

LCFF Budget Overview for Parents

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

CDS Code: 15638000000000

School Year: 2022-23

LEA contact information:

Lori Slaven, Ed.D.

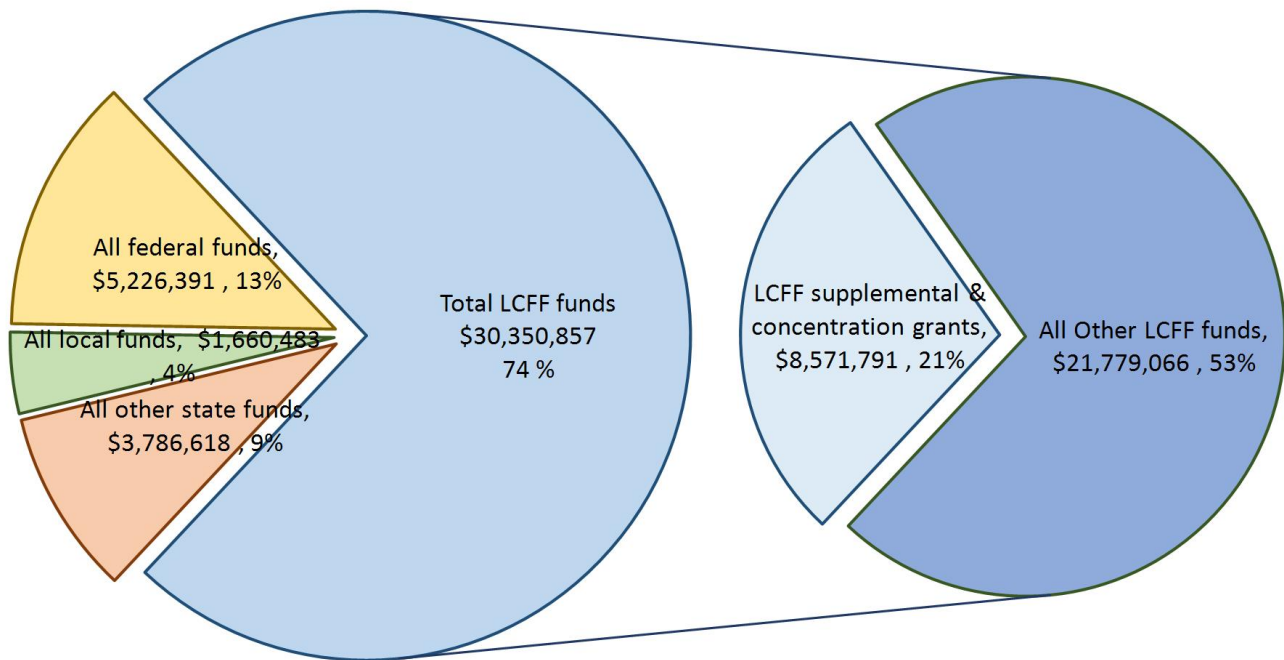
Superintendent

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 2022-23 School Year

Projected Revenue by Fund Source



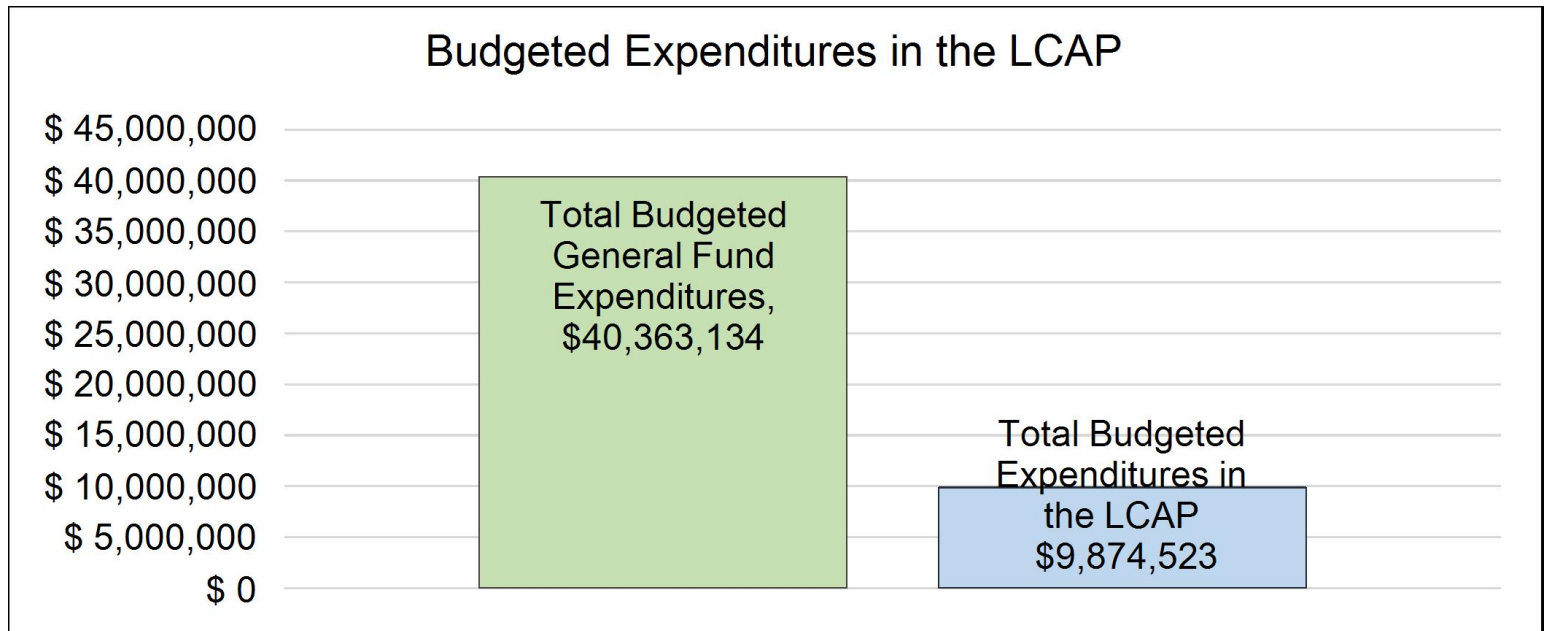
This chart shows the total general purpose revenue Taft City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taft City School District is \$41,024,348.68, of which \$30,350,857 is Local Control Funding Formula (LCFF), \$3,786,618 is other state funds,

\$1,660,483 is local funds, and \$5,226,390.68 is federal funds. Of the \$30,350,857 in LCFF Funds, \$8,571,791 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Taft City School District plans to spend \$40,363,133.73 for the 2022-23 school year. Of that amount, \$9,874,523 is tied to actions/services in the LCAP and \$30,488,610.729,999,997 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

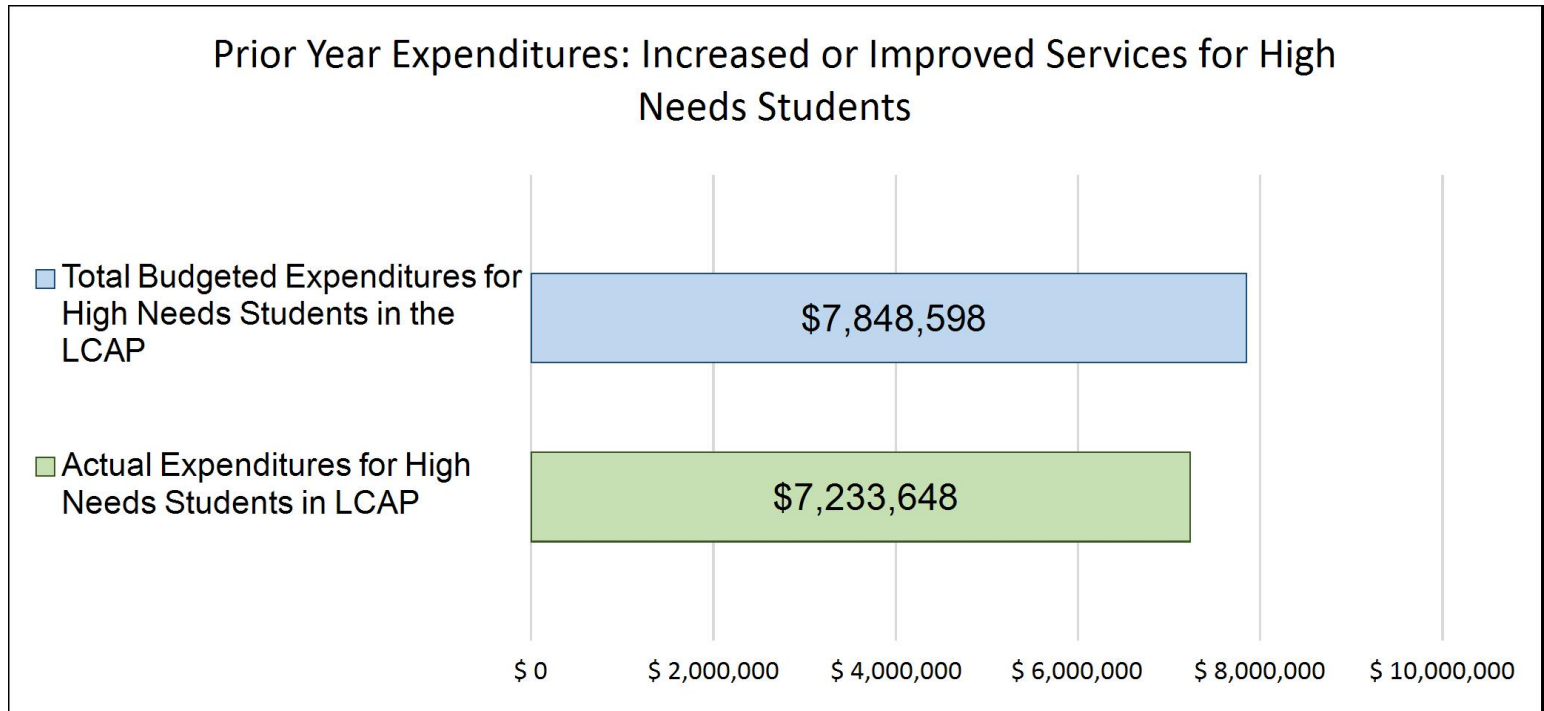
The General Fund includes budgeted amounts for personnel not explicitly listed in the LCAP, including teachers, certificated support personnel and administrators, classified service paraprofessionals, support staff, and clerical staff. It also includes non-personnel amounts for things necessary for a 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 2022-23 School Year

In 2022-23, Taft City School District is projecting it will receive \$8,571,791 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 \$8,688,898 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 2021-22



This chart compares what Taft City School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Taft City School District's LCAP budgeted \$7,848,598 for planned actions to increase or improve services for high needs students. Taft City School District actually spent \$7,233,648 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-614,950 had the following impact on Taft City School District's ability to increase or improve services for high needs students:

Certain expenditures were delayed to subsequent years due to ongoing COVID issues. This has caused student impaction rates to continue to grow. The district is doing all it can to expediate these projects.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taft City School District	Lori Slaven, Ed.D. Superintendent	lslaven@taftcity.org 6617631521

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Taft City School District has taken specific measures to engage Educational Learning Partners in the process involved in the development of the LCAP 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.

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 and concurrent updates.

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 the plan and confirm that they participated in this process. This update demonstrates the outcome of these collaborations.

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 in collaboration meetings held to get specific feedback on the design of new goals and initiatives developed to enhance those already in place.

Team collaborations include: Migrant Parent Advisory Committee Meetings that occurred on September 22nd, October 6th, and November 10th of 2021, English Learner Parent Advisory Committee Meetings, Jefferson SSC/ELAC November 9th, 2021 and upcoming meetings on January 20, 2022, March 24, 2022, and May 18, 2022, Taft Primary SSC/ELAC November 2, 2021, January 20, 2022, upcoming meetings on February 24, 2022, March 2, 2022, and May 24, 2022, Conley SSC/ELAC October 13, 2021, November 9, 2021, January 10, 2021, and upcoming meetings on March 7, 2022, April 4, 2022, and May 2, 2022, Parkview SSC/ELAC on October 25, 2021, November 9, 2021, February 1, 2022, and upcoming dates on March 21, 2022, April 25, 2022, and May 25, 2022, Roosevelt SSC/ELAC November 16, 2021, December 14, 2021 and upcoming dates March 23, 2022 and May 11, 2022, Lincoln SSC/ELAC September 17, 2021, December 8, 2021 and upcoming meetings on March 23, 2022 and May 18, 2022 and the District English Learner Advisory Committee Meeting held on June 15, 2021. These meetings and follow up meetings are held throughout 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). In coordination with the LCAP Goals the Expanded Learning Opportunities Program and School plans are discussed to for alignment and enhancement to include. https://www.taftcityschools.com/files/page/5846/2021_LCAP_Revised_9.17.21.pdf. Actions not included in the LCAP budget that provide support to district initiatives include: UPK, ELO-P, ASES, and other ongoing funds all of which serve the district in the following ways:

- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports
- Integrated student supports to address other barriers to learning
- Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports
- Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility
- Additional academic services for students
- Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs
- Total Funds to implement the Strategies

https://www.taftcityschools.com/files/page/5846/2021_LCAP_Revised_9.17.21.pdf

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

-The following sites have an enrollment of unduplicated student groups greater than 55%: Conley Elementary School, Jefferson Elementary School, Parkview Elementary School, Taft Primary Elementary School, Roosevelt School, and Lincoln Jr. High School. This is all Taft City

School District sites.

