District is now using Kern Integrated Data Systems to analyze scores and data of English Learners, Homeless, White, Hispanic, and Socioeconomically Disadvantaged students in order to provide specific and strategic instruction.
- The Taft City Schools District is providing intervention based on student scores in STAR Reading and Math.

- The District is using iReady, STAR Reading and Math, as well as, MTSS to provide comprehensive instruction to provide English Learners, Homeless, White, Hispanic, and Socioeconomically Disadvantaged students with individual learning plans developed to close learning gaps.
- The Taft City School District is continuing a contracted relationship with the Kern County Superintendent of Schools office to implement a transition to the most current math standards using evidence based and experience strategies that is and will continue to be provided to teachers in a coaching and professional development format throughout the year.
- The Taft City School District is continuing a contracted relationship with the Clark Consulting for the purpose of English Learner strategies in order to provide and continue to provide the most current evidence based and experience strategies in English Learner Instruction.
- Based on dashboard data and local indicators the Taft City School District has organized an intervention summer school which will focus on providing for the student's individual needs using CLASSWORKS.
- The Taft City School District is using Positive Behavior Intervention Support in all schools and is enhancing its integration into a Multi-Tiered System of Supports.

The overall progress for the Taft City School District in ELA and Math Achievement has shown a steady upward trend

Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 34%
 2016/17- 36.81%
 2017/18- 36.65%
 2018/19- 39.55%

Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 22%
 2016/17- 25.91%
 2017/18- 26.12%
 2018/19- 27.85%

The following are steps that the District has begun to address the areas of greatest need:

- The district is working toward the facilitation of sustainable and effective systems to combat the chronic absenteeism that has led to a significant loss of learning opportunities and resulting in low student academic achievement. The goal of this system is to decrease chronic absenteeism and improve academic achievement through a system of supports and building capacity for the provision of a multi-tiered system. (Goals 2 and 3)
- The district has provided targeted professional development highlighting teacher strategies that provide improved academic outcomes for all students, including English Learners, low-income, and foster youth students. Clark Consulting continues to provide results focused professional learning, or Performance-based coaching, to all teachers that focuses on changing instructional

behaviors and improving observable skills by sharing the responsibility of improvement between the teacher and coach in a way that makes new learning more applicable and immediately usable.(LCAP Goals 1 and 2).

- The district aligns and accesses all available resources in order to reduce the all student suspension rate in the district. Mental health support is provided as appropriate and as needed to all students through District School psychologist consultations in either group or individual settings as well as the implementation of a Multi Tiered System of Supports (MTSS) that identifies tiered behavioral interventions to apply as appropriate. (LCAP Goal 2).
- The Taft City School District continues to plan ways to involve parents through the implementation of programs, activities and procedures that promote learning and provide support for academic achievement. This includes holding Student Success Collaboratives that not only show parents how to support their child's learning and build capacity, but provide a tool for future reference. Additionally, the district holds regular Parent Advisory Committee Meetings, District English Learner Advisory Committee Meetings, English Learner Advisory Committee Meetings, and School Site Councils with provisions made to make content accessible to the parents of students who are English Learners, Homeless, White, Hispanic, and Socioeconomically Disadvantaged (Goal 4)

Reflections: Identified Need

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

The area of greatest need for the Taft City School District according to CA Dashboard data include the following:

- The District's overall Chronic Absenteeism performance level was listed as green on the CA Dashboard for 2019. While dashboard data related to Chronic Absenteeism for the 2020-2021 school year is not available on the dashboard our local data system Kern Integrated Data Systems indicates that we have met our goal for reducing Chronic Absenteeism. However, factors related to the need to be responsive to our student's needs dictate that a strategic focus to reduce Chronic Absenteeism should be ongoing.
- Subgroups for continued focus based on previous dashboard data and Kern Integrated Data Systems include Students with Disabilities and English Learners which received an orange performance indicator
- Homeless, Hispanic, and White students which performance indicators placed at yellow in 2019 remain student populations of concern as these subcategories relate to Chronic Absenteeism.
- The District's overall ELA district placement was listed as orange in 2018, but the students' improved performance the following year placed it in the yellow performance indicator on the CA Dashboard for 2019. No subgroups were listed in red; SWD was the only subgroup performing at the orange indicator. Subgroups receiving a performance indicator of yellow in ELA were English Learners, Hispanic students, Homeless students, Socioeconomically disadvantaged, and white. No students were represented by the green or blue performance indicators in ELA.
- The District's overall Mathematics district placement was listed as yellow, an increase from orange the previous year. No subgroups were listed in red, green or blue. The Students with Disabilities subgroup performed in the orange indicator range, while the subgroups in yellow were English Learners, Homeless, White, Hispanic, and Socioeconomically Disadvantaged students.

Additionally the following indicate greatest needs in the District:

- The all students in Chronic Absenteeism Academic Engagement category declined by 0.9%. The total chronic absenteeism rate for Students with Disabilities increased 0.9% and that of English Learners increased 1% placing both of them in the orange performance indicator.
- For the 2019 California Accountability System the current English Learners in the Taft City School District scored 94 points below standard in ELA even though all students in this category increased by 5.5 points from the previous year. Those students who are reclassified English Learners or students who speak English only were above the standard by 18 points and 14.1 below the standard respectively.
- All students in the Taft City School District scored 54.4 points below the standard in Mathematics despite an increase of 4.2 points from the previous year. The subcategory of students of focal concern are Students with Disabilities who performed in the orange performance indicator. Students in need of strategic oversight are English Learners, Hispanic Students, Homeless Students, Socioeconomically Disadvantaged Students and White Students who all performed in the yellow Performance indicator. Current English Learners declined in their performance by 4.9 scoring 100 points below the standard, Reclassified English Learners increased by 12.6 points 15.7 points below the standard and English Only Students scored 46.9 points below the standard and increased 3.9 points in Mathematics.
- The suspension rate for 2019 maintained a performance indicator of orange. The performance level for both homeless students and students who classify as two or more races increased by 3.2% and 4.6% respectively.

The following are steps that the District plans to take to address the areas of greatest need:

- The district is working toward the facilitation of sustainable and effective systems to combat the chronic absenteeism that has led to a significant loss of learning opportunities and resulting in low student academic achievement. The goal of this system is to decrease chronic absenteeism and improve academic achievement through a system of supports and building capacity for the provision of a multi-tiered system. (Goals 2 and 3)
- The district has provided targeted professional development highlighting teacher strategies that provide improved academic outcomes for all students, including English Learners, low-income, and foster youth students. Clark Consulting continues to provide results focused professional learning, or Performance-based coaching, to all teachers that focuses on changing instructional behaviors and improving observable skills by sharing the responsibility of improvement between the teacher and coach in a way that makes new learning more applicable and immediately usable.(LCAP Goals 1 and 2).
- The district aligns and accesses all available resources in order to reduce the all student suspension rate in the district. Mental health support is provided as appropriate and as needed to all students through District School psychologist consultations in either group or individual settings as well as the implementation of a Multi Tiered System of Supports (MTSS) that identifies tiered behavioral interventions to apply as appropriate. (LCAP Goal 2).
- The Taft City School District plans to involve parents through the implementation of programs, activities and procedures that promote learning and provide support for academic achievement. (Goal 4)

While there has been small growth prior to the pandemic with local assessments (STAR Reading/Math), state assessment data show there continues to be an achievement gap for English Learners, Foster Youth, and Socioeconomically Disadvantaged. As reported in the 2019 Ca Dashboard English Language Arts Indicator for all students, the average distance from standard was -27.5. Our English Learners were -48.9, Homeless -35.7, and Socioeconomically Disadvantaged was -34.2 average distance from standard.

In Mathematics, the average distance from standard was -54.4. Our English Learners were -66, Homeless -69.2, and Socioeconomically Disadvantaged was -59.7 average distance from standard.

Our goal is to close the achievement gap that exist from our unduplicated students.

Due to this continued need, Taft City intends to continue the actions described in the baseline and enhance this effort with the actions listed to achieve the new LCAP Goals 1-4

LCAP Highlights

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

Through analysis of our state and local data and input from staff and stakeholders TCSD has identified our focus areas to be addressed to achieve our vision: “Taft City School District, as an educational community, prepares all students to achieve academic and personal excellence, while becoming responsible citizens and critical thinkers.” Working closely with stakeholders throughout the district, four goals have been identified to be included in the TCSD LCAP:

GOAL 1 – Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies to support improved academic achievement and mental well-being for all students including Foster youth, English Learners, and low-income students while also mitigating student learning loss.

- Priority 1: Basic (Conditions of Learning) to measure rate of teacher misassignment as related to equity, professional learning, resource alignment, and teachers; to measure student access to standards-aligned instructional materials as related to curriculum, instruction, and resource alignment; and to measure facilities in good repair as related to culture and climate, and resource alignment.
- Priority 2: State Standards (Conditions of Learning) to ensure implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as related to assessment, curriculum, equity, instruction, and professional learning.
- Priority 4: Pupil Achievement (Pupil Outcomes) to improve performance on standardized tests, pupils that are college and career ready, English learners that become English proficient, English learner reclassification rate as related to assessment, curriculum, equity, and instruction.
- Priority 8: Other Pupil Outcomes (Pupil Outcomes) to improve 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 and as related to curriculum, equity, and professional learning.

GOAL 2 - Taft City School District will implement a multi-tiered system of support to include the provision of staffing, resources, data analysis,

accessibility, health and safety to reduce the rate of student chronic absenteeism while also lowering the ratio of students to teachers for overall improved student achievement.

- Priority 5: Pupil Engagement (Engagement) to improve school attendance rates, chronic absenteeism rates, and middle school dropout rates as related to culture and climate, equity, family and community.
- Priority 6: School Climate (Engagement) to improve pupil suspension rates, pupil expulsion rates, and other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness as related to culture and climate, equity, and family and community.
- Priority 7: Course Access (Conditions of Learning) to ensure 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, and as related to curriculum, equity, and professional learning.
- Priority 8: Other Pupil Outcomes (Pupil Outcomes) to improve 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 and as related to curriculum, equity, and professional learning.

GOAL 3 – Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff while also focusing on effective professional learning to continually enhance or extend content knowledge and instructional strategies for a comprehensive understanding of the various needs of all students including Foster youth, English Learners, and low-income students.

- Priority 1: Basic (Conditions of Learning) to measure rate of teacher misassignment as related to equity, professional learning, resource alignment, and teachers; to measure student access to standards-aligned instructional materials as related to curriculum, instruction, and resource alignment; and to measure facilities in good repair as related to culture and climate, and resource alignment.
- Priority 2: State Standards (Conditions of Learning) to ensure implementation of academic content and performance standards adopted by the state board for all pupils, including English learners as related to assessment, curriculum, equity, instruction, and professional learning.

GOAL 4 – Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.

- Priority 3: Parental Involvement (Engagement) to ensure efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups as related to culture and climate, equity, and family and community.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The Taft City School District has taken specific measures to engage stakeholders in the process involved in the development of the LCA P and the budget process. While the primary stakeholders include parents' efforts to include students, educators, and community members in order to promote the development of a plan that is responsive to the needs of the students as well as achieving the particulars that manifest based on the collaboration. In addition to receiving stakeholder input, the superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions are addressing the needs at the site-level. A plan was developed that strategic addressed the most specified needs while complementing the various district initiatives for meeting the needs of students from diverse populations.

This process is extensive and includes both informational and collaborative meetings held almost exclusively for the purpose of allowing for feedback and discussions about the goals of the district and potential strategic measures utilized for achieving these goals. In addition, parents, students, and community members work closely with the district in providing meaningful input. Teachers, principals, administrators, other school personnel, and the local bargaining units share perspectives while participating in the process of developing the plan and while designing the various aspects, but prior to the adoption. These collaborations take place in a variety of ways first, the goals listed in the LCAP are discussed and what they mean in terms of strategies geared towards achieving them. This occurs in School Site Council Meetings, English Learner Advisory Committee Meetings, English Learner Parent Advisory Committee, District English Learner Advisory Committee Meetings and Migrant Education Parent Advisory Committee Meetings. These teams revisit the goals and then prior to the last meeting of the year the teams make suggestions on how these plans may be result revised, contribute to potential new or revise goals based on need, and then approve that they participated in this process. The site meetings and advisory committee meetings held to get specific feedback on the design of new goal are as follows: Migrant Parent Advisory Committee Meeting March 24, 2021, English Learner Parent Advisory Committee Meetings, Jefferson SSC/ELAC January 20, 2021, Taft Primary SSC/ELAC March 1, 2021, Conley SSC/ELAC March 10, 2021, Parkview SSC/ELAC March 4, 2021, Roosevelt SSC/ELAC March 10, 2021, Lincoln SSC/ELAC February 24, 2021 and the District English Learner Advisory Committee Meeting held on June 15, 2021. These meetings and follow up meetings are held through out the year. Once new goals have been crafted, they are reviewed at the third meeting and the process and the program reflecting responsive adjustments each year evolves. These consultations occur with a SELPA consultation, Migrant Education Program Advisory Committee and the local administrators. Each year there are multiple public meetings where the LCAP goals are submitted for comments and the expenditures proposed are discussed in accordance EC 52062(a)(3) or 52068 (a)and finally the plan is adopted in a public meeting EC 52062(b)(2) and EC 52068 (b)(2).

A summary of the feedback provided by specific stakeholder groups.

In summarizing the stakeholder feedback provided by the specific groups it is clear that the district, as well as the stakeholders involved, consider the progression to a multi-tiered system of supports as a priority. The feedback based on meetings and survey data is as follows:

Ninety-five percent of the students feel that the school provides a good education for students. Eighty-five percent of the students feel that the school prepares students for future college or career paths. Approximately 88% of the students feel that the school contacts their parents/guardian if they are often late to school or absent. Seventy-three percent say that they look forward to coming to school each day. Approximately 85% say that they feel safe while at school. Eighty-one percent feel that the school works with their parents/guardian to help them do their best in school. Seventy-eight % of the students feel that their teacher calls or writes their parents/guardian when they are having trouble learning. Approximately 65% of the students feel that their school is clean, safe and in good condition, (such as the bathrooms and drinking fountains). Ninety-three percent of the students feel that the school provides textbooks and learning materials to meet the needs of all students, including English language learners, students with disabilities and those who are gifted. Seventy-seven percent of the students noted that their teacher or principal has talked about how the school will teach the Common Core State Standards. It may be summarized by this data that students in general feel that they are learning in school which reflects not only their perspective, but their attitude toward learning. The implementation of a multi-tiered system of supports will meet the needs of all students based on their perspective, resources and existing attitudes toward learning.

Approximately 77% of the parents feel that the school fosters a safe environment. Seventy-seven percent feel that their child's school seeks parent input. Eighty-eight percent of the parents feel that their child's school welcomes parents to participate in activities at school. Eighty-nine percent of the parents feel that their child's school focuses on improving student attendance. Approximately 90% of the parents feel that their child's school provides a high quality education. Eighty-six percent of the parents feel that their child's school effectively communicates with them. Approximately 80% of the parents feel that their child's school offers student academic support that promotes improved student achievement. Eighty-five percent of the parents feel that their child's school effectively communicates. Eighty-two percent of the parents in the Taft City School District feel that their child's school keeps me well-informed about all school activities. Parents feel that there is a need for parent education on the district-adopted ELD program, re-designation efforts, and testing. They would also like to have more parent resources information in the way of parent nights or parent academies. The point was made that these meetings or collaborations could assist in familiarizing parents with grade-level expectations related to academic, behavioral, and attendance expectations. To this end, they feel that there should be extra support for the IT department so that the necessary intervention curriculum will always be accessible to all students. Also, they would like to have more team-building activities where the parents interact with the community and the school staff to help create a united school climate. Parents also noted that there is a need to provide and enhance the synchronous and asynchronous Science and Social Studies activities and materials. Parents feel that given the current climate campus activities should be enhanced in ways that provide for meaningful outdoor play, field trips, and other social interactions. The various stakeholders also see the need to improve the building facilities to the extent that it makes them organized, safe, and aesthetically positive learning environments. One aspect of this request is the installation of televisions mounted in various areas to increase the ability to see the presenter in large gatherings and provide information of a general nature in the foyer of the various school sites. This data suggests that parents feel that increasing the supports for students and fostering the relationship with parents would enhance the learning of the students. The Parent Advisory Committee indicated that they would like more PPE, training on the use of technology and how they can support their children in learning both at home and at school. The English Learner Parent Advisory Committee wants to ensure that the district will continue to provide information in Spanish and English, continue to support parent involvement activities, and opportunities for students to enhance vocabulary by participating in meaningful learning experiences. The SELPA is interested in the following: Training on UDL Inclusion Collaboration. Meetings at each school site, yearly training on Lexia Program, task Force for ELA EBPs in class, task force for inclusion in co-taught math class for 6th, 7th & 8th grades, yearly training on IEP expectations for Gen Ed Teachers – accommodations and participation, Behavior Manage/Crisis Communication Training to occur at least twice a year, Preschool and K students will be coded correctly re: LRE, Training in

CA Pre Curriculum Frame and Moderate to Severe teachers to implement in the classroom and SLPs will assist parents in working with students.

At the forefront of the recommendations by school personnel to include, particularly as the development of a Multi-Tiered System of Support unfolds, is the investment in intervention aides and Reading coaches to provide support and organization for an intervention program based on responsive assessments. Another aspect of this is the provision of after-school tutoring and potentially an afterschool program at sites where there is not an ASES program. This data is reflected in the following survey results and feedback given at a variety of certificated functions. Over 85% of the staff feels that the district provides high quality education for our students. Approximately 78% of the staff feel that the district has adequate instructional supplies to support student learning. Sixty three percent of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. Seventy five percent of the district's staff feel that the district is preparing students for future college or career paths.

Approximately 72 % of the staff feel that the district effectively addresses attendance, dropout, and absenteeism issues. About 76% of the district's staff feels that the students look forward to attending school each day. Around 86% of the staff feel that the students and staff are safe while at school

Eighty six percent of the school district values parents/guardians as important partners in their child's education. About 67% of the staff within the district feel that they have enough opportunities to take part in decisions made within the district. Finally 65 % of the school staff feel that they are invited to help plan, implement and evaluate instructional materials, strategies and programs. Teachers and administrators also see a need for ongoing support and training for staff in the use of learning platforms, how to integrate programs such as PBIS with instruction, intervention, health, safety, and using blended learning strategies. All stakeholders agree that there should be mental health and support services at every school site to the extent that the needs of the students are kept at the forefront of the district's educational approach to educating the child with consideration of the child's comprehensive needs. Another imperative for teachers and parents is that students have access to reading books and learning materials and supplies at all levels in a variety of mediums. In general, there is an agreement that bilingual aides and support staff need to be available for students at every campus so that learning is accessible to all students.

Many classified employees are parents of students who attend and provide feedback from a diverse perspectives in their participation in meetings. Feedback rendered includes facilities improvement and repair, increased pay for staff, and increased classified staff. The Taft Elementary Bargaining Unit would like to see increased pay, continued decreased class size, additional time for planning and increased support staff.

The feedback related to the Taft City School District reflects multiple dynamics ranging from student well being to cognition. In short, it is imperative that schools make provisions for the comprehensive development of our students and a multi-tiered systems of supports, ongoing parent involvement, qualified staff, and effective instructional programs and practices will assist in achieving positive student outcomes.

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

To the extent that the recommendations made by the stakeholders logically fit with the initiatives established by educators it was rationalized that these goals met with the objectives of a shared vision. Interestingly multiple recommendations from the above list were suggestions

shared by educators as being necessary for the development and provision of a multi-tiered system of support. The metrics that will be employed by the program used by the Taft City School District will be in the form of formative assessments or indicators that provide immediate information as well as summative assessments that coupled with information from initial assessments provide insight as to the success of the implementation. It is difficult to provide performance data substantiating the district decision to move to an MTSS instructional platform, but this move is evidence-based. Creating that integrates academics, social emotional learning, and character/wellness/and health which requires the implementation of specific social emotional learning lessons, an intervention program, and the integration of these along with nutrition and health lessons will be utilized. These programs will be assessed on an ongoing basis utilizing formative as well as summative assessments. In addition, observation based on the flow and provision of services will be evaluated using EWALKS, coaching, and formal observations of the program. These factors along with observed challenges and successes will make evident the need for responsive revision or sustainability. Parents influenced this decision by providing specific feedback that indicated the need for addressing unique student needs which are identified by a Multi-Tiered System of Support. Integral to the success of the district continues to be communication and collaboration with parents (Addressed in Goal 1). As well as the provision of resources that provide insight and build capacity to support their child's success. (Addressed in Goal 1) Teachers have influenced these decisions by providing a targeted focus on the implementation of MTSS. (Addressed in Goal 2) In addition, to developing the intervention support that is necessary to promote positive student outcomes. (Addressed in Goal 2) Specifically stakeholder input influencing the aspects of the LCAP was acquired in the following ways:

- Analysis of the LCAP survey data from parents, students, and staff indicating specific actions as they relate to all goals and actions.
- Committee and schoolwide planning team consisting of parents, staff, ELAC, SSC, and PTO provided feedback based on analysis of data provided on the California Dashboard
- Determination of a desired outcome for the district or the students with disabilities, social economic disadvantaged, English Learners, homeless, or foster students using evidence based data.
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection on the California dashboard.
- Inclusion of action(s) or a group of actions as a concerted effort to achieve a goal
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Goal

Goal #	Description
1	Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies to support improved academic achievement and mental well-being for all students including Foster youth, English Learners, and low-income students while also mitigating student learning loss.

An explanation of why the LEA has developed this goal.