-Taft City School District will use the concentration grant add-on funding to increase the number of Teachers and Support Staff who will provide direct services to students at all schools in the Taft City School District to support Multi-Tiered Level of Supports with an emphasis on socio emotional learning and behavioral supports to increase in class instruction and minimize disruption to the students individual educational plans and supports.

Taft City School District will hire additional Health Clerks, and expand the hours of existing health clerks, in order to better meet the needs of students at sites with high unduplicated rates.

District will hire counselors at the Jr High in order to support social emotional learning and provide behavioral support. District will also implement an Alternative to Suspension Program, including hiring additional Certificated and Classified personnel that will work directly with students, to better support vulnerable populations.

District will hire additional custodial positions to address increased sanitation needs and to make up for funding disallowed from core LCAP goals.

https://www.taftcityschools.com/files/page/5846/2021_LCAP_Revised_9.17.21.pdf

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

For the purpose of developing the LCAP Update the Taft City School District receives input related to the implementation of district programs designed to enhance Multi tiered levels of support and other services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

- Brainstorming, planning and approval of implementation for the ESSER III plan development occur during 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 feedback and the local administrators input. There are multiple public meetings where the goals of the ESSER III funds and how they should be spent are

submitted for comments and the expenditures proposed are discussed in accordance with Education Code. (link to ESSER III Plan if available)

- Briefly describe efforts used when planning expenditures for other federal resources

ESSER III - Continuous and Safe In- Person Learning

- Construction of new classroom space and renovation of existing space to ensure adequate social distancing and an environment that is conducive to learning for all students. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Other activities that are necessary to maintain the operation of and continuity of services.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Purchase of furniture to reduce the risk of virus transmission and exposure to environmental health hazards. Focus on items made with materials with antimicrobial properties and use of additional barriers as necessary. Purchase of equipment used to improve quality of mitigation measures available to cleaning staff.
- Purchasing supplies to sanitize and clean the facilities of the district. Training and professional development for staff of the district on sanitation and minimizing the spread of infectious diseases. Professional services for deeper cleaning of food service facilities and high traffic areas as needed.

ESSER III - Addressing the Impact of Lost Instructional Time

- Planning and implementing activities related to summer learning and enrichment, including providing classroom instruction during the summer months for all students who wish to attend. Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs. Providing mental health services and supports. Supplies necessary to support these services.
- Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports. Additional academic services for students, through the expansion of after school support, including targeted tutoring for students who are not meeting standards and homework club. Additional support for the MTSS intervention model in grades TK-8 to provide early intervention in Reading Language Arts and Mathematics.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

-It is a priority of the Taft City School District to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Act of 2021. To this end, the Taft City School District has employed and continues to incorporate the following to ensure student safety and instructional organization.

-The Taft City School District has implemented some actions identified in our Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan. Specifically, we have successfully implemented the Purchase of supplies to sanitize and clean the facilities of the district. Training and professional development for staff of the district on sanitation and minimizing the spread of infectious diseases. Professional services for deeper cleaning of food service facilities and high traffic areas as needed and Purchase of furniture to reduce the risk of virus transmission and exposure to environmental health hazards. Focus on items made with materials with antimicrobial properties and use of additional barriers as necessary. Purchase of equipment used to improve quality of mitigation measures available to cleaning staff. We have also experienced challenges to implementation. These challenges include construction of new classroom space and renovation of existing space to ensure adequate social distancing and an environment that is conducive to learning for all students. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Other activities that are necessary to maintain the operation of and continuity of services and inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.

https://www.taftcityschools.com/files/page/5846/2021_LCAP_Revised_9.17.21.pdf

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The Taft City School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are found under the specific targeted goals in the TCSD LCAP are as follows:

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)

2021-2022- 25% YTD

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 to 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 and the Kern Integrated Data System the suspension rate for the following years is as follows:

	2018-2019	2019-2020	2020-2021	2021-2022
District	4.6	0.0	2	108
Conley	0.0	0.0	0	0
Jefferson	0.0	0.0	0	0
Lincoln	11.5	0.0	2	98
Parkview	0.0	0.0	0	0
Roosevelt	4.6	0.0	0	10
Taft Primary	0.0	0.0	0	0

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 as 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.

-2021-22 suspension rate increased from 0% to 4.15%

-2021-22 expulsion rate maintained at 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% increase on parent surveys used to provide decisions related to the implementation of accessibility strategies

Funding for services for foster youth, English learners, and low-income students is based on the evaluation and resulting enhancements of the following:

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 disadvantaged 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.

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. Feedback will be used to shape and determine further spending formulas based on the appropriate funding sources mentioned above.

https://www.taftcityschools.com/files/page/5846/2021_LCAP_Revised_9.17.21.pdf

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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	Lori Slaven, Ed.D. Superintendent	lslaven@taftcity.org 661.763.1521

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 2,403 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 43% that are English Learners, 84% that are socioeconomically disadvantaged, and the 0.8% that are foster youth. The Taft City School Districts student population ethnicity is made up of 0.6% African American, 0.6% American Indian/Alaskan Native, 0.5% Asian, Filipino, 68.2% Hispanic, 2.4% Pacific Islander 28.0% White, 3.3% two or more races and 1.3% were not reported. The district’s unduplicated count for LCFF funding is currently 88.46%.

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.

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 and determine Early Warning Information to enhance the focus on tiers of intervention.
- According to the Kern Integrated data system since 2020 the attendance rate has dropped from 10% to 20%. Attendance programs at the various schools sites that raise awareness about the impact of absenteeism will grow successes.
- 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. Some of the platforms related to this initiative include the use of Math Talks and development of curriculum in multiple areas.
- The Taft City School District is continuing a contracted relationship with 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 iReady.
- 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%

While during the 2021 school year data related to assessment was not available due to the circumstances created by the COVID - 19 pandemic, during the 2021-2022 school year the district utilized STAR to retrieve relevant test scores.

The STAR data reflects a transition in instructional models to a tiered and deliberate system of strategies that will aid in the movement. Previous data based on CASSAPP demonstrates that the district 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. Additionally the district scored 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. With regard to unduplicated students some notable changes based on specified instructional strategies have surfaced.

For example, in the third grade STAR Reading the lower end of the scoring band has decreased by 17 % and the uppermost end of the band has increased by 7%. Students scoring in the moderate range have increased by 6%. Unduplicated student populations have increased in the following ways: The number of Hispanic students scoring in the lowest band has decreased by 16% shifting these scores from 18% to 27% in the moderate range 5% to 11% in the intermediate area of the band, and the highest leveled scores have shifted from 4% to 6%. The performance of Asian students has shifted from 66% of the students at the mid to lowest range to 67% of the Asian students scoring above the 75% percentile. Additionally 10% more of the Migrant students scored between the 25th and 50th percentile during the Winter Testing window than in the Fall testing window of the 2021-2022 school year.

(See STAR Reading Fall Window Third Grade and STAR Reading Winter Window Third Grade, 2021).

In the Fourth Grade 6% of all students scored above the 50th and 75th percentile on STAR reading between the testing windows.

Additionally, notable changes involved a 50% growth of 50% of the African American Students between the 25th and 50th percentile from the less than the 25th percentile and there were notable shifts to the upper areas of the various bands by Hispanic, White, EL, SWD, and SED. (See STAR Reading Fall Window Fourth Grade and STAR Reading Winter Window Fourth Grade, 2021).

In the Fifth grade the performance of students showed shifts toward the upper end of the scale as well. The red band decreased by 9% for Hispanic students between the Fall and Winter testing windows and the uppermost performance band increased from 27% scoring above the 50th percentile to 38% of the Hispanic students scoring in this band. White student's uppermost performance band increased from 39% to 44% of the White students scoring above the 50th percentile.

(See STAR Reading Fall Window Fifth Grade and STAR Reading Winter Window Fifth Grade, 2021)

In the analysis of Sixth Grade students on STAR Reading the overall performance of all students at the upper end of the performance band increased from 13% to 26% of the students. Other areas of notable increases were 100% of the Asian student's performance shifted from the lowest scoring band to the highest, Hispanic students and English Learners shifting to the uppermost band more than doubled, Migrant students scoring at the top end of the band shifted from 13% to 33% of the students between testing windows and SED students scoring at the top end of the scoring band shifted from 10% of the students within the population scoring between the 50th and 75th percentile to 20% of the students within the population scoring in the uppermost band. (See STAR Lincoln Sixth Grade 2020-2021 and STAR Lincoln Sixth Grade 2021-2022, 2021)

Sixth grade Hispanic students scoring above the 75th percentile increased by 3% and English Learners scoring between the 25th and 75th percentile increased from 3% to 19% of the English Learners in the TCSD. 100% of the students of Unknown Race performed above the 75th percentile.

Seventh grade students also increased their performance between STAR Reading testing windows. The percent of all students scoring Between the 50th and 75th percentile increased by 4%, the percent of students of Unknown Races increased from 0% of the students scoring above the 50th percentile of students to 25% of those students scoring above the 50th percentile, and SED students scoring in the uppermost band increased from 11% to 12%.

In the eight grade students of Unknown Races increased from 25% of the students scoring above the 50th percentile to 50% of these students scoring above the 50th percentile.

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%

On the Third Grade STAR Math Assessment there are many areas of student growth that indicate responsive intervention. First, the percent

of all students scoring above the 50th percentile increased from 23% of the students in the band to 42% of all students scoring at or above the 50th percentile. Hispanic students shifted from 24% scoring at or above 50% to 37% scoring at or above 50%. Students of Unknown Races increased by 50% of students scoring between the 25th and 50th percentile. The number of White Students scoring at or above the 50th percentile increased from 33 % of the students to 51% of these students scoring in this band. The performance of SWD increased from 10% of the students within this band to 16% of these students scoring at or above the 50th percentile. (See STAR Math Fall Window Third Grade and STAR Math Winter Window Third Grade, 2021)

On the Fourth Grade STAR Math Assessment the percent of all students scoring above the 50th percentile increased from 15% to 28%. The percent of Hispanic students scoring above the 50th percentile increased from 11% to 26%. The percent of White students scoring above 50th percentile increased from 27% to 34% between testing windows. The percent of EL students scoring above the 50th percentile increased from 8% to 19%. While there were no foster youth scoring above the 50th percentile in the first testing window, 50% scored between the 50th and the 75th in the second testing window. Only 10% of the Migrant students scored between the 50th and 75th percentile in the first STAR Math Testing window, however 25% scored in the 50th to 75th in during the second testing window. (See STAR Math Fall Window Fourth Grade and STAR Math Winter Window Fourth Grade, 2021)

On the Fifth Grade STAR Math Assessment the number of all students scoring above the 50th percentile increased by 5% from the first to the second testing window. 33% of the African American population that scored at less than the 25th percentile moved to above the 25th percentile. Hispanic students performing above the 50th percentile increased from 14% to 21% scoring in this band. 50% of the Pacific Islander students who were performing at less than the 25th percentile increased their performance and performed above the 25th percentile. 25% of those students of Unknown Race also moved from performing below the 25 percentile to above the 25th percentile. Thirty-four percent of the White students scored above the 50th percentile in the first testing window, while 40% scored above the 50th percentile in the second. The percent of SED students scoring above the 50th percentile moved from 16% to 22%. (See STAR Math Fall Window Fifth Grade and STAR Math Winter Window Fifth Grade, 2021)

On the Sixth Grade STAR Math Assessment all students performing above the 50th percentile increased from 18% to 21%. The number of Hispanic students scoring above the 50th percentile increased from 14% to 35%. (See STAR Math Fall Window Sixth Grade and STAR Math Winter Window Sixth Grade, 2021)

On the seventh grade STAR Math assessment the percentage of all students who scored above the 50th percentile increase from 11% to 14%. The percentage of Hispanic students scoring above the 25th percentile increase from 28% of the Hispanic students to 57%. The percentage of scoring above the 25th percentile increase from 15% to 33%. The number of students with disabilities scoring above the 25th percentile increase from 4% to 40%. While the number of migrant students scoring above the 25th percentile increase from 29% to 50%. While percentage of SED students scoring above the 50th percentile increased from 8% to 12%, and the number scoring between the 25th and 50th percentile increase from 21% to 44%. (STAR Math Fall Window Seventh Grade and STAR Math Winter Window Seventh Grade, 2021)

On the Eighth Grade S T A R Math Assessment the percent of students scoring above the 50th percentile increased from 13% to 17%. Students represented by Unknown Race all scored above the 25th percentile by the second testing window despite having no less than 60% score in the less than 25th percentile band. The percent of S E D students scoring above the 25th percentile increased from 35% to 39%. (See STAR Math Fall Window Eighth Grade and STAR Math Winter Window Eighth Grade, 2021)