For the 2019 California Accountability System the current English Learners in the Taft City School District scored 94 points below standard in ELA even though all students in this category increased by 5.5 points from the previous year. Those students who are reclassified English Learners or students who speak English only were above the standard by 18 points and 14.1 below the standard respectively. All students in the Taft City School District scored 54.4 points below the standard in Mathematics despite an increase of 4.2 points from the previous year. The subcategory of students of focal concern are Students with Disabilities who performed in the orange performance indicator. Students in need of strategic oversight are English Learners, Hispanic Students, Homeless Students, Socioeconomically Disadvantaged Students and White Students who all performed in the yellow Performance indicator. Current English Learners declined in their performance by 4.9 scoring 100 points below the standard, Reclassified English Learners increased by 12.6 points 15.7 points below the standard and English Only Students scored 46.9 points below the standard and increased 3.9 points in Mathematics. The suspension rate for 2019 maintained a performance indicator of orange. The performance level for both homeless students and students who classify as two or more races increased by 3.2% and 4.6% respectively.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a)Basic Services: Teachers Appropriately assigned and fully credentialed For assignment	Priority 1(a)Basic Services: Based on local indicators teachers appropriately assigned and fully credentialed for assignment Based on local indicators100% of TCSD Teachers were appropriately				Priority 1(a)Basic Services: Priority 1(a)Basic Services: Based on local indicators teachers appropriately assigned and fully credentialed for assignment based on local indicators will continue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>assigned and fully credentialed for their assignment in 2020-21.</p> <p>The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%</p>				<p>at 100% of TCSD teachers being appropriately assigned and fully credentialed for their assignment in 2021-22.</p> <p>The following information for the Taft City School District under Conditions and Climate on the CA Dashboard will remain as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%</p>
Priority 1(b)Basic Services: Pupil access to standards aligned materials	<p>Priority 1(b)Basic Services: Based on local indicators pupil access to standards aligned materials</p> <p>Based on local indicators 100% of TCSD students had access to SBE adopted standards aligned materials in 2020-21.</p> <p>The following information for the Taft City School District was listed on the 2019 CA</p>				<p>Priority 1(b)Basic Services: Pupil access to standards aligned materials will be maintained at 100% of the TCSD student population. The district will ensure that the Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home is 0%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%				
Priority 1(c)Basic Services: School facilities maintained In good repair	Priority 1(c)Basic Services :Based on local indicators school facilities maintained In good repair. TCSD maintained a 100% rating of "Good" or "Exemplary" as indicated on The FIT report for all school sites in 2020-21. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows:				Priority 1(c)Basic Services: School facilities maintained In good repair TCSD will maintain a 100% rating of "Good" or "Exemplary" as indicated on The FIT report for all school sites on an ongoing basis. The district will maintain current performance standards on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0				Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0
Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards Based on local indicators TCSD maintained a 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2020-21 according the TCSD Professional Development schedule and calendar.</p> <p>2019 data on CA Dashboard states: ELA, ELD, PE, and Mathematics</p>				<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards The TCSD will maintain a 100% participation rate for Grade Level Lead teachers to receive CCSS professional development training in ELA and Mathematics on an ongoing basis.</p> <p>As reported on CA Dashboard self-reflection survey for local indicators, Taft City will maintain full implementation for all baseline curriculum and increase by at least 1 level for all</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Full Implementation</p> <p>History, Science, and Visual and Performing Arts</p> <p>Initial Implementation</p> <p>CTE, Health Education</p> <p>Beginning Implementation</p> <p>World Language Exploration and Research Phase</p>				<p>other curriculum not in full implementation. This includes:</p> <p>ELA, ELD, PE, and Mathematics</p> <p>Full Implementation</p> <p>History, Science, and Visual and Performing Arts</p> <p>Full Implementation</p> <p>CTE, Health Education</p> <p>Beginning Implementation</p> <p>World Language Exploration and Research Phase</p>
<p>Priority 2(b) Implementation</p> <p>CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p>	<p>Priority 2(b) Implementation</p> <p>CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>Based on local indicators TCSD</p>				<p>Priority 2(b) Implementation</p> <p>CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>TCSD will maintain the provision for all EL</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2020-21 according to teacher lesson plans and daily classroom schedules.</p> <p>(2) Goal met. TCSD maintained and provided that ELD standards were implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk through observation data.</p>				<p>students to receive 30 minutes of Designated ELD instruction daily, as well as ongoing ELA interventions throughout the day to meet the individual needs of EL students based on assessment data daily.</p> <p>ELD standards will continue to be implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk through observation data.</p>
Priority 4(a) Student Achievement: Statewide assessments	<p>Priority 4(a) Student Achievement: Statewide assessments</p> <p>Based on local indicators statewide assessment</p> <p>Comparison data in ELA and Math was</p>				<p>Priority 4(a) Student Achievement: Statewide assessments</p> <p>The district will use data in sustainable ways with fidelity that align with metrics used in</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>not available due to the COVID-19 Pandemic.</p> <p>As reported in the 2019 Ca Dashboard English Language Arts Indicator was:</p> <p>All students, the average distance from standard was -27.5 English Learners were -48.9 Homeless -35.7 Socioeconomically Disadvantaged was -34.2</p> <p>As reported in the 2019 Ca Dashboard In Mathematics Indicator was:</p> <p>All students, the average distance from standard was -54.4 English Learners were -66 Homeless -69.2 Socioeconomically Disadvantaged was -59.7</p> <p>The following Star</p>				<p>Statewide assessment.</p> <p>Ca Dashboard</p> <p>English Language Arts All Students will be -2 from standard English Learners will be -10 from standard Homeless students will be -2 from standard Socioeconomically Disadvantaged students will be -2 from standard</p> <p>Mathematics All Students will be -2 from standard English Learners will be -10 from standard Homeless students will be -2 from standard Socioeconomically Disadvantaged students will be -2 from standard</p> <p>The comparison data in Mathematics and</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Reading and Math Scaled Scores are utilized as baseline data.</p> <p>Star Reading Average Scale Sores for 2020-2021 at the respective schools sites are as follows:</p> <ul style="list-style-type: none"> • Conley 121 • Jefferson 91 • Lincoln Junior High School 546 • Parkview 131 • Roosevelt 383 • Taft Primary School 130 <p>Star Math Average Scale Sores for 2020-2021 at the respective schools sites are as follows:</p> <ul style="list-style-type: none"> • Conley 380 • Jefferson 373 • Lincoln Junior High School 690 • Parkview 392 • Roosevelt 577 • Taft Primary School 400 <p>Overall ELA Achievement on Ca</p>				<p>ELA will serve to enhance a district wide initiative to employ a multi-tiered system of supports ongoing. This will be achieved by a gain of 5% each year at each school site. Student performance on STAR Reading and Math as well as the Ca Dashboard will improve by 5%. The growth as a result on Star Reading Average Scale Sores for 2022-2023 at the respective schools sites are as follows:</p> <ul style="list-style-type: none"> • Conley 127.05 • Jefferson 95.55 • Lincoln Junior High School 601.965 • Parkview 137.55 • Roosevelt 402.15 • Taft Primary School 136.825 <p>Star Math Average Scale Sores for 2022-</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Dashboard reports (% Standard Met and Exceeded Standard)</p> <p>2015/16- 34%</p> <p>2016/17- 36.81%</p> <p>2017/18- 36.65%</p> <p>2018/19- 39.55%</p> <p>Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)</p> <p>2015/16- 22%</p> <p>2016/17- 25.91%</p> <p>2017/18- 26.12%</p> <p>2018/19- 27.85%</p>				<p>2023 at the respective schools sites are as follows:</p> <ul style="list-style-type: none"> • Conley 399 • Jefferson 391.65 • Lincoln Junior High School 724.5 • Parkview 411.6 • Roosevelt 605.85 • Taft Primary School 420 <p>Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)</p> <p>2015/16- 34%</p> <p>2016/17- 36.81%</p> <p>2017/18- 36.65%</p> <p>2018/19- 39.55%</p> <p>2022-2023 Goal - 42%</p> <p>Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)</p> <p>2015/16- 22%</p> <p>2016/17- 25.91%</p> <p>2017/18- 26.12%</p> <p>2018/19- 27.85%</p> <p>2022-2023 Goal -</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					29.24%
Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements	Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements N/A Percentage of pupils completing a-g or CTE sequences/programs data does not apply to elementary school districts.				Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements N/A
Priority 4(e) Student Achievement: Percentage of EL pupils making progress toward English Proficiency	Priority 4(e) Student Achievement: Percentage of EL pupils making progress toward English Proficiency Statewide assessment Comparison data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC for 2018-2019 and 2019-2020 shows that 24% more students scored in Level 1. The				Priority 4(e) Student Achievement: Percentage of EL pupils making progress toward English Proficiency TCSD will evaluate English Language Proficiency (ELPAC) testing data for progress toward the English proficiency goal on an ongoing basis. Students taking the ELPAC will improve by 5%. The goal is that by 2022-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>comparison is as follows: 2018-2019 Level 1 20%, Level 2 40%, Level 3 30% and Level 4 10%. In 2019-2020 Level 1 40%, Level 2 32%, Level 3 21% and Level 4 3%. According to the 2019 Dashboard: 49.3% of students are making progress.</p>				<p>2023 that 51.8% of the students in TCSD are making progress based on the ELPAC scores.</p>
<p>Priority 4(f) Student Achievement: English Learner Reclassification Rate</p>	<p>Priority 4(f) Student Achievement: English Learner Reclassification Rate</p> <p>State EL Reclassification rate for English Language Proficiency (ELPAC) testing in 2019-20. Statewide assessment Comparison data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC for 2018-2019 and 2019-2020 shows that 24% more students scored in Level 1. The</p>				<p>Priority 4(f) Student Achievement: English Learner Reclassification Rate TCSD will make progress toward established reclassification rates for English Learners by increasing by 5% on the English Language Proficiency (ELPAC) testing in 2019-20. It is the goal of the TCSD that by 2022-2023 that the Reclassification Rate is 2%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	comparison is as follows: 2018-2019 Level 1 20%, Level 2 40%, Level 3 30% and Level 4 10%. In 2019-2020 Level 1 40%, Level 2 32%, Level 3 21% and Level 4 3%. TCSD has a Reclassification Rate of 1.8%.				
Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher	Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A Pupils passing AP exams data does not apply to elementary school districts.				Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A
Priority 4(h) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP 9or other)	Priority 4(h) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP N/A Percentage of pupils who participate in and demonstrate college				Priority 4(h) Student Achievement: N/A Percentage of pupils who participate in and demonstrate college preparedness on EAP data does not apply to elementary school districts.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	preparedness on EAP data does not apply to elementary school districts.				
Priority 4(c) Percentage of pupils that have successfully completed CTE pathways.	N/A There are no CTE pathways at the elementary level.				N/A There are no CTE pathways at the elementary level.
Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Based on local indicators were not administered due to the COVID-19 Pandemic in 2019-20. Baseline established by 2020-21 STAR data reflects an average score of 430 in Reading and 500 in Math. Physical Education baseline is set at 40% of the students performing in the average range on the PPT .				Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Additionally the TCSD will continue to meet the standard for the Local Climate Survey as it relates to all students. Target performance increase in STAR Reading is set at 450 and the target for increase in Math is set at 525. The target for PPT will reflect 44% of students performing in the average range of the PPT.
Priority 4(d) Student Achievement:	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Pupils who have successfully completed both Priority B & C	There are no CTE pathways or A-G requirements at the elementary level.				There are no CTE pathways or A-G requirements at the elementary level.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development and Support	Provide Professional Development support in textbook alignment with Common Core State Standards units in ELA and mathematics. Implement research based ELA and mathematics instructional strategies district wide to include Kevin Clark. Provide supplemental classroom materials and supplies that complement the core programs. Develop and implement district wide assessment system in order to collect consistent local data on student performance in ELA and mathematics.	\$412,200.00	Yes
2	Instructional Calendar Days	Maintain 180 instructional days in school calendar each year.	\$275,200.00	No
3	Professional Development/PLC Minimum Days	Utilize weekly minimum day dismissal for Teacher Professional development/PLC's.	\$254,000.00	Yes
4	District Wide Textbook Adoption and Purchase	Textbook adoption and purchase district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged, in ELA, Mathematics, Social Studies, and Science as appropriate. Purchase and implement History/Social Studies, grades K-3. Implement Next Gen Math Curriculum as mathematics intervention district wide for all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	\$210,000.00	No

Action #	Title	Description	Total Funds	Contributing
5	ELA Lead Teachers (2) at Lincoln Junior High School	ELA Grade Level Lead Teachers (2) and Intervention TOSA at Lincoln Junior High School utilized to support Common Core State Standards ELA implementation with students in MTSS intervention school wide. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive MTSS intervention as appropriate.	\$78,064.00	Yes
6	AVID Support Services	Continue contract for AVID support services to provide AVID program for identified 4th - 8th grade students. Provide AVID Strategy training to all 4th - 8th grade teachers. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive AVID support as appropriate.	\$76,816.00	Yes
7	MTSS Intervention Model in Grades TK-3	Incorporate MTSS intervention model in grades TK-8 to provide early intervention in Reading Language Arts (R/LA) and Mathematics. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive Multitiered supports as appropriate which includes the use of iReady to provided Individualized Learning Plans and the use of regular screeners indicating a need for responsive adjustments to instructional strategy. Three TOSAs are utilized in the implementation of MTSS in grades TK-3 in the support of MTSS implementation.	\$578,385.00	Yes
8	Web Based Diagnostic Assessments	Purchase web based Diagnostic assessments to include those provided by Classworks for Summer School and iReady for the regular school year for grades TK-5 and Grades 6-8 in ELA and Mathematics. English Learners, Foster Youth and Socioeconomically Disadvantaged students are included in ELA and Mathematics assessments for monitoring and identifying specific academic needs as appropriate.	\$5,005.00	Yes
9	Library Services	Provide Library services to all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students in order to increase overall literacy of students through library services interventions as measured by STAR Reading. This goal will support	\$101,832.00	Yes