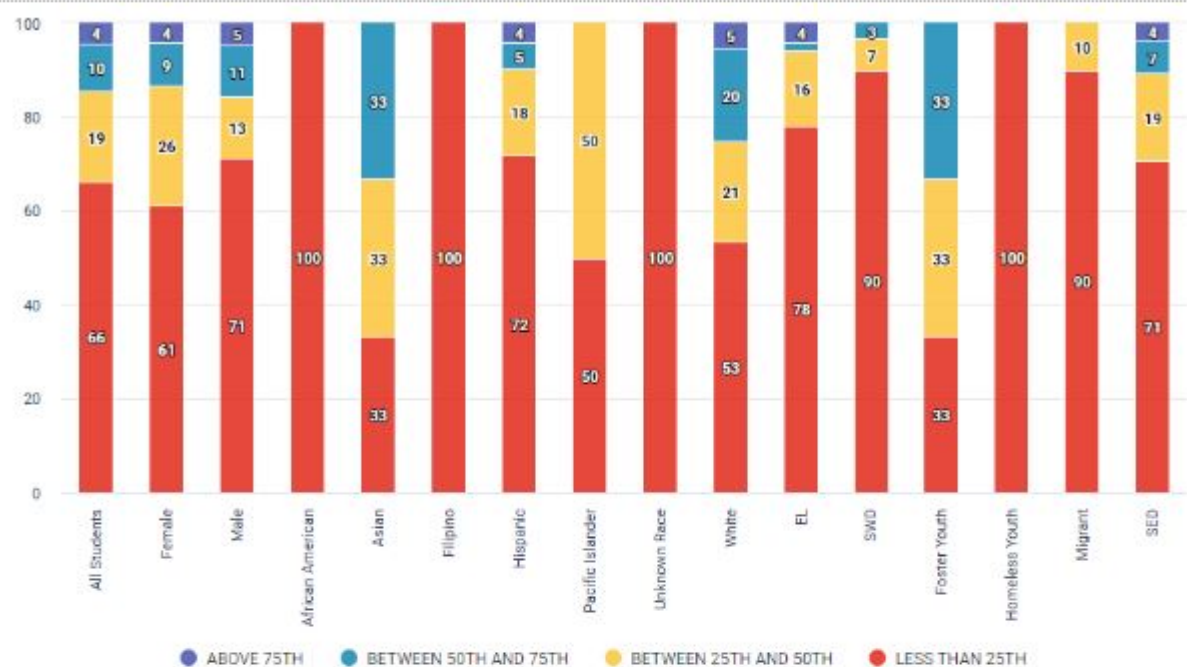
Summary of Success Data

- 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. However, STAR data is allowing the district in 2021-2022 to utilize specified data that indicates a trend moving in a positive direction.
- In previous years 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. In the examination of STAR data used in State Reporting in 2020-2021 the overall increases in most special populations are subtle but present. With Migrant and English Learners in 3rd, 5th, 6th, and 7th making notable increases toward proficiency in Reading and 3rd, 4th, 5th and 7th making similar increases in STAR Math scores.

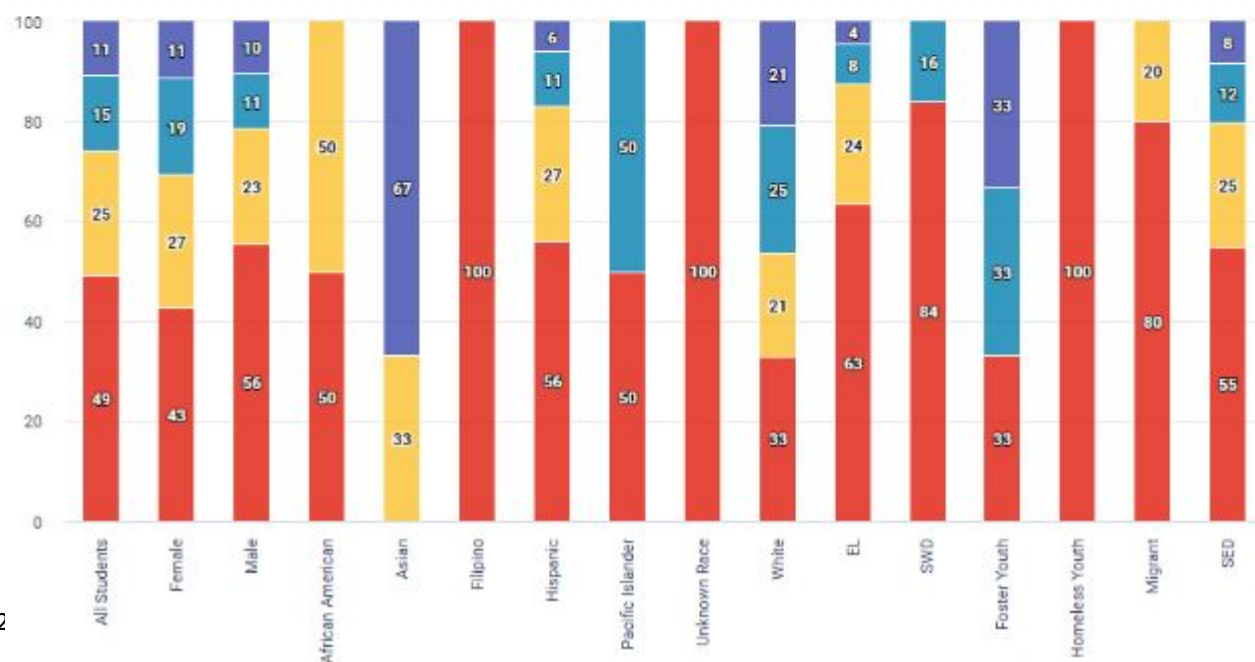
Sustainability

Strategies that result from a comprehensive and responsive MTSS System are the strongest measures the TCSD will continue to employ to ensure continued success. Using the Kern Integrated Data System staff will identify trends and utilize resources that encourage and warrant action based on specified data. In particular as it relates to targeted academic standards, attendance and behavior. To build on the success in meeting the needs of students the Taft City School District will continue with all actions listed in Goals 1-4.

STAR Reading Fall Window Third Grade



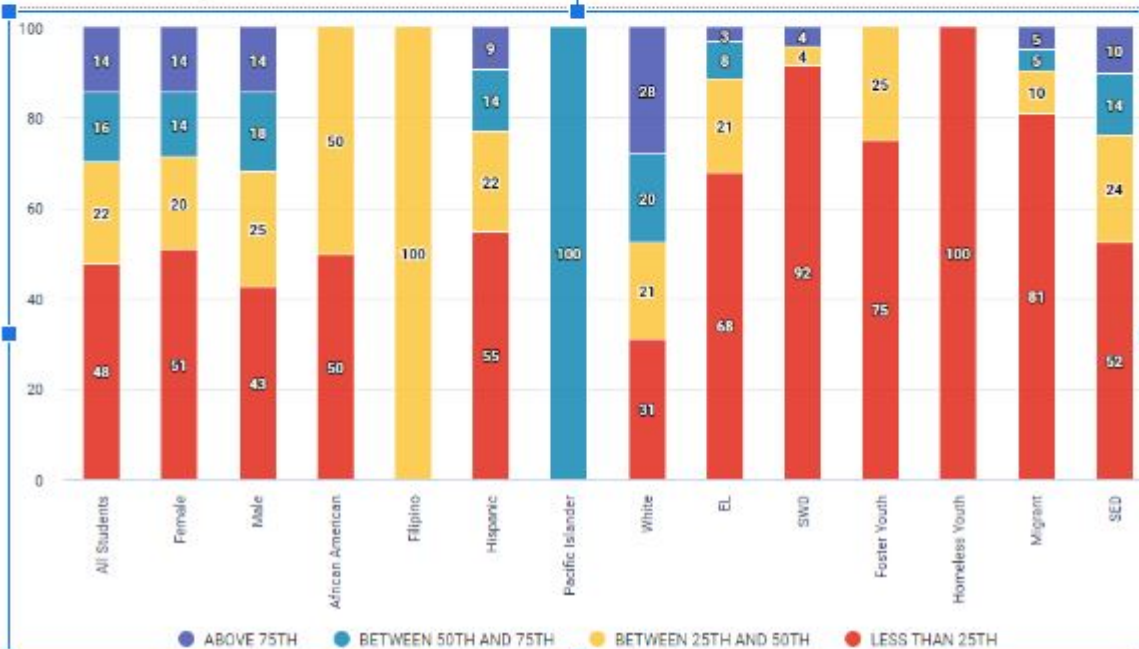
STAR Reading Winter Window Third Grade



STAR Reading Fall Window Fourth Grade



STAR Reading Winter Window Fourth Grade



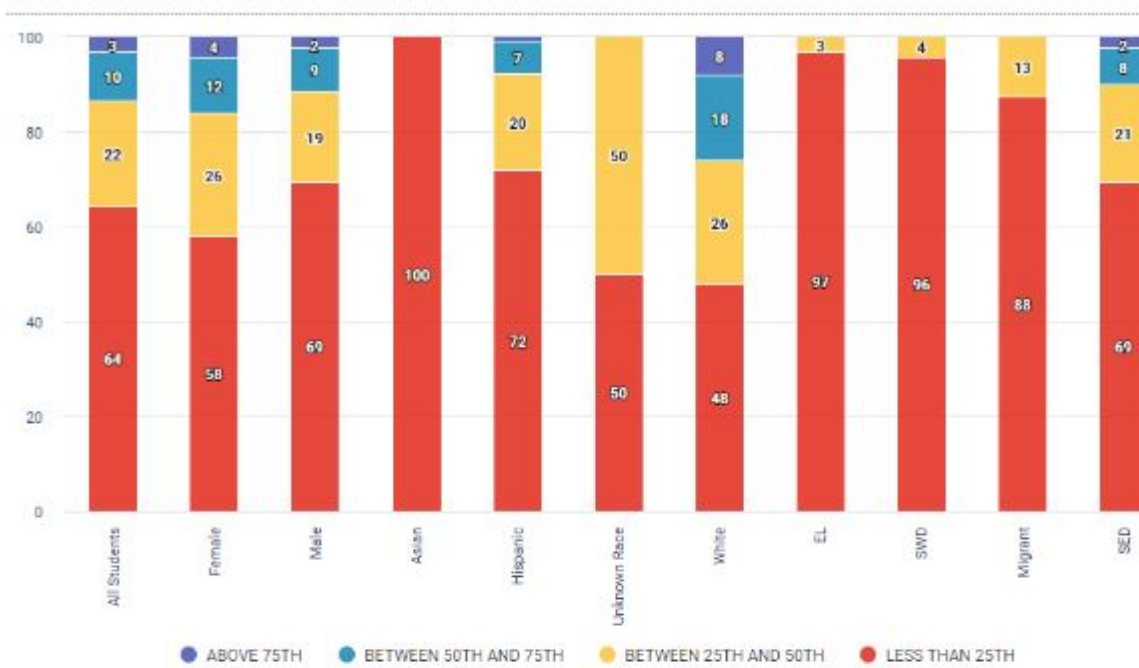
STAR Reading Fall Window Fifth Grade



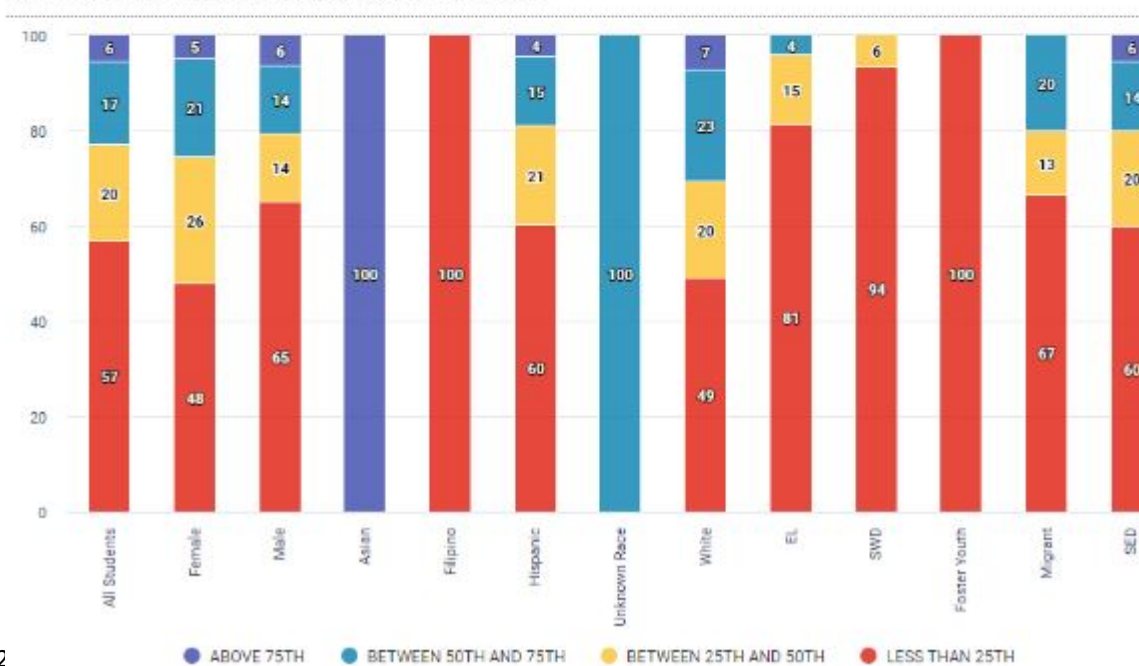
STAR Reading Winter Window Fifth Grade



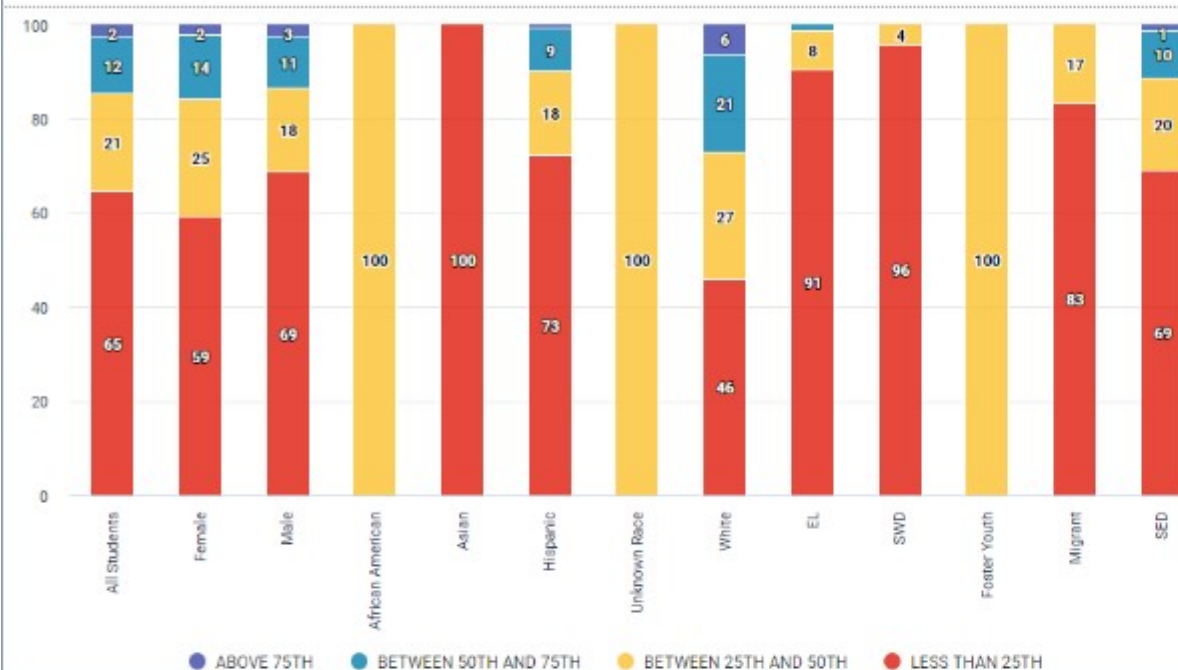
STAR Lincoln Sixth Grade 2020-2021



STAR Lincoln Sixth Grade 2021-2022

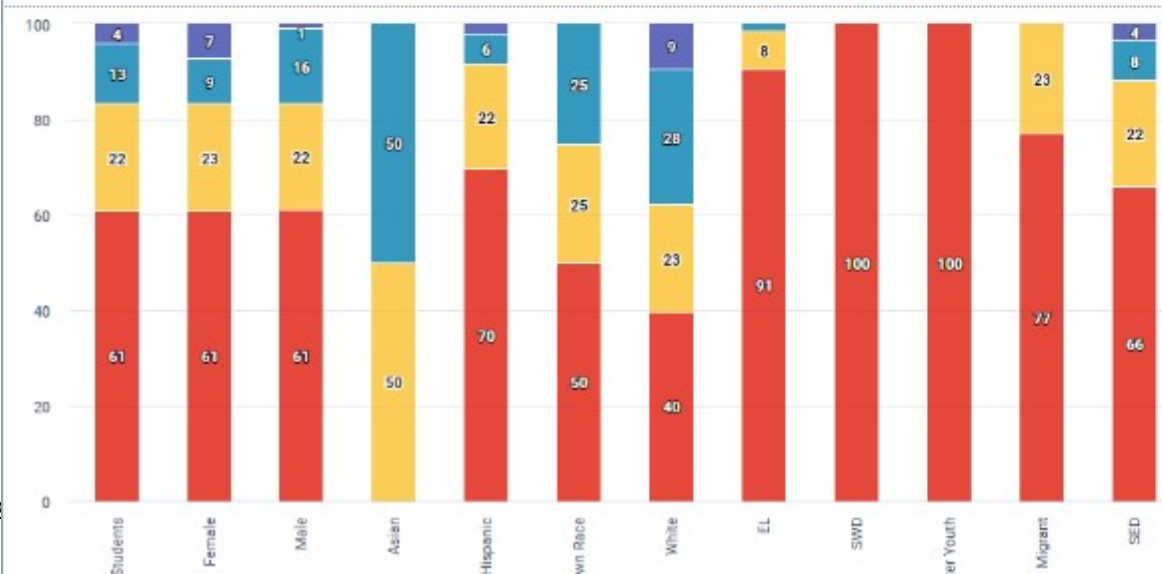


STAR Reading Fall Window Seventh Grade

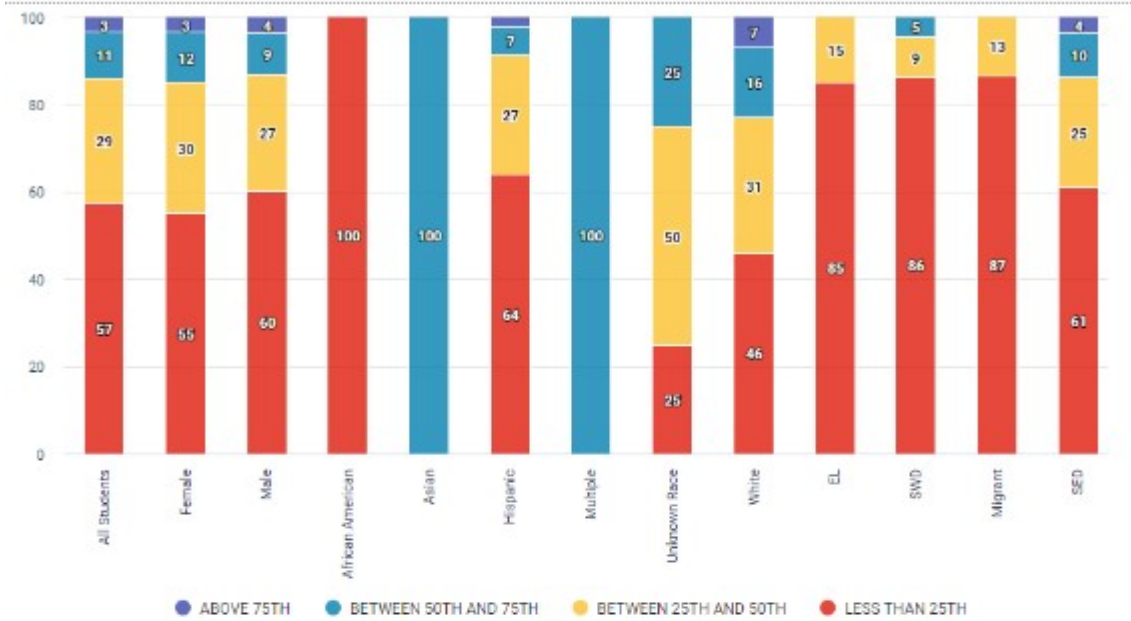


Seventh grade students also increased their performance between STAR Reading testing windows. The percent of all students scoring Between the 50th and 75th percentile increased by 4%, the percent of students of Unknown Races increased from 0% of the students scoring above the 50th percentile of students to 25% of those students scoring above the 50th percentile, and SED students scoring in the uppermost band increased from 11% to 12%.

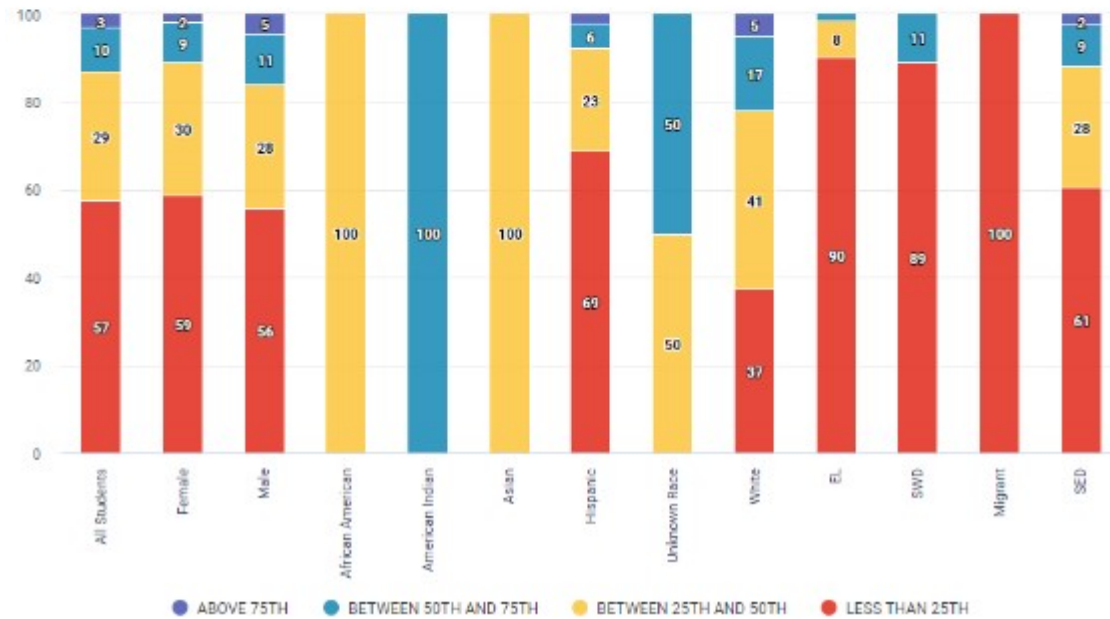
STAR Reading Winter Window Seventh Grade