Action #	Title	Description	Total Funds	Contributing
		services to all students and increase literacy skills by pairing literacy development with direct library services for SWD, English Learners, Foster Youth and Socioeconomically Disadvantaged students.		
10	Technology Assistant Positions	Maintain Technology Assistant positions in the District, serving all six school sites in the district, which supplies support to all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the area of Technology in order to be principally directed to students who are known not to have access to technology at home.	\$134,989.00	Yes
11	Technology Infrastructure Refresh Cycle	Continue to maintain and expand District Technology Committee who convenes regularly to administer, monitor, and plan for technology refresh cycle implementation in the district. Purchase 550 Chromebook replacements, computer replacement parts and 50 desk top computers to benefit all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, in the one-on-one technology implementation annually in the District in 2021-22.	\$343,401.00	No
12	Enrichment Activities	Provide enrichment activities. 1) District Music Program for grades 4 - 8. 2) District Before & After School Sports Programs & Activities for grades 6-8. 3) Gateway to Technology Activities for grades 7-8. The intent of the District is to address the following increases and decreases in student School Engagement and Support that occurred in 2020-21 as related to Social Emotional Learning for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	\$256,427.00	Yes
13	Camp KEEP Program	Sponsor 20 low income students, 3 counselors, and 1 Teacher from Lincoln Jr. High School that will participate in the Camp KEEP Program in Cambria, CA in 2021-22. Camp Keep is an outdoor science education and conservation program for four days to enhance	\$5,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Science, Technology, Engineering, and Mathematics (STEM) knowledge in unduplicated students.		
14	Grade Level Lead Teachers	The district has identified grade level lead teachers who will be trained in district benchmark development and Illuminate implementation in the district. The grade level leads will also facilitate bi-monthly grade level meetings in grades K-6, and content area meetings in grades 7-8, throughout the district by setting agenda items for the meetings. Additionally, the grade level leads will develop pacing and assessment schedules throughout the district. All students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students, benefit from this action due to the consistent academic focus on CA Common Core implementation in LCAP 2021-24 as evidenced in Lead teacher training and collaboration district wide.	\$93,170.00	Yes
15	Supplemental ELD instruction and Resources	Provide supplemental ELD instructional support by Clark Consulting and the classroom supplies necessary to support and ensure that all English Learners become English proficient. Provide additional staff to support high concentration levels of English Learners.	\$300,817.00	Yes
16	ELD Professional Development	Provide comprehensive professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learner accessibility to the CCSS per the EL Roadmap.	\$65,345.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Taft City School District will implement a multi-tiered system of supports to include the provision of staffing, resources, data analysis, accessibility, health and safety to reduce the rate of student chronic absenteeism while also lowering the ratio of students to teachers for overall improved student achievement.

An explanation of why the LEA has developed this goal.

The current 2020-21 Week 27 TCSD Year-to-Date Chronic Absenteeism rate of all students is 24.0% with the current rate of 11% of students trending toward chronic absenteeism and 9% of students nearly chronically absent. The current demographics of students who are chronically absent in 2020-21 are as follows:

Males: 25.2%, Females:23.7%, Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic):29.8%, Black (Non-Hispanic): 25.0%, Hispanic: 21.9%, RFEP: 13.2%, SED: 25.0%, SPED: 39.1%. In addition, the 2020 CHKS indicated that 46% of 7th grade students surveyed felt a school connectedness according to the survey, and that 36% of 7th grade students surveyed perceived their school as very safe or safe according to the survey. Also, Renaissance overall STAR data in ELA indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Renaissance overall STAR data in Mathematics indicates a decrease in the first testing window scores from 630 in 2019 to 398 in 2020 and a decrease in the second testing window scores from 497 in 2019 to 411 in 2020. These factors in conjunction facilitate the rationale for a multi-tiered system of support implemented on an ongoing basis.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(a) Pupil Engagement: School attendance rates	Priority 5(a) Pupil Engagement: School attendance rates Based on the Kern Integrated Data Systems TCSD Year-to-Date for the 2020-2021 school year the attendance rate is 92.85.				Priority 5(a) Pupil Engagement: School attendance rates TCSD will maintain a student attendance rate of 95% The number of students referred to the SARB process will reduce by 5% for the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>There are 46 student participating in the School Attendance Review Board for the 2020-21 school year:</p> <ul style="list-style-type: none"> • Kindergarten 1 student • First Grade 3 students • Second Grade 2 students • Third Grade 5 students • Fourth Grade 9 students • Fifth Grade 5 students • Sixth Grade 7 students • Seventh Grade 8 student • Eight Grade 6 students 				2021-2022 school year.
Priority 5(b) Pupil Engagement: Chronic absenteeism rates	<p>Priority 5(b) Pupil Engagement: Chronic absenteeism rates</p> <p>Based district data from AERIES and Kern Integrated Data Systems for 2020-21 Week 27 TCSD Year-to-Date Chronic</p>				<p>Priority 5(b) Pupil Engagement: Chronic absenteeism rates</p> <p>TCSD will reduce the Chronic Absenteeism rate 20% with a reduction of no less than 10% of ALL students trending</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Absenteeism rate of all students is 24.0% with the current rate of 11% of students trending toward chronic absenteeism and 9% of students nearly chronically absent.</p> <p>The current demographics of students who are chronically absent in 2020-21 are as follows: Males: 25.2%, Females:23.7%, Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic):29.8%, Black (Non-Hispanic): 25.0%, Hispanic: 21.9%, RFEP: 13.2%, SED: 25.0%, SPED: 39.1%, and EL's 40%</p>				<p>toward chronic absenteeism and no more than 5% of ALL students nearly chronically absent.</p> <p>Specific to the demographics of students who are chronically absent the percentages of students who are chronically absent will reduce to the following: Males: 20%, Females:20%, Foster: 60%, Homeless: 40%, White (Non-Hispanic):20%, Black (Non-Hispanic): 20%, Hispanic: 20%, RFEP: 10%, SED: 20%, SPED: 30%, and EL:42%</p>
Priority 5(c) Pupil Engagement: Middle school dropout rates	<p>Priority 5(c) Pupil Engagement: Middle school dropout rates</p> <p>Based on local indicators TCSD has maintained a 0% middle school dropout rate. (DataQuest)</p>				<p>Priority 5(c) Pupil Engagement: Middle school dropout rates</p> <p>TCSD will maintain a 0% middle school dropout rate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(d) Pupil Engagement: High School Dropout rates	Priority 5(d) Pupil Engagement: High School Dropout rates N/A High School Dropout rates are not reported for elementary school districts.				Priority 5(d) Pupil Engagement: High School Dropout rates N/A High School Dropout rates are not reported for elementary school districts.
Priority 5(e) Pupil Engagement: High School Graduation rates	Priority 5(e) Pupil Engagement: High School Graduation rates N/A High School Graduation rates for elementary school districts.				Priority 5(e) Pupil Engagement: High School Graduation rates N/A High School Graduation rates for elementary school districts.
Priority 6(a) School Climate: Pupil suspension rates	Priority 6(a) School Climate: Pupil suspension rates Based on local data the current 2020-21 suspension rate is 0%				Priority 6(a) School Climate: Pupil suspension rates The suspension rate will be sustained at 0%
Priority 6(b) School Climate: Pupil expulsion rates	Priority 6(b) School Climate: Pupil expulsion rates Based on local data the current 2020-21 expulsion rate is 0%.				Priority 6(b) School Climate: Pupil expulsion rates The TCSD expulsion rate will be sustained at 0%.
Priority 6(c) School Climate: Other local measures and sense	Priority 6(c) School Climate: Other local measures and sense				Priority 6(c) School Climate: Other local measures and sense

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of safety and school connectedness	of safety and school connectedness Based on local indicators the 2020 CHKS indicated that 46% of 7th grade students surveyed felt a school connectedness according to the survey. The 2020 CHKS indicated that 36% of 7th grade students surveyed perceived their school as very safe or safe according to the survey.				of safety and school connectedness 50% of 7th grade students surveyed will feel connected to school according to CHKS survey results. 40% of 7th Grade students surveyed will perceive their school as very safe or safe according to the survey.
Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study	Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Based on local indicators 100% of TCSD students have been granted access and enrolled in a broad course of study in 2020-21 as documented by student placements and schedules.				Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study 100% of TCSD students will maintain enrollment in a broad course of study as documented by student placements and schedules.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7(b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated students	Priority 7(b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated students Based on local indicators 100% of TCSD students have been granted access and enrolled in programs/services for unduplicated services in 2020-21				Priority 7(b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated students 100% of TCSD students will maintain granted access and enrollment in programs/services for unduplicated services
Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs Based on local indicators 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in CASEMIS				Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs 100% of TCSD students with exceptional needs will maintain granted access and enrollment in programs/services documented in CASEMIS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220	<p>Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220</p> <p>Based on local indicators</p> <p>Renaissance overall STAR data in ELA indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Renaissance overall STAR data in Mathematics indicates a decrease in the first testing window scores from 630 in 2019 to 398 in 2020 and a decrease in the second testing window scores from 497 in 2019 to 411 in 2020.</p>				<p>Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220</p> <p>Goal not met.</p> <p>Renaissance overall STAR data in ELA increase in the first testing window by 5%. Renaissance overall STAR data in Mathematics will increase by 5% in the first testing window.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student to Teacher Ratio	Maintain the ratio of students to teachers for overall improved student achievement and for SEL student support including English Learners,	\$2,048,440.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Foster Youth and Socioeconomically Disadvantaged students while addressing the specific needs of unduplicated students districtwide.		
2	Comprehensive Professional Development	Provide comprehensive professional development on the integration of ELD standards, ELPAC language proficiency levels, and strategic instructional strategies in order to enable English Learner access to designated intervention based on data and instructional strategies that result from coaching and planning using research based techniques that integrate Clark Consulting and Training, Inc., Explicit Direct Instruction, and strategic integrated intervention approaches in determining student learning plans, activities that yield positive student results and the development of student goals.	\$227,271.00	Yes
3	Computer Based Tracking/Parent Notification System	Maintain computer based tracking/parent notification system for the purpose of addressing chronic absenteeism in all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in LCAP 2021-24. Augment parent notification to include a leadership component to communicate district attendance goals to parents of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	\$30,000.00	Yes
4	MTTS/PBIS Support	Maintain contract services for School Resource Officer with the County of Kern to provide district wide oversight in coordination with the MTSS and PBIS teams to address student behavior including chronic attendance/truancy issues. The district will develop and implement a crisis intervention plan in conjunction and collaboration with law enforcement agencies as well as a PBIS support plan for all students to ensure a consistent and appropriate response to student behavioral incidents at school.	\$125,000.00	Yes
5	SARB process	The Taft City School District utilizes a School Attendance and Review Board (SARB) process in reducing chronic absenteeism in students. Students identified using local indicators as being chronically absent	\$1,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are flagged by A2A ,which is an attendance tracking system, at various stages of their academic missed attendance via notices, home visits, and phone calls. After the final notice a committee consisting of representatives from the district including the school resources and other stakeholders meet with the parents of the child to discuss strategies targeted at creating a collaborative effort at improving the students attendance.		
6	School Psychologist/Counselors	Maintain the hiring of additional district School Psychologist/Counselors to address mental health and social-emotional needs of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students.	\$288,411.00	Yes
7	Student Safety and Well-Being	This action addresses health and safety concerns, including those related to mental health. We will hire additional Kindergarten Aides and Yard Monitors as needed to ensure students are monitored at unstructured times during the day. The additional staff members will work in coordination with MTSS and PBIS teams to address student behavior including chronic attendance and truancy issues. Taft City will maintain a visitor identification system at all sites that plays an integral part of our tracking attendance, the well-being of our students and families, and informs our MTSS and PBIS teams of students who are having difficulty with behavior, attendance, and truancy. Improve and renovate aging school facilities to keep them in good repair according to the FIT Report and maintain and enhance an equitable learning environment that supports student achievement. The main focus of the facilities repair is on ventilation, roofing, painting, paving, and creation and renovation of classroom space.	\$1,713,948.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff while also focusing on effective professional learning to continually enhance or extend content knowledge and instructional strategies for a comprehensive understanding of the various needs of all students including Foster youth, English Learners, and low-income students.