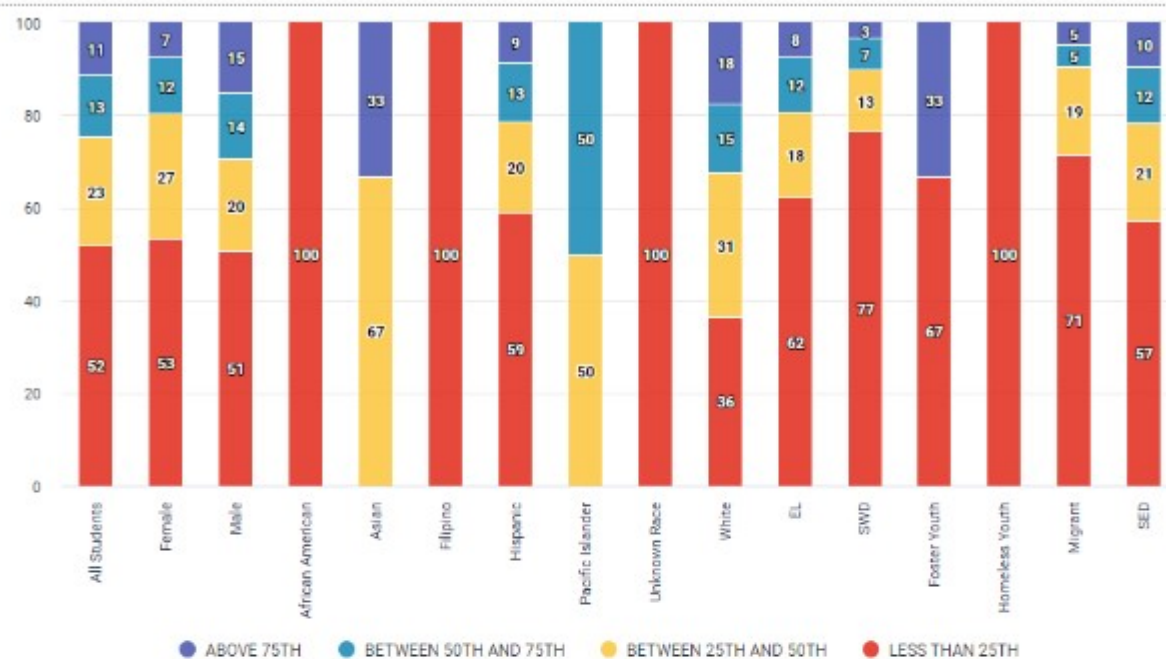
STAR Reading Fall Window Eighth Grade



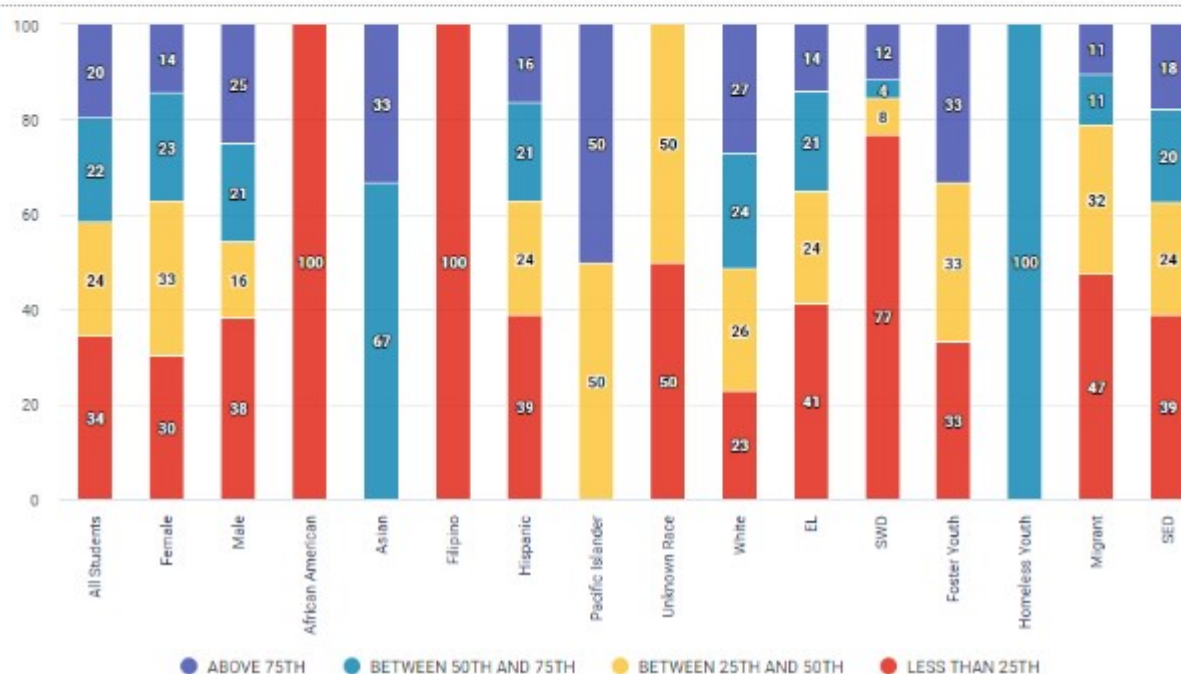
STAR Reading Winter Window Eighth Grade



STAR Math Fall Window Third Grade



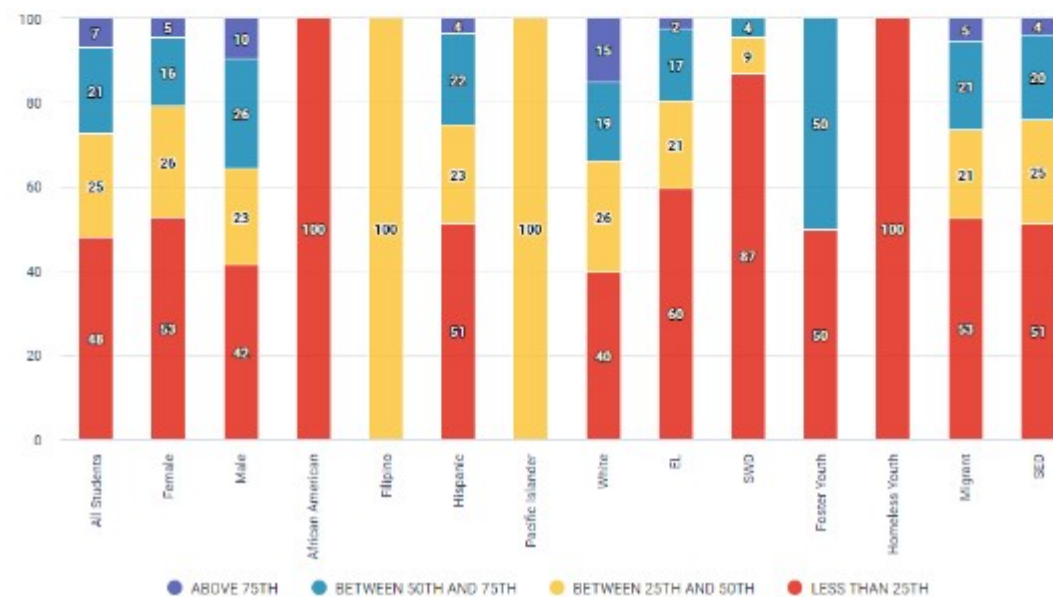
STAR Math Winter Window Third Grade



STAR Math Fall Window Fourth Grade



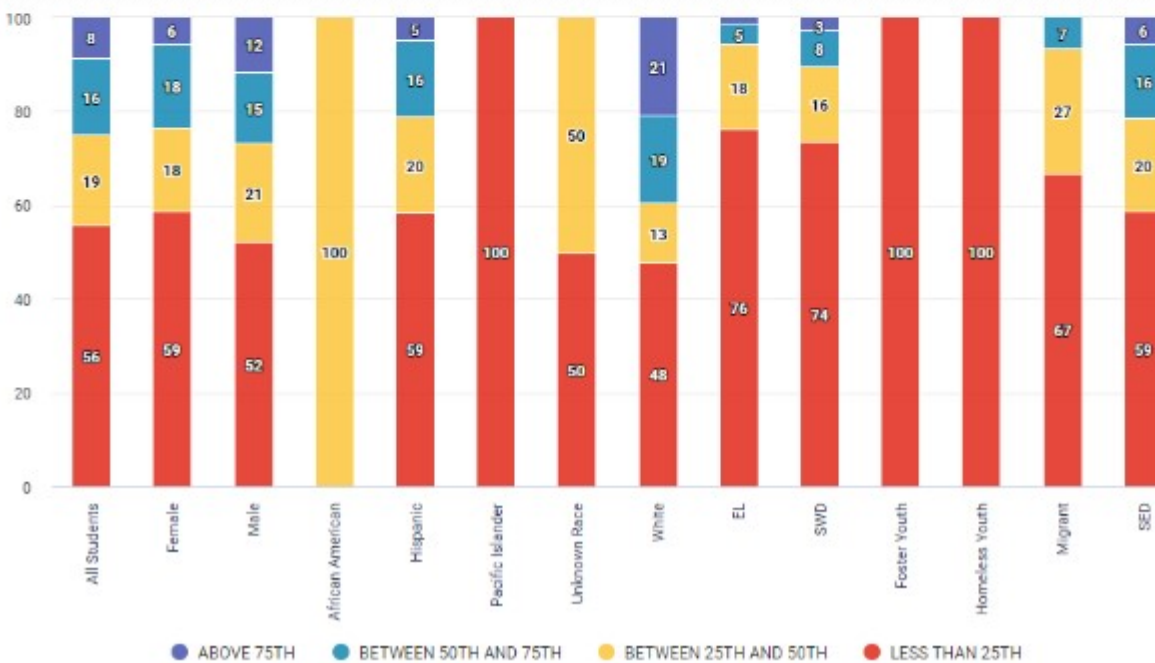
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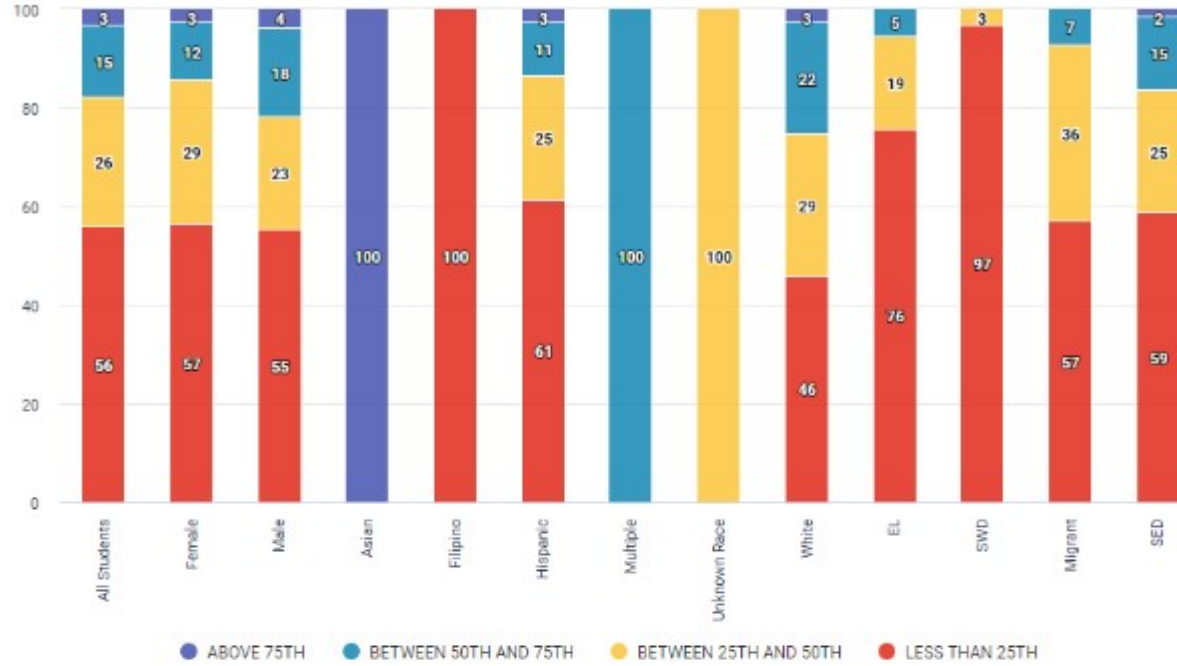
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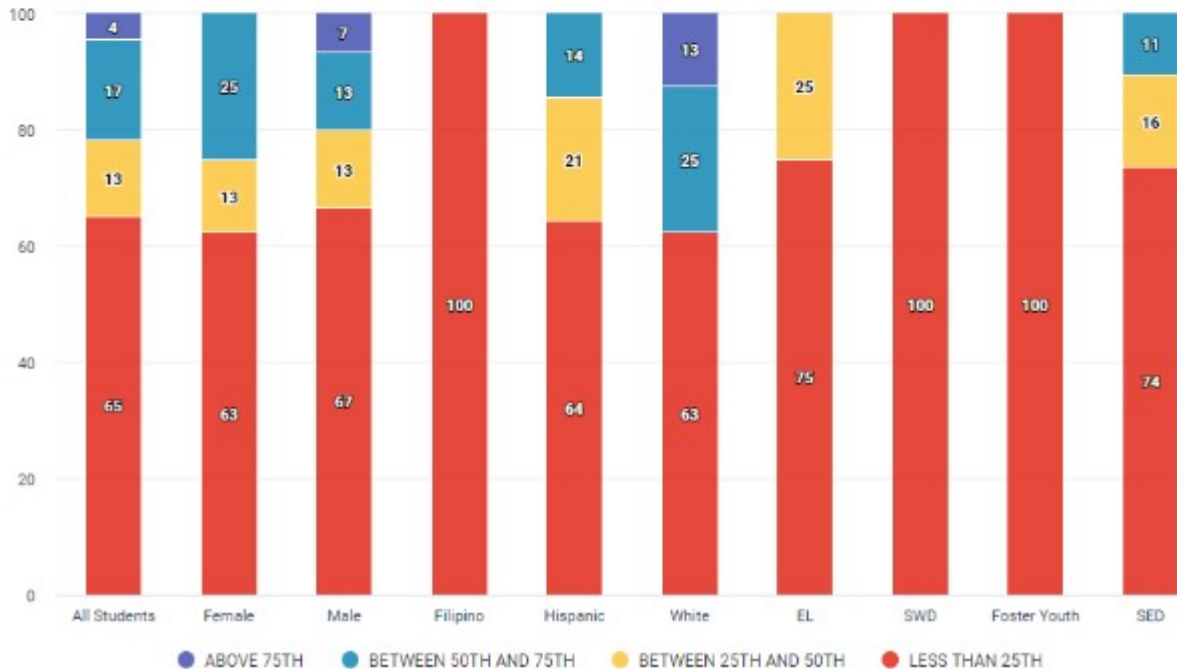
STAR Math Winter Window Fifth Grade



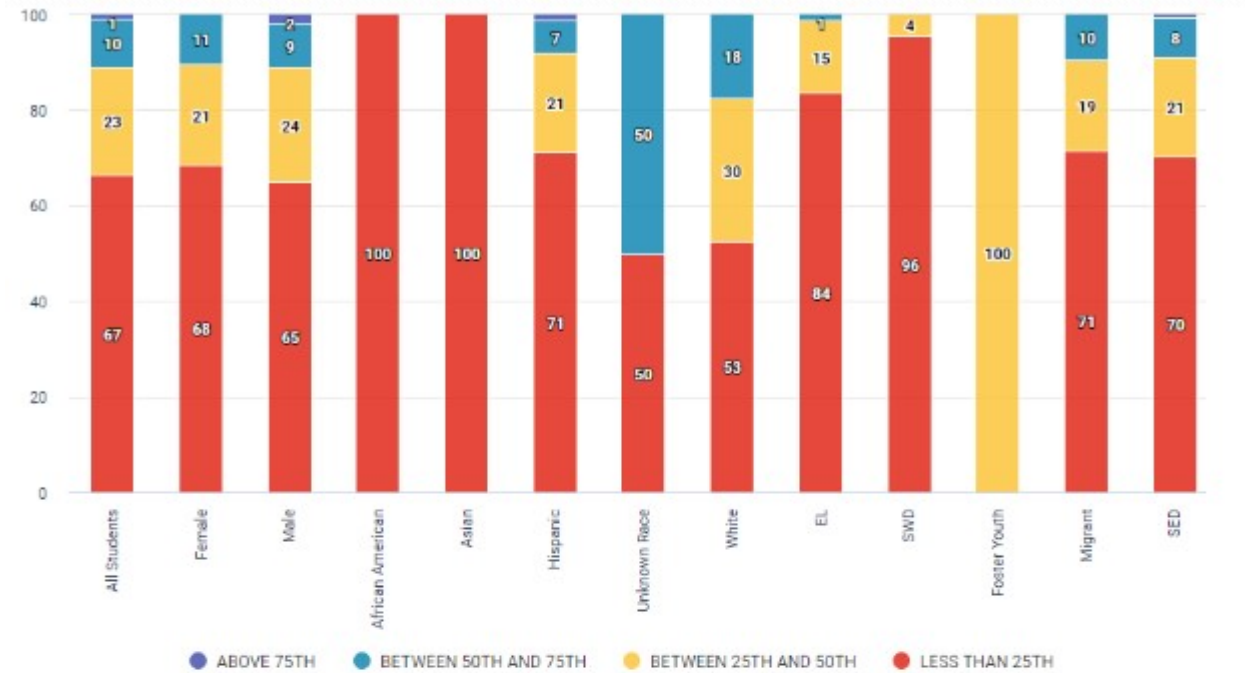
STAR Math Fall Window Sixth Grade



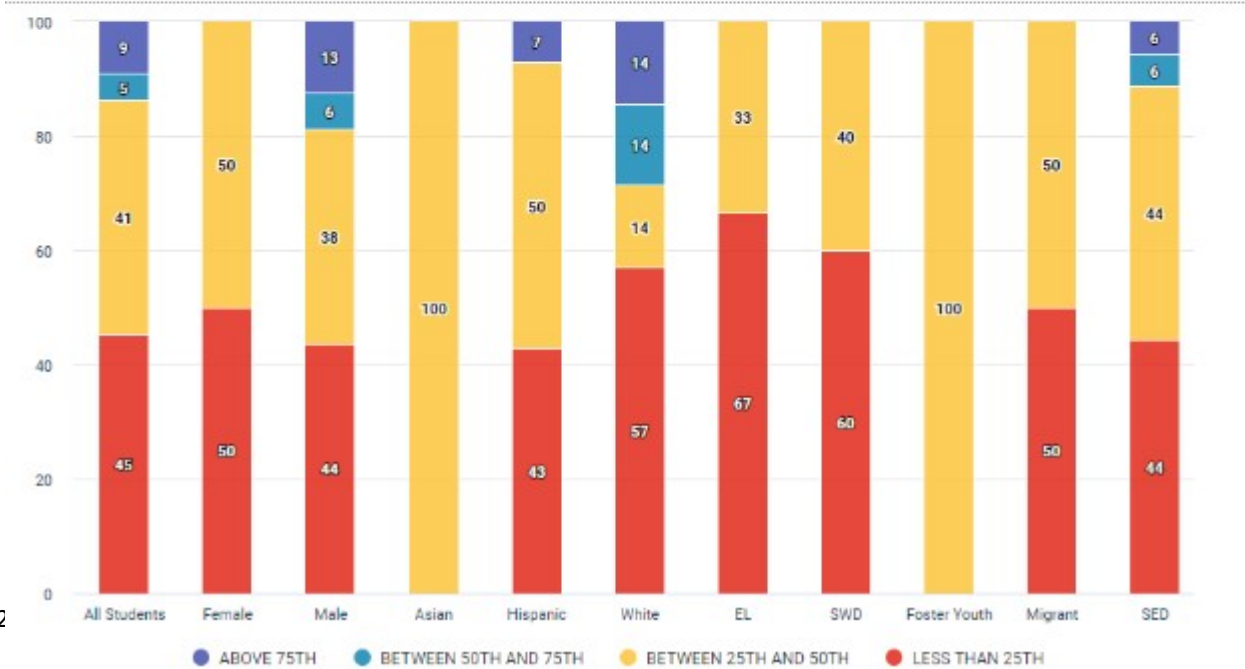
STAR Math Winter Window Sixth Grade



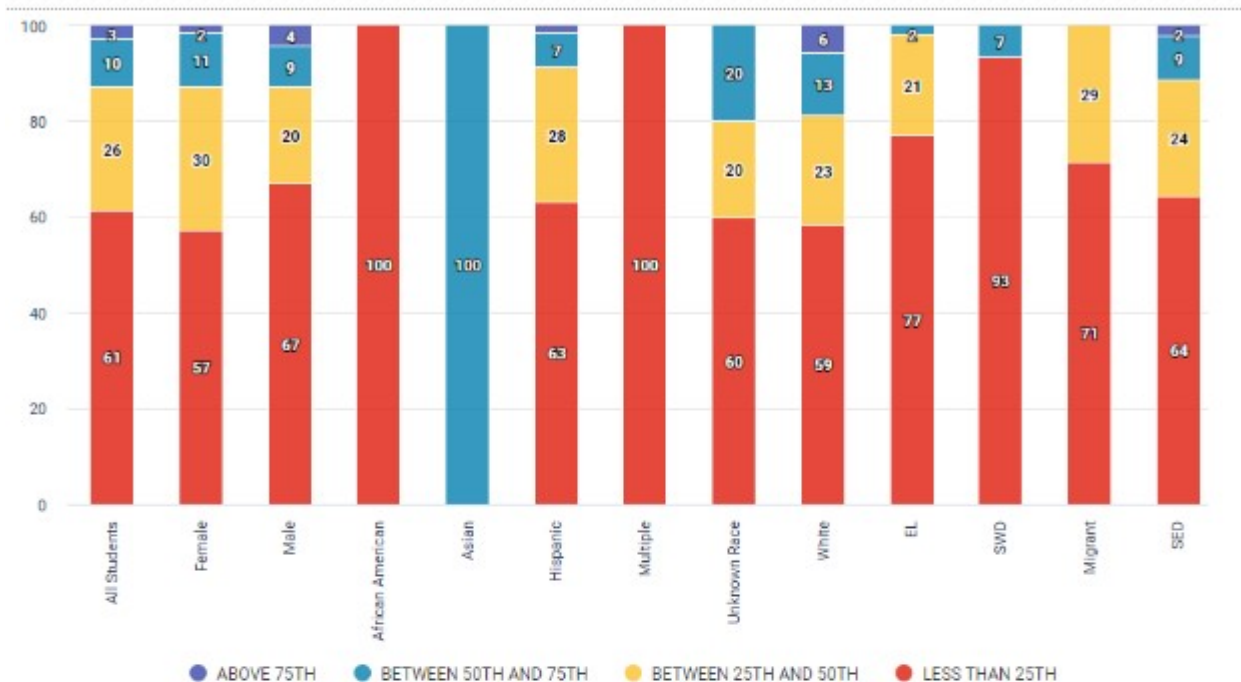
STAR Math Fall Window Seventh Grade



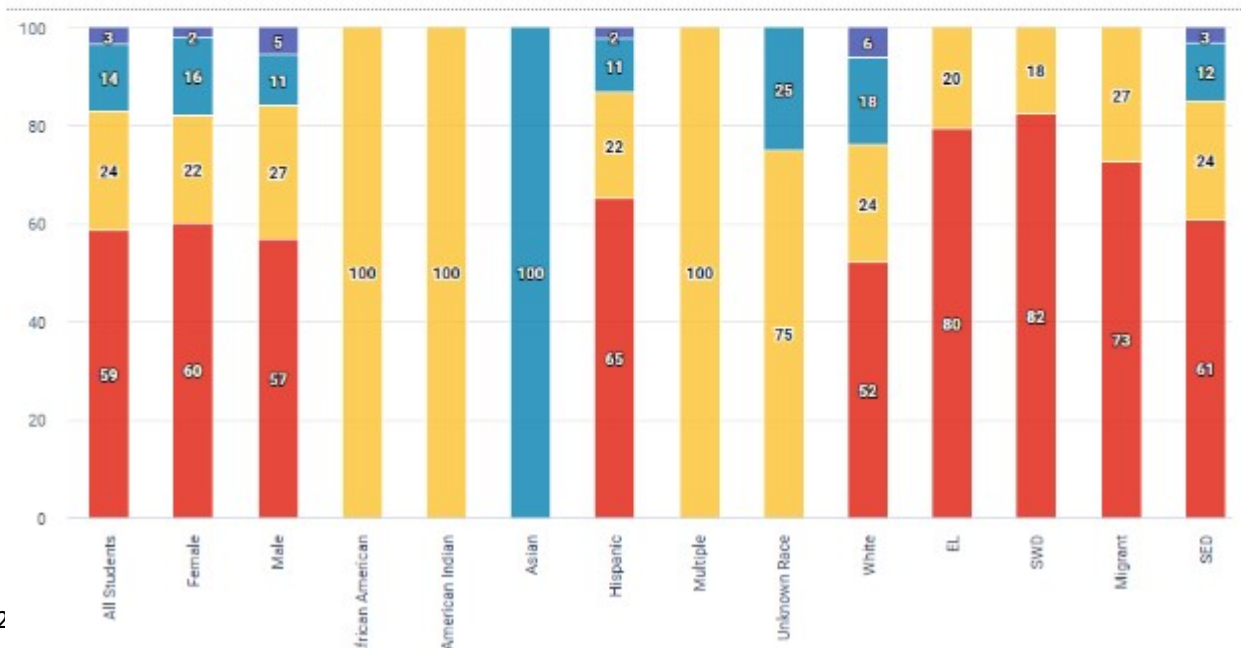
STAR Math Winter Window Seventh Grade



STAR Math Fall Window Eighth Grade



STAR Math Winter Window Eighth Grade



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 System for the 2021-2022 indicates that we have not met our goal for reducing Chronic Absenteeism. For all students the chronic absenteeism rate increased by 30%. This data and Educational Learning Partner feedback 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 particularly in the aftermath of the pandemic and in light of former data reflecting previously noted strides in achievement. Notably the percentages as they relate to special populations as well as the general population are relatively consistent and show that the decrease impacted all, however given the unique characteristics of unduplicated students that present obstacles to attendance there is a need to provide strategic support.
- Subgroups for continued focus based on previous dashboard data and Kern Integrated Data Systems include Students with Disabilities, African American, American Indian and White students. These populations have chronically absent rates at the high end of the 60th percentile and above.
- Homeless, Hispanic, and White students whose performance indicators placed at yellow in 2019 remain student populations of concern as these subcategories relate to Chronic Absenteeism despite increases due to factors and patterns the Educational Learning Partner feedback has provided.

With regard to attendance there were some significant successes in the Taft City School District based on this data. Prior to the pandemic the district moved from the orange performance category to the green category in chronic absenteeism and we are encouraged that the measures taken to make that move will ensure increased attendance in the coming year as well.

The most recent data from Kern Integrated Data Systems reflects a spike in the suspension rate in the intermediate grades. The increases in the suspension rate by special populations are as follows: SWD increased by 4.32%, Foster Youth 44.74%, 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 and make a plan for improvement

Year to Date Suspension Rate

Additionally the following indicate greatest needs in the District:

- The "all students" in the 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.
- Socioeconomically disadvantaged students compared to ALL students in the Taft City School District scored lower as related to the metric of the Healthy Fitness Zone for 2018-2019 school year as evidenced by the CDE through Data quest. Specifically, no less than 10 students more identified as unduplicated students in the area of socioeconomically disadvantaged students did not score in the Healthy Fitness Zone than ALL Students in the Taft City School District in the areas of Aerobic Capacity 243 as compared to 286, Body Composition 233 as compared to 270, and Abdominal Strength 282 as compared to 328 prompting an initiative to develop the health of our students.
- 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 support 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. Additionally, professional development on providing responsive intervention based on iReady data is designed to refine the use of individual learning plans. Professional Development aimed at

encouraging students to think divergently about mathematical applications is being implemented with the help of The Kern County Supt. of Schools Mathematics Team and the use of integrating systems that encourage individualized self actualization of numeration, patterns, and mathematical systems. The district also promotes the use of Explicit Direct Instructional strategies in planning target focused lessons that incorporate the best use of the aforementioned initiatives (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, counselors, and Campus Supervisor and Student Relation Liaison 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). Additionally, the district has implemented an Alternative to Suspension and monitoring system that intervenes and follows progress of students who are at risk based on behavior.
- 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. Data gathered in the Fall and Testing window is showing that in many areas that relate to special populations there are positive implications regarding the employed district initiatives. 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. More responsive data gathered in the Fall and Winter Testing window of the 2021-2022 testing window shows that in many areas that relate to special populations there are positive implications regarding the employed district initiatives. Our goal is to close the achievement gap that exists from our unduplicated students. The district has also developed a system using the intervention program iReady and the oversight of educational leaders who have been given the role of Teachers On Special Assignment to dive deeper into the needs of our students on a responsive and individualized basis.
- Action 8 has been added to Goal 2 of the LCAP this year in order to maintain additional custodial positions using concentration grant add-on funds at sites with high numbers of unduplicated students. This has been deemed necessary as these populations have been deemed more exposed to potential factors that would impact their attendance based on health as related to living circumstances. Maintaining a safe and clean campus provides these students with an environment that addresses these factors at school.