An explanation of why the LEA has developed this goal.

It is critical that students access the SBE adopted standards. Goal 3 will ensure that accessibility to these resources is made possible to all students and that the district continues to build capacity in the staff in the achievement of these goals. Current data shows that the Taft City School District's focus on Conditions and Climate resulted in local indicators that reflected (Mis-Assignments (0 EL) Of Teachers Of English Learners 0%, and that 100% of TCSD students had access to SBE adopted standards aligned materials in 2020-21. There is a tremendous need to continue the practices utilized to achieve this goal. Additionally, the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as performing 100% rating of "Good" or "Exemplary" as indicated on The FIT report for all school sites in 2020-21 which contributes greatly to the students well being and ability to attend school with a positive outlook. Another key area that must be maintained is the Percent Of Students With Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%TCSD. Next, the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows:

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0. Next,, TCSD must maintain 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2020-21 according the TCSD Professional Development schedule and calendar in order to foster the building of capacity to provided informed instruction. In the implementation of the EL Road Map the TCSD must continue to ensure that all EL students receive 30 minutes of Designated ELD instruction daily, and are provided with ELA interventions to meet the individual needs of EL students based on assessment data in 2020-21 and according to teacher lesson plans and daily classroom schedules. These measures will help to ensure that ELD standards are implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk though observation data.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a)Basic Services: Teachers	Priority 1(a)Basic Services: Teachers				Priority 1(a)Basic Services: Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately assigned and fully credentialed For assignment	appropriately assigned and fully credentialed for assignment Based on local indicators 100% of TCSD Teachers were appropriately assigned and fully credentialed for their assignment in 2020-21. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%				appropriately assigned and fully credentialed for assignment 100% of TCSD Teachers will be appropriately assigned and fully credentialed on an ongoing basis. The Taft City School District will continue to rate on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%
Priority 1(b)Basic Services: Pupil access to standards aligned materials	Priority 1(b)Basic Services: Pupil access to standards aligned materials Based on local indicators 100% of TCSD students had access to SBE adopted standards				Priority 1(b)Basic Services: Pupil access to standards aligned materials 100% of TCSD students will have access to SBE adopted standards aligned materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	aligned materials in 2020-21. The following information for the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%				The Taft City School District will continue to rate on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%
Priority 1(c)Basic Services: School facilities maintained In good repair	Priority 1(c)Basic Services: School facilities maintained In good repair Based on local indicators TCSD maintained a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites in 2020-21. The following information for the Taft City School				Priority 1(c)Basic Services: School facilities maintained In good repair TCSD will maintain a 100% rating of “Good” or "Exemplary" as indicated on The FIT report for all school sites on an ongoing basis. The Taft City School District will continue to list on the CA Dashboard under

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0				Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0
Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards	Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards Based on local indicators TCSD maintained a 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2020-21 according the TCSD Professional				Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards TCSD will continue to maintain 100% participation rate by Grade Level Lead teachers in CCSS professional development training in ELA and Mathematics based on the TCSD Professional Development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Development schedule and calendar.				schedule and calendar.
Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency	<p>Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>Based on local indicators TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2020-21 according to teacher lesson plans and daily classroom schedules.</p> <p>Based on local indicators TCSD maintained and provided that ELD standards were</p>				<p>Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>TCSD will maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA interventions to meet the individual needs of EL students based on assessment data that reflects a 5% increase.</p> <p>TCSD will maintain the use of provided ELD standards with fidelity for integrated instruction daily.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk through observation data.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	KCSOS Induction and Teacher Mentor Program	Implement KCSOS induction and Teacher mentor program for all uncredentialed teachers in order to provide continuous and ongoing teacher support in the district. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialed teachers in the district annually.	\$32,670.00	Yes
2	Teacher/Support Salary	Maintain LEA competitive teacher/support salary schedules in order to employ and retain highly qualified teachers in an otherwise remote area. This action directly affects the District's unduplicated count by promoting equitable access of highly qualified administrators and teachers across schools for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and ensures that all students have access to high-quality teachers at every grade level and in every subject area. The District ensures equity in education as a necessary component in narrowing the achievement gap for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of	\$741,944.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the students they serve. High-quality schools are able to differentiate instruction, services, and resource distribution to respond effectively to the diverse needs of their students, with the aim of ensuring that all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students are able to learn and thrive.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.

An explanation of why the LEA has developed this goal.

Involving parents in the education of their children can yield powerful results with students. Building capacity that relate to schoolwide and district wide initiatives can increase the likelihood of positive outcomes. Based on the 2% increase in parent feedback on the LCAP Survey, the attendance at virtual parent meetings that is less than 50% of the student population in the district, and the approximately 50% in attendance at IEPs there is evidence that supports the need to continue and evolve the strategies employed.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites	Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites has been successful as LCAP Survey completion rate for parents increased by 2% in 2020-21. The new baseline is 75% based on parent participation.				Priority 3(a) Parent Involvement: TCSD will increase parent involvement by 5% as noted by LCAP Survey completion rate for parents. The increase will be 80% based on parent participation.
Priority 3(b) Parent Involvement: How district promotes participation of	Priority 3(b) Parent Involvement: How district promotes participation of				Priority 3(b) Parent Involvement: How district promotes participation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parents for unduplicated pupils	<p>parents for unduplicated pupils Based on Virtual Back to School night sign ins for parents indicate a total attendance of 1062 parents in 2020-21 as follows: Jefferson- 9/11/20 149 parent attendance, Taft Primary-9/17/20 104 parent attendance, Parkview- 9/17/20 127 parent attendance, Roosevelt- 9/22/20 193 parent attendance, Conley- 9/22/20 96 parent attendance, Lincoln- 9/23/20 393 parent attendance.</p> <p>Additionally, there were a total of 566 IEP's held and 312 or 55% of parents participated, Family Math/ELA Nights where 29% of the parents participated, and Student Success Collaboratives by grade levels which hosted 45% of the parents in learning</p>				<p>parents for unduplicated pupils The TCSD parental involvement in activities and collaboration that is responsive to the families in our community will increase by 40% for the 2022-23 as follows: Jefferson- 208 parents in attendance, Taft Primary-145 parents in attendance, Parkview- 291.2 parents in attendance, Roosevelt- 1691 parents in attendance, Conley- 291 parents in attendance, Lincoln- 551 parents in attendance. The desired outcome for parent participation is that 437 or that no less than 77% of parents of students with IEP's are represented. It is our goal that no less than 60% of the students participate in the grade level Student Success Collaboratives.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	how to support their children.				
Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs.	Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs. Based on local indicators the Taft City School District achieved no less than 50% parent participation in programs for individuals with exceptional needs as documented to have attended SWD students' IEP meetings in 2020-21.				Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs. The District will achieve a 10% increase in parent participation as it relates to programs for individuals with exceptional needs as documented to have attended SWD students' IEP meetings making the % of parent participation no less than 60% for the period between 2021-2023

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parental Activities	The district has taken a target approach to plan school site parental activities for the purpose of increasing parental involvement, including the scheduling of parent focus activity group meetings at all sites in	\$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2020-21 in a virtual format in order to promote the six types of parent involvement described in the model for school, family, and community partnerships as the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community. Social media, virtual format, emails, Canvas announcements, website and marquee announcements in the language represented by the districts demographics were used to make parents aware of each event and provide accessible content.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.27%	6,701,810

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

Required Descriptions

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

Goal 1

The Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies to support improved academic achievement and mental well-being for all students including Foster youth, English Learners, and low-income students while also mitigating student learning loss.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP.

Academic Achievement Gaps

From the 2019 California Accountability System the current English Learners in the Taft City School District scored 94 points below standard in ELA even though all students in this category increased by 5.5 points from the previous year. Those students who are reclassified English Learners or students who speak English only were above the standard by 18 points and 14.1 below the standard respectively. All students in the Taft City School District scored 54.4 points below the standard in Mathematics despite an increase of 4.2 points from the previous year. The subcategory of students of focal concern are Students with Disabilities who performed in the orange performance indicator. Students in need of strategic oversight are English Learners, Hispanic Students, Homeless Students, Socioeconomically Disadvantaged Current English Learners declined in their performance by 4.9 scoring 100 points below the standard, Reclassified English Learners increased by 12.6 points 15.7 points below the standard and English Only Students scored 46.9 points below the standard and increased 3.9 points in Mathematics. The suspension rate for 2019 maintained a performance indicator of orange. The performance level for both homeless students and students who classify as two or more races increased by 3.2% and 4.6% respectively.

Additional Conditions and Circumstances

Taft City is a rural area located on the western edge of Kern County in the state of California. While the goal is that the Taft City School District has and will continue to improve accessibility using multi-tiered levels of support, it is the intent of district's educators to integrate socio-emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our Foster Youth, EL, and Low Income Students face. These include:

- Exposure to academic language outside of school
- Familial resources to support their education at home
- Access to technology and books at home
- Access to core, grade level curriculum
- Opportunities to demonstrate content knowledge separate from their language development
- Food, shelter, or resource instability
- Lack of resources for extra academic or social emotional supports
- Attendance is impacted due to transportation needs
- Childcare or extended day opportunities
- Sustained Trauma due to Covid-19

The following actions were created within Goal 1 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. Taft City believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Professional Development and Support

Goal 1: Action 1, which provides professional development in the area of CCSS and ELD is being continued from 2017-2020 LCAP. This action has been proven to be effective based on increase in English Learner Reclassification Rate, Achievement scores on Renaissance Learning and State Assessments (Located in LCAP Reflections: Successes). This action is intended to provide continued training and staff development for staff to utilize the best research based practices with state standards. The action will also incorporate a districtwide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards. By providing this action, it will be effective in meeting the goal of our district because staff will have the opportunity to continue learning Common Core Grade level standards and use data to analyze student learning. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our local and state academic data.

Goal 1: Action 3, which provides Professional Development/PLC Minimum days is being continued from 2017-2020 LCAP. This action has been proven to be effective based on increase in English Learner Reclassification Rate, Achievement scores on Renaissance Learning and State Assessments (Located in LCAP Reflections: Successes). This action is intended to provide staff opportunities for Professional

Learning Communities to answer the 4 critical questions for each PLC: What do we want students to learn, How do we know they learned it, What will we do if they did not learn it, What will we do if they did learn it? By providing this action, it will be effective in meeting the goal of our district because staff will have the opportunity to share student data results and best teaching practices with each other and across grade levels. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth on local and state academic achievement data. Additionally, this action addresses the academic performance gap identified for unduplicated students by having staff spend more time use data to identify academic needs during the year using data to respond to intervention.