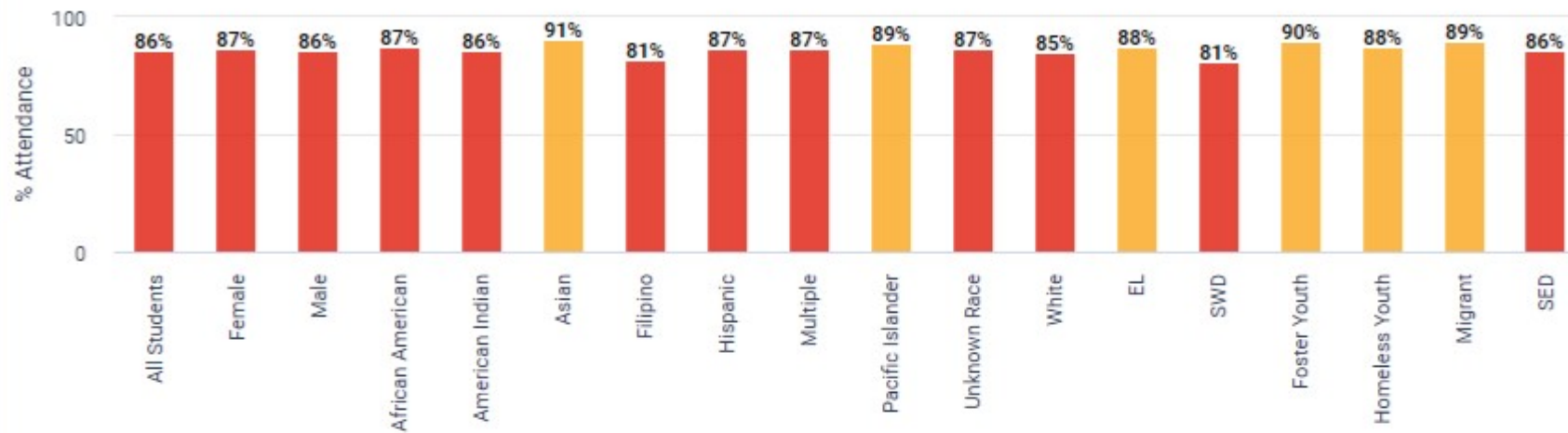
Due to this continued need, Taft City intends to continue the actions described in the baseline and enhance this effort with the actions listed to achieve the LCAP Goals 1-4

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

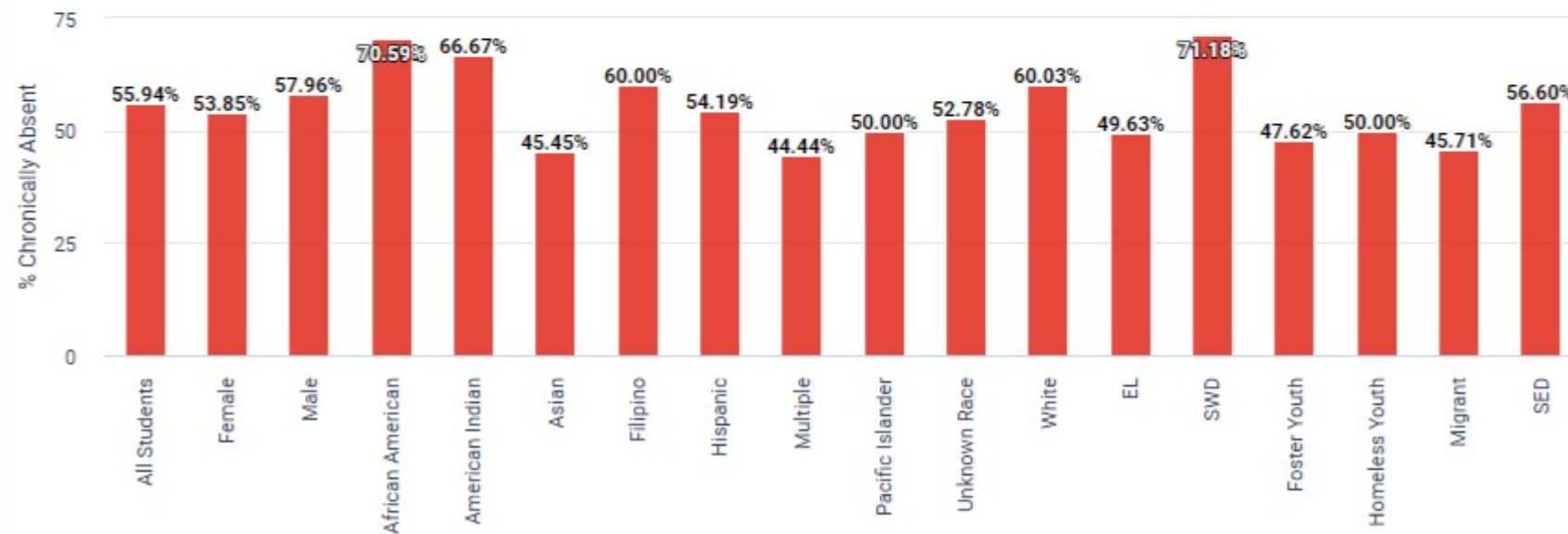
- The district is working toward the facilitation of sustainable and effective systems to combat the chronic absenteeism that has led to a significant loss of learning opportunities and resulting in low student academic achievement. The goal of this system is to decrease chronic absenteeism and improve academic achievement through a system of supports and building capacity for the provision of a multi-tiered system. (Goals 2 and 3) More responsive data gathered in the Fall and Winter data points show that in the

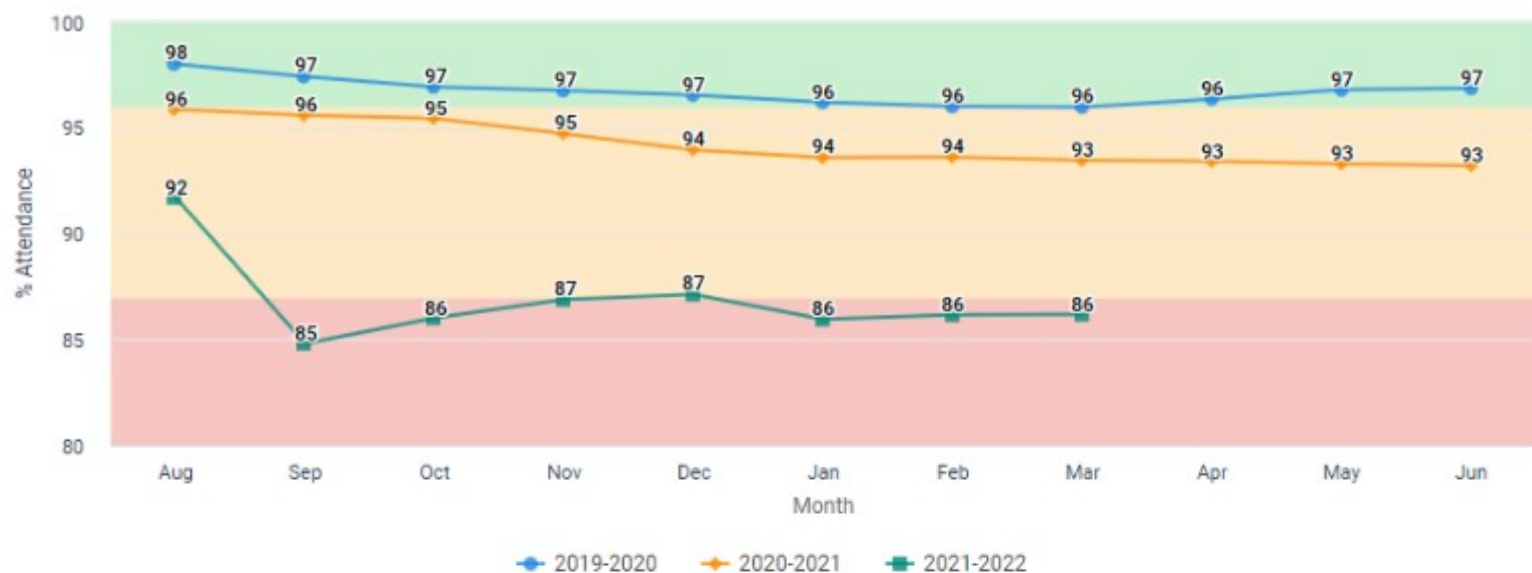
area of attendance there are positive implications related to the the employed district initiatives to increase attendance despite systems that have been restrictive as they relate to attendance, but have helped to limit the spread of COVID 19 at school.

- 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). Grade level teams that streamline strategies through the district in a way that scaffolds instructional strategies to meet cross articulation of standards in math and reading and using integration will assist the district in developing a strategic support system that will assist the teachers in building capacity in the students in striving to achieve positive student outcomes as they encounter new but related concepts each year. Additionally, teams have been formed that focus on grammar and methods of English Language Development instruction that are designed to help teachers self actualize the impact of questioning on student response and concept development.
- 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. As a part of this system the district has employed the use of a counselor, Campus Supervisor and Student Relation Liaison and has implemented a Alternative to Suspension System with an individual specially trained in response to intervention and the sustained monitoring system of student progress (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. It is the district's hope to extend this system of collaboration into the Educational Learning Partners into the use of Expanded Learning Opportunities Program (Goal 4) (See LCAP upload for data source)



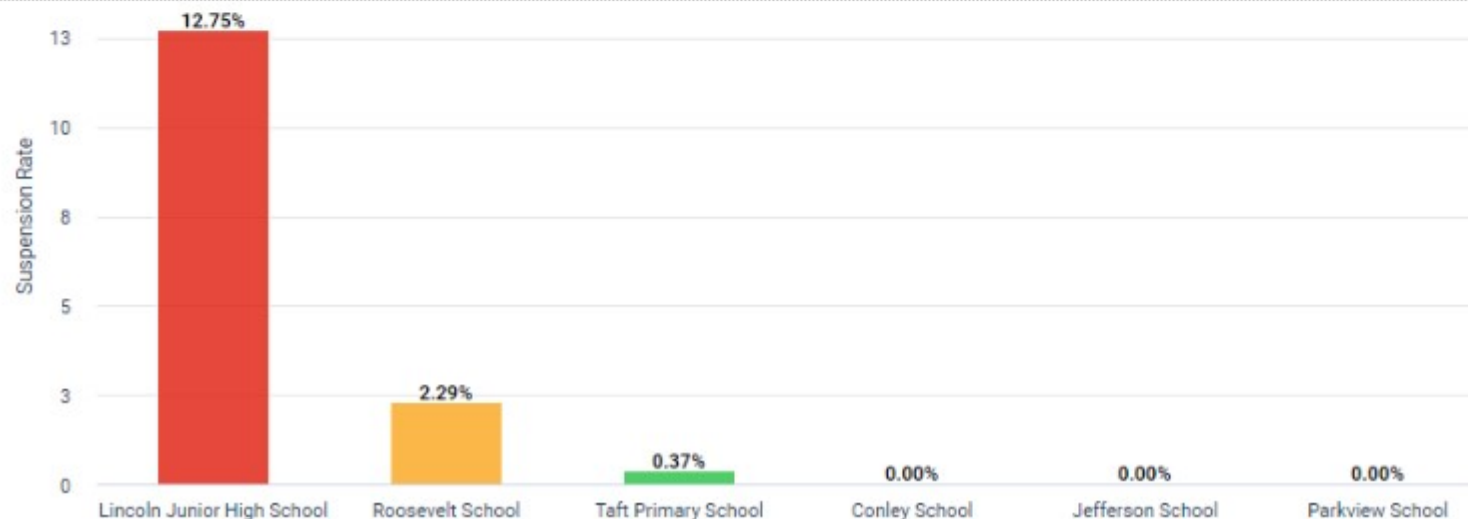
•Subgroups for continued focus based on previous dashboard data and Kern Integrated Data Systems include Students with Disabilities, African American, American Indian and White students. These populations have chronically absent rates at the high end of the 60th percentile and above.





Our suspension rate moved from the yellow to the orange performance category on the California Dashboard during that last cycle recorded in 2020-2021. However, the most recent data from Kern Integrated Data Systems reflects a spike in the suspension rate in the intermediate grades. 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 and make a plan for improvement

Year to Date Suspension Rate



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 Educational Learning Partners 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

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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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 LCAP and the budget process. While the primary Educational Learning Partners 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 Educational Partner 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 strategically addressed the most specific 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. Team collaborations include: Migrant Parent Advisory Committee Meetings that occurred on September 22nd, October 6th, and November 10th of 2021, English Learner Parent Advisory Committee Meetings, Jefferson SSC/ELAC November 9th, 2021 and upcoming meetings on January 20, 2022, March 24, 2022, and May 18, 2022, Taft Primary SSC/ELAC November 2, 2021, January 20, 2022, upcoming meetings on February 24, 2022, March 2, 2022, and May 24, 2022, Conley SSC/ELAC October 13, 2021, November 9, 2021, January 10, 2021, and upcoming meetings on March 7, 2022, April 4, 2022, and May 2, 2022, Parkview SSC/ELAC on October 25, 2021, November 9, 2021, February 1, 2022, and upcoming dates on March 21, 2022, April 25, 2022, and May 25, 2022, Roosevelt SSC/ELAC November 16, 2021, December 14, 2021 and upcoming dates March 23, 2022 and May 11, 2022, Lincoln SSC/ELAC September 17, 2021, December 8, 2021 and upcoming meetings on March 23, 2022 and May 18, 2022 and the District English Learner Advisory Committee Meeting held on June 15, 2021. These meetings and follow up meetings are held throughout the year. These meetings and follow up meetings are held throughout 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 held on 03/22/2022, Multiple 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 educational partners.

In summarizing the educational partners 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 support, parent involvement and communication, Teacher support, and the use of technology as a priority. The feedback based on meetings and survey data is as follows:

Approximately, 92 percent of the students feel that the school provides a good education for students. 79.1 percent of the students feel that the school prepares students for future college or career paths. Approximately 78% of the students feel that the school contacts their parents/guardian if they are often late to school or absent.

Sixty-three percent say that they look forward to coming to school each day. Approximately 68% say that they feel safe while at school.