Goal 1: Action 5 which provides ELA Grade Level Lead Teachers (2) and Intervention TOSA at Lincoln Junior High School will be utilized to support Common Core State Standards ELA implementation with students in MTSS intervention school wide. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive MTSS intervention as appropriate. The district will evolve the use of the Learning Center Model in grades K-3 to provide early intervention in Reading Language Arts (R/LA) using a Teacher On Special Assignment to facilitate specific Tier 2 instruction within the classroom particularly as it pertains to. English Learners, Foster Youth and Socioeconomically Disadvantaged students who are prioritized to receive support as appropriate. This action will significantly assist the district in meeting the needs of English Learners, Low-Income, homeless and Foster Youth by increasing the identification of student individual needs and allowing staff to develop plans and strategies streamlined for the purpose of meaningful instruction. Goal 1: Action 5 which provides for collaboration and the facilitation of best practices for classrooms is being continued from 2017-2020 LCAP. This action has proven to significantly support successful student outcomes as noted in the districts local indicators and the successful implementation noted in 2017-2020 LCAP.

Goal 1: Action 6 which Continues to contract for AVID support services to provide AVID program for identified 4th - 8th grade students. Provide AVID Strategy training to all 4th - 8th grade teachers. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive AVID support as appropriate. The district continues to use AVID support services to provide an AVID program for identified 4th thru 8th grade students. AVID Strategy training to all grade 4 - 8 teachers continues to increase the avenue toward the use of successful utilization of study skills and learning tools for English Learners, Foster Youth and Socioeconomically Disadvantaged students who are prioritized to receive AVID support as appropriate. (Goal 1, Action 6) This action will significantly assist English Learners, Low-Income, homeless and Foster Youth by increasing their exposure to organizational, student success, and student skills based on the students capacity and evidence based information aimed at meeting the student's individual needs. Goal 1: Action 6, which provides access to AVID strategies 4-8 is being continued from the 2017-2020 LCAP due to evidence noted in coordination with successful outcomes related to STAR and Local Indicators and the coordination of successful implementation.

Goal 1: Action 7 will Incorporate MTSS intervention model in grades TK-8 to provide early intervention in Reading Language Arts (R/LA) and Mathematics. English Learners, Foster Youth and Socioeconomically Disadvantaged students are prioritized to receive Multi Tiered supports as appropriate which includes the use of iReady to provided Individualized Learning Plans and the use of regular screeners indicating a need for responsive adjustments to instructional strategy. TOSAs are utilized in the implementation of MTSS in grades TK-3 in the support of MTSS implementation. Individual learning plans for students. This information will provide specific learning activities for students who are foster children, English Learners, or low income. (Goal 1, Action 7)
This action will significantly assist English Learners, Low-Income, homeless and Foster Youth by increasing teacher accessibility and

resources for individualized instruction and their exposure to evidence based strategies aimed at meeting their individual needs.

Goal 1: Action 8 which makes provisions for the Purchase web based Diagnostic assessments to include those provided by Classworks for Summer School and iReady for the regular school year for grades TK-5 and Grades 6-8 in ELA and Mathematics. English Learners, Foster Youth and Socioeconomically Disadvantaged students are included in ELA and Mathematics assessments for monitoring and identifying specific academic needs as appropriate. I Ready will be provided to yield data and provide specified activities based on the development of individual learning plans for students. This information will provide specific learning activities for students who are foster children, English Learners, or low income. (Goal 1, Action 7) This action will significantly assist English Learners, Low-Income, homeless and Foster Youth by increasing teacher accessibility and resources for individualized instruction and their exposure to evidence based strategies aimed at meeting their individual needs.

Goal 1: Action 9 which provides Library services to all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students in order to increase overall literacy of students through library services interventions as measured by STAR Reading. This goal will support services to all students and increase literacy skills by pairing literacy development with direct library services for SWD, English Learners, Foster Youth and Socioeconomically Disadvantaged students. The provision of library services to identify resources and services to English Learners, Foster youth, homeless and low income. By increasing student exposure to appropriate library services and resources specified to student needs socio emotional as well as academic. Goal 1: Action 9, which provides support staff for meeting the individual needs for unduplicated students as indicated by feedback from ELAC and SSC feedback will be continued based on successful implementation of the 2017-2020 LCAP.

Goal 1: Action 10 which maintains the use of Technology assistance in order to provide support to provide in addition to support specific resources to assist in accessibility to homeless youth, foster children, low income, and English language learners will significantly assist English Learners, Low-Income, homeless and Foster Youth by increasing their access to technology resources and programs designed to meet their individual needs and enhance the ability to address a variety of learning modalities. This goal provides for technology support that will be continued from the 2017-2020 LCAP per successful student accessibility and local indicators. The success of this goal will be measured by the participation of students using technological assistance on a variety of activities on a regular basis.

Goal 1: Action 12 School engagement has a direct correlation to academic achievement. By providing enriching activities for students we expect academic achievement to increase as well as an increase in student attendance. The district will provide the following enrichment activities. 1) District Music Program for grades 4 - 8. 2) District Before & After School Sports Programs & Activities for grades 6-8. 3) Gateway to Technology Activities for grades 7-8. The intent of the District is to address the following increases and decreases in student School Engagement and Support that occurred in 2020-21 as related to Social Emotional Learning for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. This action will significantly assist English Learners, Low-Income, homeless and Foster Youth by allowing for the most innovative strategies and practices to be identified through collaboration and evidence by a coordinated effort designed to engage and provide students with alternative ways of communication and learning. These activities and resources will lead to academic achievement by providing students with diverse avenues to explore their interests. Goal 1: Action 12 will remain in the LCAP based on evidence in student, parent and staff LCAP Surveys, administrator observation, and successful student outcomes on local indicators.

Goal 1 Actions 1, 3, 5, 6, 7, 8, 9, 10, and 12 are being continued from the 2017-2019 LCAP. We have determined the actions to be effective by the following data:

The overall progress for the Taft City School District in ELA and Math Achievement has shown a steady upward trend Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 34%
2016/17- 36.81%
2017/18- 36.65%
2018/19- 39.55%

Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)

2015/16- 22%
2016/17- 25.91%
2017/18- 26.12%
2018/19- 27.85%

Goal 2

Taft City School District will implement a multi-tiered system of supports to include the provision of staffing, resources, data analysis, accessibility, health and safety to reduce the rate of student chronic absenteeism while also lowering the ratio of students to teachers for overall improved student achievement. Improving the learning environment for unduplicated students is another area of need in order to ensure they are in an environment conducive to learning.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP.

Academic Achievement Gaps

The current 2020-21 Week 27 TCSD Year-to-Date Chronic Absenteeism rate of all students is 24.0% with the current rate of 11% of students trending toward chronic absenteeism and 9% of students nearly chronically absent. The current demographics of students who are chronically absent in 2020-21 are as follows: Males: 25.2%, Females: 23.7%, Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic): 29.8%, Black (Non-Hispanic): 25.0%, Hispanic: 21.9%, RFEP: 13.2%, SED: 25.0%, SPED: 39.1%. In addition, the 2020 CHKS indicated that 46% of 7th grade students surveyed felt a school connectedness according to the survey, and that 36% of 7th grade students surveyed perceived their school as very safe or safe according to the survey. Also, Renaissance overall STAR data in ELA indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Renaissance overall STAR data in Mathematics indicates a decrease in the first testing window scores from 630 in 2019 to 398 in 2020 and a decrease in the second testing window scores from 497 in 2019 to 411 in 2020. These factors in conjunction

facilitate the rationale for a multi-tiered system of support implemented on an ongoing basis. In addition there is a 10% gap between the chronic absenteeism between not unduplicated and unduplicated for the 2020-2021 school year. Specifically:

Not Unduplicated 15% Chronic absenteeism

Unduplicated 25% Chronic absenteeism

Additional Conditions and Circumstances

Increased enrollment has required the district to utilize classrooms and other facilities that have not previously been utilized, such as aging portables, or spaces not historically designated as classroom space, out of necessity. Enrollment has increased by an average of 5% per year for the past several years, a trend that the district expects to continue. The percentage of students that are considered unduplicated has increased from 84% to 88% over the same time frame. This need to repair and renovate new facilities space is a direct response to our changing students' needs to ensure safe and adequate learning space.

Taft City is a rural area located on the western edge of Kern County in the state of California. While the goal is that the Taft City School District has and will continue to improve accessibility using multi-tiered levels of support, it is the intent of district's educators to integrate socio-emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- Community relationships with resources
- Access to healthcare
- Personal needs
- Exposure to academic language outside of school
- Familial resources to support their education at home
- Access to technology
- Access to core, grade level curriculum
- Opportunities to demonstrate content knowledge separate from their language development
- Food, shelter, or resource instability
- Lack of resources for extra academic or social emotional supports
- Attendance is impacted due to transportation needs
- Childcare or extended day opportunities
- Sustained Trauma due to Covid-19

The following actions were created within Goal 2 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. Taft City believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Professional Development and Support

Goal 2: Action 1, which maintains the ratio of students to teachers, as appropriate, for overall improved student achievement and for SEL student support including English Learners, Foster Youth and Socioeconomically Disadvantaged students while addressing the specific needs of unduplicated students districtwide. The Taft City School District will improve accessibility by employing a multi-tiered levels of support and local indicators to identify students who need strategic intervention it is the intent of district's educators to integrate socio emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. By implementing the following strategies the Taft City School District improved or increased services in the following ways as they relate to district and state guided priorities: Taft City School District will implement a CDE research based multi-tiered system of supports to include the provision of staffing, resources, data analysis, accessibility, health and safety to reduce the rate of student chronic absenteeism while also lowering the ratio of students to teachers for overall improved student achievement. This action will significantly assist English Learners, Low-Income, homeless and Foster Youth by increasing the analysis of individual needs and the data their exposure to evidence based strategies aimed at meeting their individual needs. which provides a multi-tiered system of supports is an evidence based method of identifying the specific needs of students and comprehensively addressing their needs. Local indicators support the use of this approach to instruction and the facilitation of learning.

Goal 2: Action 2 will Provide comprehensive professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learners mastery of the CCSS. All teachers receive training on the EL Roadmap (series format), ELPAC language proficiency information and strategizing instruction for focus students. These measures will help to ensure that ELD standards are implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk through observation data. This action will significantly assist English Learners by allowing for the most innovative strategies and practices to be identified through collaboration and evidence obtained by a coordinated effort. Goal 3: Action 1, which provides for a coordinated effort that will be continued from the 2017-2020 LCAP to integrate the ELD standards into instruction. This is evidenced by administrator walkthroughs, participation in PLCs and observations. By providing this action, it will be effective in meeting the goal of our district because staff will have the opportunity to continue learning Common Core Grade level standards and use data to analyze student learning. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Goal 2: Action 3 will maintain computer based tracking/parent notification system for the purpose of addressing chronic absenteeism in all students, including English Learners, Foster Youth and Socioeconomically Disadvantaged students in LCAP 2021-24. This program will augment parent notification to include a leadership component to communicate district attendance goals to parents of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. This action is necessary in order to maintain communication, safety, and improve accuracy in the data available relative to attendance. This will be measured through data analysis using Kern Integrated Data Systems.

Goal 2: Action 4 will maintain contract services for School Resource Officer with the County of Kern to provide district wide oversight in coordination with the MTSS and PBIS teams to address student behavior including chronic attendance/truancy issues. This action is being continued from 2017-2020 LCAP and has been proven to be effective based on the reduction of the Chronically Absenteeism Rate. This district focus has been a concerted effort by the MTSS team, which includes the School Resource Officer and the data trends show the following:

Foster Youth, EL, and Low Income Chronically Absent Rate:

Source of data (Kern Integrated Data Systems)

2017-2018- 11%

2018-2019- 18%

2019-2020- 8%

2021-2021- 25% (Year of Covid-19 Pandemic)

Additional data to support this includes the performance level for both homeless students and students who classify as two or more races increased by 3.2% and 4.6% respectively from 2019 with regard to the suspension rate.

According the TCSD School California School Accountability report Cards for the 2019-2020 School Year which reflects a partial year and was published during the 2020-2021 school year the suspension rate for the following years is as follows:

	2018-2019	2019-2020
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District	4.6	0.0
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Conley	0.0	0.0
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Jefferson	0.0	0.0
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Lincoln	11.5	0.0
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Parkview	0.0	0.0
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Roosevelt	4.6	0.0
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Taft Primary	0.0	0.0
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The district will develop and implement a crisis intervention plan in conjunction and collaboration with law enforcement agencies as well as a PBIS support plan for all students to ensure a consistent and appropriate response to student behavioral incidents at school. In conjunction with the MTSS team, use of intervention strategies such A2A, PBIS, MTSS, and regular school visits will be implemented. These programs will include attendance promotion programs that will extend beyond the school settings and communication strategies will extend to more specified methods of accessibility to school. This will include virtual meetings, electronic universal access and specific tier 2 interventions conveyed to the parent and providing guidance for the teacher. The team will employ based on a need to identify and meet the needs of students encountering challenges. This action will maintain a sustained method for identifying students' needs and communicating these with parents. It will also enhance the ability of staff to make connections for students based on data. By providing this action, it will be effective in meeting the goal of our district by increasing student attendance. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the attendance gap that exists with Foster Youth, English Learners, and Low-Income by decreasing the chronic absenteeism rate for unduplicated students by 5% in one year.

This action will be measured by assessing a correlation between students provided intervention from the MTSS team actions involving the School Resource officer and student populations as it relates to chronic absenteeism.

Goal 2: Action 5, which provides Professional Development/PLC Minimum days is being continued from 2017-2020 LCAP. This action has been proven to be effective based on increase in English Learner Reclassification Rate, Achievement scores on Renaissance Learning and State Assessments (Located in LCAP Reflections: Successes). This action is intended to provide staff opportunities for Professional Learning Communities to answer the 4 critical questions for each PLC: What do we want students to learn, How do we know they learned it, What will we do if they did not learn it, What will we do if they did learn it? By providing this action, it will be effective in meeting the goal of our district because staff will have the opportunity to share student data results and best teaching practices with each other and across

grade levels. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Goal 2: Action 6 which maintains the hiring of additional district School Psychologist/Counselors to address mental health and social emotional needs of all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. The TCSD hired additional district School Psychologist/Counselors to address mental health and/or counseling issues. Additionally, an intern psychologist position was utilized as well as. This action will allow for more comprehensive provision of services to those students in need. Goal 2, Action 6 will continue from the 2017-2020 LCAP based on the ongoing need for students with disabilities.

Goal 2: Action 7 which addresses health and safety concerns, including those related to mental health. We will hire additional Kindergarten Aides and Yard Monitors as needed to ensure students are monitored at unstructured times during the day. The additional staff members will work in coordination with MTSS and PBIS teams to address student behavior including chronic attendance and truancy issues. Taft City will maintain a visitor identification system at all sites that plays an integral part of our tracking attendance, the well-being of our students and families, and informs our MTSS and PBIS teams of students who are having difficulty with behavior, attendance, and truancy. Improve and renovate aging school facilities to keep them in good repair according to the FIT Report and maintain and enhance an equitable learning environment that supports student achievement. The main focus of this funding action is on ventilation, roofing, painting, paving, and creation and renovation of classroom space. Actions are effective in meeting the goals for these students it will provide them with the best environment in which to learn and ensure the future growth students will have these same needs met. While all students will be supported, there are additional Social Emotional and security needs for English Learners, Foster Youth, and Low-Income students as supported by the data in the identified need of the LCAP. The district will maintain current performance standards on the CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies that may have been exacerbated by the recent pandemic). Additionally, the measures used to identify absences and thereby giving indication how best to support the student and provide solutions. Provides a critical aspect of the systematic identification of student support in attendance and ensuring that guardianship is affirmed. Use of technology and applications will be continued from the 2017-2020 LCAP based on the indication of successful implementation of programs identified as providing innovated methods of ensuring attendance data:

- TCSD has maintained a 0% middle school dropout rate.
- 2020-21 suspension rate is 0%
- 2020-21 expulsion rate is 0%.

Goal 3

Taft City School District will recruit, hire, train, and retain highly qualified teaching and support staff while also focusing on effective professional learning to continually enhance or extend content knowledge and instructional strategies for a comprehensive understanding of the various needs of all students including Foster youth, English Learners, and low income students.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP.

Academic Achievement Gaps

It is critical that students access the SBE adopted standards. Goal 3 will ensure that accessibility to these resources is made possible to all students and that the district continues to build capacity in the staff in the achievement of these goals. Current data shows that the Taft City School District's focus on Conditions and Climate resulted in local indicators that reflected (Mis-Assignments (0 EL) Of Teachers Of English Learners 0%, and that 100% of TCSD students had access to SBE adopted standards aligned materials in 2020-21. There is a tremendous need to continue the practices utilized to achieve this goal. Additionally, the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as performing 100% rating of "Good" or "Exemplary" as indicated on The FIT report for all school sites in 2020-21 which contributes greatly to the students well being and ability to attend school with a positive outlook. Another key area that must be maintained is the Percent Of Students With Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%TCSD. Next, the Taft City School District was listed on the 2019 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0. Next,, TCSD must maintain 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2020-21 according to the TCSD Professional Development schedule and calendar in order to foster the building of capacity to provide informed instruction. In the implementation of the EL Road Map the TCSD must continue to ensure that all EL students receive 30 minutes of Designated ELD instruction daily, and are provided with ELA interventions to meet the individual needs of EL students based on assessment data in 2020-21 and according to teacher lesson plans and daily classroom schedules. These measures will help to ensure that ELD standards are implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk through observation data.

Additional Conditions and Circumstances

Taft City is a rural area located on the western edge of Kern County in the state of California. While the goal is that the Taft City School District has and will continue to improve accessibility using multi-tiered levels of support, it is the intent of district's educators to integrate socio-emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- Exposure to academic language outside of school
- Personal hygiene/safety needs and education
- Familial resources to support their education at home
- Access to technology
- Access to core, grade level curriculum
- Opportunities to demonstrate content knowledge separate from their language development
- Food, shelter, or resource instability
- Lack of resources for extra academic or social emotional supports
- Attendance is impacted due to transportation needs
- Childcare or extended day opportunities
- Sustained Trauma due to Covid-19

The following actions were created within Goal 1 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. Taft City believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Professional Development and Support

Goal 3: Action 1, which provides for the implementation of the KCSOS induction and Teacher mentor program for all uncredentialed teachers in order to provide continuous and ongoing teacher support in the district. This action directly affects the District's unduplicated count by promoting equitable access to teachers under ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialed teachers in the district annually. It is critical that students access the SBE adopted standards. Goal 3 will ensure that accessibility to these resources is made possible to all students and that the district continues to build capacity in the staff in the achievement of these goals. Current data shows that the Taft City School District's focus on Conditions and Climate resulted in local indicators that reflected (Mis-Assignments (0 EL) Of Teachers Of English Learners 0%, and that 100% of TCSD students had access to SBE adopted standards aligned materials in 2020-21 There is a tremendous need to continue the practices utilized to achieve this goal. This action will significantly assist English Learners, Low-Income, homeless and Foster Youth by allowing for the most innovative strategies and practices to be identified through collaboration and evidence by a coordinated effort. Additionally, the action allows the district to build capacity in the recruitment and retention of the most qualified teachers providing accessibility to students that relates not only to the CCSS but learning experiences that are crafted by teachers capable of facilitating the goal for the child. This action will continue from the 2017-2020 LCAP based on CA dashboard indicating decreases in performance on state indicators and local indicators. This action will also ensure that EL pupils making progress toward English Proficiency provides teachers and Teachers On Special Assignment information that will guide instructional support based on their English Proficiency and accessibility needs. This exposure to evidence based strategies aimed at meeting their individual needs has been proven to be effective based on local indicators. This action will continue to increase the capacity of our teachers in addressing the needs of our students in special populations based on ensured access to the EI Road Map and best teaching practices related to Universal Access. We will measure the effectiveness of this action by assigning mentors to each beginning teacher, conducting walk-through assessments, and regular observations. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Goal 3: Action 2, which maintains the LEAs competitive teacher/support salary schedules in order to employ and retain highly qualified teachers in an otherwise remote area. This action directly affects the District's unduplicated count by promoting equitable access of highly qualified administrators and teachers across schools for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students and ensures that all students have access to high-quality teachers at every grade level and in every subject area. The District ensures equity in education as a necessary component in narrowing the achievement gap for all students including English Learners, Foster Youth and Socioeconomically Disadvantaged students. Teachers and school leaders ensure equity by recognizing, respecting, and attending to the diverse strengths and challenges of students. This will be measured based on local indicators TCSD will maintain this goal from the LCAP from 2017-2020 to ensure that ELD standards are implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well as in monthly site principal walk through observation data.

Goal 4

Taft City School District will plan and implement programs, activities, and procedures that involve parents in the education of their children.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP.

Academic Achievement Gaps

Involving parents in the education of their children can yield powerful results with students. Building capacity that relates to schoolwide and district wide initiatives can increase the likelihood of positive outcomes. Based on the 2% increase in parent feedback on the LCAP Survey, the attendance at virtual parent meetings that is less than 50% of the student population in the district, and the approximately 50% in attendance at IEPs there is evidence that supports the need to continue and evolve the strategies employed.

Additional Conditions and Circumstances

Taft City is a rural area located on the western edge of Kern County in the state of California. While the goal is that the Taft City School District has and will continue to improve accessibility using multi-tiered levels of support, it is the intent of district's educators to integrate socio-emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- Exposure to academic language outside of school
- Home to school connectivity
- Familial resources to support their education at home
- Access to technology
- Access to core, grade level curriculum
- Opportunities to demonstrate content knowledge separate from their language development
- Food, shelter, or resource instability
- Lack of resources for extra academic or social emotional supports
- Attendance is impacted due to transportation needs
- Childcare or extended day opportunities
- Sustained Trauma due to Covid-19

The following actions were created within Goal 1 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. Taft City believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Professional Development and Support

Goal 4: Action 1, which provides a targeted approach to plan school site parental activities for the purpose of increasing parental involvement, including the scheduling of parent focus activity group meetings at all sites in 2020-21 in a virtual format in order to promote the six types of parent involvement described in the model for school, family, and community partnerships as the following: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community. Social media, virtual format, emails, Canvas announcements, website and marquee announcements in the language represented by the district's demographics were used to make parents aware of each event and provide accessible content. Involving parents in the education of their children can yield powerful results with students. Building capacity and increasing accessibility that relates to schoolwide and district wide initiatives can increase the likelihood of positive outcomes for all students particularly English learners, Homeless Students, and Foster youth . Based on the 2% increase in parent feedback on the LCAP Survey, the attendance at virtual parent meetings that is less than 50% of the student population in the district, and the approximately 50% in attendance at IEPs there is evidence that supports the need to continue and evolve the strategies employed.

The TCSD will measure the success of this action using feedback by 2% on parent surveys used to provide decisions related to the implementation of accessibility strategies

Taft City will monitor the effectiveness of actions in Goal 1-4 through the use of local formative assessments; state metrics; classroom walkthroughs; and student, staff, and parent surveys.

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

Goal 1

The Taft City School District will fully implement the California Common Core State Standards utilizing district wide aligned curriculum and instructional strategies to support improved academic achievement and mental well-being for all students including Foster youth, English Learners, and low-income students while also mitigating student learning loss. In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP.

Academic Achievement Gaps

From the 2019 California Accountability System the current English Learners in the Taft City School District scored 94 points below standard in ELA even though all students in this category increased by 5.5 points from the previous year. Those students who are reclassified English Learners or students who speak English only were above the standard by 18 points and 14.1 below the standard respectively. All students in the Taft City School District scored 54.4 points below the standard in Mathematics despite an increase of 4.2 points from the previous year. The subcategory of students of focal concern are Students with Disabilities who performed in the orange performance indicator. Students in

need of strategic oversight are English Learners, Hispanic Students, Homeless Students, Socioeconomically Disadvantaged Current English Learners declined in their performance by 4.9 scoring 100 points below the standard, Reclassified English Learners increased by 12.6 points 15.7 points below the standard and English Only Students scored 46.9 points below the standard and increased 3.9 points in Mathematics. The suspension rate for 2019 maintained a performance indicator of orange. The performance level for both homeless students and students who classify as two or more races increased by 3.2% and 4.6% respectively.

Additional Conditions and Circumstances

Taft City is a rural area located on the western edge of Kern County in the state of California. While the goal is that the Taft City School District has and will continue to improve accessibility using multi-tiered levels of support, it is the intent of district's educators to integrate socio-emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- Exposure to academic language outside of school
- Familial resources to support their education at home
- Access to technology
- Access to core, grade level curriculum
- Opportunities to demonstrate content knowledge separate from their language development
- Food, shelter, or resource instability
- Lack of resources for extra academic or social emotional supports
- Attendance is impacted due to transportation needs
- Childcare or extended day opportunities
- Sustained Trauma due to Covid-19

The following actions were created within Goal 1 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. Taft City believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Professional Development and Support

Goal 1: Action 13 which Sponsors 20 low income students, 3 counselors, and 1 Teacher from Lincoln Jr. High School that will participate in the Camp KEEP Program in Cambria, CA in 2021-22. Camp Keep is an outdoor science education and conservation program for four days to enhance Science, Technology, Engineering, and Mathematics (STEM) knowledge in unduplicated students. TCSD continues to sponsor 20 economically disadvantaged 3 counselors, and 1 Teacher from Lincoln Jr. High School who will participate in the Camp KEEP Program in Cambria, CA. Camp Keep is an outdoor science education and conservation program for four days to enhance STEM knowledge and accessibility to CCSS standards for students. (Goal 1, Action 13) This action will give students who are economically disadvantage to meaningful learning experiences and the realia necessary to develop vocabulary. This action is being continued from the 2017-2020 LCAP based on positive parent feedback and increases on local indicators.

Goal 1: Action 15 which provides supplemental ELD instructional support by Clark Consulting and the classroom supplies necessary to support and ensure that all English Learners become English proficient. Provide additional staff to support high concentration levels of English Learners. Continued implementation of 30 minutes of designated ELD instruction daily mentioned in Goal 1, Action 15 is critical in the implementation of the EL Road Map strategies for student achievement in providing measures to ensure accessibility and language development. Based on assessment data in 2020-21 and according to teacher lesson plans and daily classroom schedules this action will be continued from the 2017-2020 LCAP.

Goal 1: Action 16 which provides comprehensive professional Development on ELD standards and ELPAC language proficiency levels in order to enable English Learner accessibility to the CCSS per the EL RoadMap. This action is intended to provide continued training and staff development for staff to utilize the best research based practices with state standards. The action will also incorporate a districtwide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards. By providing this action, it will be effective in meeting the goal of our district because staff will have the opportunity to continue learning Common Core Grade level standards and use data to analyze student learning. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Goal 2

Taft City School District will implement a multi-tiered system of supports to include the provision of staffing, resources, data analysis, accessibility, health and safety to reduce the rate of student chronic absenteeism while also lowering the ratio of students to teachers for overall improved student achievement.

The following needs, conditions, and circumstances were assessed for Foster Youth, English Learners, and Low-Income students in developing Actions for the 2021-24 LCAP.

Academic Achievement Gaps

The current 2020-21 Week 27 TCSD Year-to-Date Chronic Absenteeism rate of all students is 24.0% with the current rate of 11% of students trending toward chronic absenteeism and 9% of students nearly chronically absent. The current demographics of students who are chronically absent in 2020-21 are as follows: Males: 25.2%, Females:23.7%, Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic):29.8%, Black (Non-Hispanic): 25.0%, Hispanic: 21.9%, RFEP: 13.2%, SED: 25.0%, SPED: 39.1%. In addition, the 2020 CHKS indicated that 46% of 7th grade students surveyed felt a school connectedness according to the survey, and that 36% of 7th grade students surveyed perceived their school as very safe or safe according to the survey. Also, Renaissance overall STAR data in ELA indicates a decrease in the first testing window scores from 450 in 2019 to 305 in 2020 and an increase in the second testing window scores from 255 in 2019 to 328 in 2020. Renaissance overall STAR data in Mathematics indicates a decrease in the first testing window scores from 630 in 2019 to 398 in 2020 and a decrease in the second testing window scores from 497 in 2019 to 411 in 2020. These factors in conjunction facilitate the rationale for a multi-tiered system of support implemented on an ongoing basis. In addition there is a 10% gap between the chronic absenteeism between not unduplicated and unduplicate for the 2020-2021 school year. Specifically:

Not Unduplicated 15% Chronic absenteeism
Unduplicated 25% Chronic absenteeism

Additional Conditions and Circumstances

Taft City is a rural area located on the western edge of Kern County in the state of California. While the goal is that the Taft City School District has and will continue to improve accessibility using multi-tiered levels of support, it is the intent of district's educators to integrate socio-emotional learning into the introduction of district wide curriculum, instructional strategies and teaching resources to provide learning experiences specified to comprehensive individual learning for all students district wide. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- Exposure to academic language outside of school
- Familial resources to support their education at home
- Access to technology
- Access to core, grade level curriculum
- Opportunities to demonstrate content knowledge separate from their language development
- Food, shelter, or resource instability
- Lack of resources for extra academic or social emotional supports
- Attendance is impacted due to transportation needs
- Childcare or extended day opportunities -Sustained Trauma due to Covid-19

The following actions were created within Goal 2 with these needs, conditions, and circumstances in mind as well as input from our stakeholders. Taft City believes these actions will increase and or improve services for Foster Youth, English Learners, and Low-Income Students.

Professional Development and Support

Goal 2: Action 8 which provides services specific to the needs of foster youth and will be addressed using MTSS and electronic data that provides specific information related to strategic intervention. This action will be employed to meet the needs of the district's foster youth based on evidence that intervention and specified actions will increase performance of students with diverse needs. Success will be measured based on achievement scores on Renaissance Learning and State Assessments This action is intended to provide continued training and staff development on identifying and addressing the specific needs of the district's foster children.. The action will also incorporate a districtwide data system to be used to measure student progress on local assessments and provide supplemental classroom materials to support the core program when students struggle with academic standards. By providing this action, the district will build capacity in the use of data to analyze in meeting the unique learners based on varied factors. We will measure the effectiveness of this action by utilizing local benchmark data and state assessment results. While this action is an LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with Foster Youth, English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,718,848.00			\$700,425.00	\$8,419,273.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,343,397.00	\$2,075,876.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development and Support	\$162,200.00			\$250,000.00	\$412,200.00
1	2	All	Instructional Calendar Days	\$275,200.00				\$275,200.00
1	3	English Learners Foster Youth Low Income	Professional Development/PLC Minimum Days	\$254,000.00				\$254,000.00
1	4	All	District Wide Textbook Adoption and Purchase	\$210,000.00				\$210,000.00
1	5	English Learners Foster Youth Low Income	ELA Lead Teachers (2) at Lincoln Junior High School	\$78,064.00				\$78,064.00
1	6	English Learners Foster Youth Low Income	AVID Support Services	\$76,816.00				\$76,816.00
1	7	English Learners Foster Youth Low Income	MTSS Intervention Model in Grades TK-3	\$127,960.00			\$450,425.00	\$578,385.00
1	8	English Learners Foster Youth Low Income	Web Based Diagnostic Assessments	\$5,005.00				\$5,005.00
1	9	English Learners Foster Youth Low Income	Library Services	\$101,832.00				\$101,832.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Technology Assistant Positions	\$134,989.00				\$134,989.00
1	11	All	Technology Infrastructure Refresh Cycle	\$343,401.00				\$343,401.00
1	12	English Learners Foster Youth Low Income	Enrichment Activities	\$256,427.00				\$256,427.00
1	13	Low Income	Camp KEEP Program	\$5,600.00				\$5,600.00
1	14	English Learners Foster Youth Low Income	Grade Level Lead Teachers	\$93,170.00				\$93,170.00
1	15	English Learners	Supplemental ELD instruction and Resources	\$300,817.00				\$300,817.00
1	16	English Learners	ELD Professional Development	\$65,345.00				\$65,345.00
2	1	English Learners Foster Youth Low Income	Student to Teacher Ratio	\$2,048,440.00				\$2,048,440.00
2	2	English Learners Foster Youth Low Income	Comprehensive Professional Development	\$227,271.00				\$227,271.00
2	3	English Learners Foster Youth Low Income	Computer Based Tracking/Parent Notification System	\$30,000.00				\$30,000.00
2	4	English Learners Foster Youth Low Income	MTTS/PBIS Support	\$125,000.00				\$125,000.00
2	5	English Learners Foster Youth Low Income	SARB process	\$1,338.00				\$1,338.00
2	6	English Learners Foster Youth Low Income	School Psychologist/Counselors	\$288,411.00				\$288,411.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	Student Safety and Well-Being	\$1,713,948.00				\$1,713,948.00
3	1	English Learners Foster Youth Low Income	KCSOS Induction and Teacher Mentor Program	\$32,670.00				\$32,670.00
3	2	English Learners Foster Youth Low Income	Teacher/Support Salary	\$741,944.00				\$741,944.00
4	1	English Learners Foster Youth Low Income	Parental Activities	\$19,000.00				\$19,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$6,890,247.00	\$7,590,672.00
LEA-wide Total:	\$6,596,802.00	\$6,846,802.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$293,445.00	\$743,870.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$162,200.00	\$412,200.00
1	3	Professional Development/PLC Minimum Days	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$254,000.00	\$254,000.00
1	5	ELA Lead Teachers (2) at Lincoln Junior High School	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Jr. High School	\$78,064.00	\$78,064.00
1	6	AVID Support Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School	\$76,816.00	\$76,816.00
1	7	MTSS Intervention Model in Grades TK-3	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$127,960.00	\$578,385.00
1	8	Web Based Diagnostic Assessments	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,005.00	\$5,005.00
1	9	Library Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,832.00	\$101,832.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	10	Technology Assistant Positions	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,989.00	\$134,989.00
1	12	Enrichment Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$256,427.00	\$256,427.00
1	13	Camp KEEP Program	Schoolwide	Low Income	Specific Schools: Lincoln Jr. Highschool	\$5,600.00	\$5,600.00
1	14	Grade Level Lead Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,170.00	\$93,170.00
1	15	Supplemental ELD instruction and Resources	LEA-wide	English Learners	All Schools	\$300,817.00	\$300,817.00
1	16	ELD Professional Development	LEA-wide	English Learners	All Schools	\$65,345.00	\$65,345.00
2	1	Student to Teacher Ratio	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,048,440.00	\$2,048,440.00
2	2	Comprehensive Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$227,271.00	\$227,271.00
2	3	Computer Based Tracking/Parent Notification System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	\$30,000.00
2	4	MTTS/PBIS Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	\$125,000.00
2	5	SARB process	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,338.00	\$1,338.00
2	6	School Psychologist/Counselors	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$288,411.00	\$288,411.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	7	Student Safety and Well-Being	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,713,948.00	\$1,713,948.00
3	1	KCSOS Induction and Teacher Mentor Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,670.00	\$32,670.00
3	2	Teacher/Support Salary	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$741,944.00	\$741,944.00
4	1	Parental Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	\$19,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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