Seventy-two percent feel that the school works with their parents/guardian to help them do their best in school. Sixty-six % of the students feel that their teacher calls or writes to their parents/guardian when they are having trouble learning. Approximately 34% of the students feel that their school is clean, safe and in good condition, (such as the bathrooms and drinking fountains). Ninety-two 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. Sixty-nine 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. However, there are students with concerns for which the application of a multi-tiered system of supports is critical. 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. Fifty-nine percent feel that their child's school seeks parent input. Forty-seven percent of the parents feel that their child's school welcomes parents to participate in activities at school. Seventy-eight percent of the parents feel that their child's school focuses on improving student attendance. Approximately 81% of the parents feel that their child's school provides a high quality education. Seventy-eight percent of the parents feel that their child's school effectively communicates with them. Approximately 59% of the parents feel that their child's school offers student academic support that promotes improved student achievement. Seventy-three percent of the parents feel that their child's school effectively communicates. Approximately Sixty-one 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, 30% of the parents feel that extending the school day will increase student performance and close learning gabs, but 56% feel that a learning hub creating collaboration in achieving district wide goals would be useful.

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, parents feel that there should be extra support in the use of technology as a resource for enhancing learning and providing accessibility to all students. Parents mentioned increasing staff support in specialized ways to meet the needs of a multi-tiered system of support. In addition, parents suggested increasing the use of learning specialists (TOSA, ect..)who specify strategies for meeting student needs. 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 and/or extending the ASES program to include all students. There is an interest in more bilingual support staff, behavioral intervention and social emotional support to achieve positive student outcomes. 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 Science and Social Studies activities and materials. Parents feel that campus activities should be

enhanced in ways that provide for meaningful outdoor play, field trips, and other social interactions. The various educational learning partners 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 these requests 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 support for students and fostering the relationship with parents would enhance the learning of the students. Suggestions included teacher communication strategies. The Parent Advisory Committee indicated that they would like more 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: ensuring the parent involvement of special education students, continued 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, Continued Behavior Manage/Crisis Communication Training to occur at least twice a year, and the continued insurance that 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. Lastly, that the district insure that feedback from all parents to include those who have students in special education is considered in the implementation of strategies to increase positive student outcomes.

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. This data is reflected in the following survey results and feedback given at a variety of certificated functions. Over 79% of the staff feels that the district provides high quality education for our students. Approximately 81% of the staff feel that the district has adequate instructional supplies to support student learning. Fifty-three percent of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. Sixty five percent of the district's staff feel that the district is preparing students for future college or career paths.

Approximately 57 % of the staff feel that the district effectively addresses attendance, dropout, and absenteeism issues. About 74% of the district's staff feels that the students look forward to attending school each day. Around 81% of the staff feel that the students and staff are safe while at school. 21% of the staff feel that extending the school day to enhance student performance and close learning gaps is a priority. Eighty percent of the school district values parents/guardians as important partners in their child's education. About 44% of the staff within the district feel that they have enough opportunities to take part in decisions made within the district. Finally 58 % 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. They agree that a learning hub that creates collaboration in achieving district goals would be useful. All Educational Learning Partners 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 perspective 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 system of support, 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 input from educational partners.

To the extent that the recommendations made by the educational partners 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, observations 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, Actions 1, 3, 5, 6, 7,8,9, 10, 12, and 14) all of which extend accessibility to curriculum through the use of training and the provision of technology and other tools for learning, as well as the provision of resources that provide insight and build capacity to support their child's success. (Addressed in Goal 1) this includes the addition of specific measures to address the health and safety of our facilities (Addressed in Goal 2). Teachers have influenced these decisions by providing a targeted focus on the implementation of MTSS. (Addressed in Goal 2, Actions 1,2,3,4,5,6,7,8,9, and 10) In addition, to developing the intervention support that is necessary to promote positive student outcomes these goals ensure safety, a positive learning environment and the recruitment of teachers who promote the various strategies necessary to provide for these actions. (Addressed in Goal 2, Actions 1,2,3,4,5,6,7,8,9, and 10). Additionally, Goal 3 Actions 1 and 2 indicates that measures are taken to provide for the support expressed by educational partners to provide a comprehensive course of instruction. Last, Goal 4 Action 1 is necessary as a result of the attendance of educational partners as noted by surveys, attendance and continued strategies. 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. Based on the more recent examination of STAR Reading data compared to the STAR data sent to the state there is a progressive shift from students scoring at or above the 75%. End of the year data at Conley shows that it was reported to the state that there were 12% of the students scoring at the or above the 50th percentile and by the Winter Testing Window there were 19% testing in that band. Similarly, 27% of the students scored above the 25th to 75th percentile at Jefferson at the End of the Year, however by the Winter Testing Window 40% tested in that window. Additionally, the number of students scoring at Less than 25% dropped from 74% to 60 % in these windows. The number of students at Parkview scoring below the 25th percentile band dropped 3% from the End of the Year assessment and 17% between the Fall and Winter Testing windows of this year. While Taft Primary increased the number of students scoring below the 25th percentile by 41% there has been dramatic growth on STAR reading between the Fall and Winter Testing Window with a drop of 33% of the students scoring below the 25 percentile. Roosevelt fourth grade students are on target using strategies that correlate to the initiatives under Goal I in the way that information reported to the state from the End of the Year Testing Window indicated that 31% of students scored at or above the Benchmark and by the Winter Testing Window of 2022 the number of student scoring in at or above the 75% between the Fall and Winter Testing Window increased by 6%. Fifth Grade students made similar progress showing that 40% of the students scored at or above Benchmark and by the Winter Testing Window 26% are scoring at or above the 50th percentile. Sixth grade STAR Reading data sent to the state indicated that 16% of the students were scoring at or above the 50th percentile and by the Winter 2022 students scoring in this band had increased to 24% of these students scoring above the 50th percentile. Seventh grade STAR Reading scores sent to the state were equitable to those determined by the Winter Testing Window of 2022 with the percentage of seventh grade students scoring above the 50% decreasing by 2%. The Eighth students testing at the end of the year in 2021 included 25% of

students scoring above the 50% in comparison to only 13% of the students scoring in that band during the Winter 2022 Testing Window. However, the number of students scoring at or below the 25th percentile from the Quarter 4 Testing Window which was sent to the state to the Winter of 2022 shows 2% change which would indicate that those students scoring in the intensive intervention range will benefit from initiatives mentioned in Goal 1 in addition to all students. In Math at the end of the school year 2021 it was reported that at Conley 25% of the students scored at or above the 50th percentile, Jefferson 19% of the students scored at or above the 50th percentile, Parkview 30% of the students scored at or above the 50th percentile, and at Taft Primary 39% of the students scored at or above the 50th percentile. However, by the Winter of 2022 Testing Window Conley has 6% more students scoring at the 50th percentile or above, Jefferson has 14% more of the students scoring at the 50th percentile or above, Parkview has 25% more students scoring at the 50th percentile and above and Taft primary has 3% more students scoring in the 50th percentile and above. Roosevelt's fourth grade has 12% more students scoring in the 50th percentile and above and Fifth grade has 1% more scoring in the 50th percentile and above. There are 5% more Sixth grade students at Lincoln Jr. High scoring at or above the 50th percentile, a drop in the students scoring at the 50th percentile by 12% of the students, and a 9% drop in Eight grade students scoring in the 50th percentile. As these scores reflect the goal they give some indication of the shifts in performance at lower levels of the band warranting a focused concentration of strategies that relate to the use of responsive measures employed to meet the needs of the district's diverse student population.

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 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	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 at 100% of TCSD teachers being appropriately assigned and fully credentialed for their assignment in 2021-22.			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 at 100% of TCSD teachers being appropriately assigned and fully credentialed for their assignment in 2023-24.

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: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%	<p>The following information for the Taft City School District under Conditions and Climate on the CA Dashboard will remain as follows:</p> <p>Mis-Assignments (0 EL) Of Teachers Of English Learners 0%According to DataQuest 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)</p> <p>Total Teachers- 109.9 Intern 5.5% Out-of-Field .9% Ineffective 15.9% Incomplete 11.7%</p> <p>As compared to Kern County</p> <p>Ineffective 6.4% Incomplete 5.8%</p> <p>Taft City has double the rate average than the all of Kern County.</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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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 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%</p>	<p>Priority 1(b)Basic Services: Pupil access to standards aligned materials has been maintained at 100% of the TCSD student population. The district has ensured 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>			<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
Priority 1(c)Basic Services: School facilities maintained In good repair	<p>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: Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0</p>	<p>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 need for results from various aspects of the facilities that while in good condition evolve and require repair and maintenance over time.</p> <p>The district maintains 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</p>			<p>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.</p> <p>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) 0</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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 Full Implementation</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards The TCSD maintains 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 maintains full implementation for all baseline curriculum and increased by at least 1 level in all other curriculum not in full implementation. This includes:</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 other curriculum not in full implementation. This includes:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>History, Science, and Visual and Performing Arts Initial Implementation</p> <p>CTE, Health Education Beginning Implementation</p> <p>World Language Exploration and Research Phase</p> <p>Exploration and Research Phase</p>	<p>ELA, ELD, PE, and Mathematics Full Implementation</p> <p>History, Science, and Visual and Performing Arts Full Implementation</p> <p>CTE, Health Education Beginning Implementation</p> <p>World Language Exploration and Research Phase</p>			<p>ELA, ELD, PE, and Mathematics Full Implementation</p> <p>History, Science, and Visual and Performing Arts Full Implementation</p> <p>CTE, Health Education Full Implementation</p> <p>World Language Full Implementation</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>Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency Based on local indicators TCSD maintained and provided that all EL</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 TCSD maintains the provision for all EL students to receive 30 minutes of Designated</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 TCSD will maintain the provision for all EL students to receive 30 minutes of Designated</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	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. ELD standards have continued 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.(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.			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. 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(a) Student Achievement: Statewide assessments	<p>Priority 4(a) Student Achievement: Statewide assessments Based on local indicators statewide assessment Comparison data in ELA and Math was 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</p>	<p>CAASPP was not fully administered in Spring 2021. See local assessment metric below. All Third Grade Students in Reading are on average On the End of the Year Assessment 2021-2022 Assessment - 7.75 Percentages points below the percentile Benchmark. Fourth Grade Students are -12 percentages points below the percentile benchmark, Fifth Grade Students are -7 percentages points below the percentile benchmark, Sixth Grade Students are -16 percentages points below the percentile benchmark Seventh Grade Students are -14 percentages points below the percentile benchmark Eighth Grade Students are -10</p>			<p>Priority 4(a) Student Achievement: Statewide assessments The district will use data in sustainable ways with fidelity that align with metrics used in Statewide assessment.</p> <p>Ca Dashboard</p> <p>English Language Arts</p> <p>Since data from the previous testing cycle which was reported to the state comes from a different assessment than that which was used most recently the goal will be based on the former metric. However, all Students will be assessed on the STAR data with the following goals for achievement -2 from standard English Learners will be -10 from standard Homeless students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>standard was -54.4 English Learners were -66 Homeless -69.2 Socioeconomically Disadvantaged was -59.7</p> <p>The following Star Reading and Math Scaled Scores are utilized as baseline data. 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 	<p>percentages points below the percentile benchmark English Learners will be -10 from standard Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade, and -17 for eighth grade.</p> <p>Mathematics: All Third Grade Students in Math are on average on End of</p>			<p>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 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Lincoln Junior High School 690 Parkview 392 Roosevelt 577 Taft Primary School 400 <p>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%</p> <p>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%</p>	<p>the Year 2022 Assessment -8 Percentages points below the percentile Benchmark. Fourth Grade Students are -17 percentages points below the percentile benchmark, Fifth Grade Students are -9 percentages points below the percentile benchmark, Sixth Grade Students are -12 percentages points below the percentile benchmark, Seventh Grade Students are -9 percentages points below the percentile benchmark, Eighth Grade Students are -9 percentages points below the percentile benchmark</p> <p>English Learners testing in the Winter Testing Window in third grade are -2.5 from the standard, fourth grade English Learners are -14 from the benchmark, fifth</p>			<p>improve by 5%. The growth as a result on Star Reading Average Scale Sores for 2023-24 at the respective schools sites will be as follows: (Please note that since the district will once again take the CAASPP these projections are based on data pulled from the matching data from the baseline the year).</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 2023-24 at the respective</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>grade students are -15 from the benchmark, sixth grade English Learners are -26 from the benchmark, seventh grade students are -27 from the benchmark and eighth grade students are -26 from the benchmark.</p> <p>Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade.</p> <p>Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade,</p>			<p>schools sites will be 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>2023-24 Goal - 42%</p> <p>Overall Math Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)</p> <p>2023-24 Goal - 29.24%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>and -17 for eighth grade.</p> <p>The comparison in Mathematics and ELA has served to enhance the district wide initiative to employ a multi-tiered system of support ongoing. This has been achieved by multiple comparisons of data at each school site.</p>			
Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements	<p>Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements</p> <p>N/A Percentage of pupils completing a-g or CTE sequences/programs data does not apply to elementary school districts.</p>	<p>Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements</p> <p>N/A</p>			<p>Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements</p> <p>N/A</p>
Priority 4(e) Student Achievement: Percentage of EL	Priority 4(e) Student Achievement: Percentage of EL	Priority 4(e) Student Achievement: Percentage of EL			Priority 4(e) Student Achievement: Percentage of EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
pupils making progress toward English Proficiency	<p>pupils making progress toward English Proficiency</p> <p>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 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>pupils making progress toward English Proficiency</p> <p>Statewide assessment Comparison data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC for 2019-2020 shows that 15% more students scored in Level 1. The comparison is as follows: 2019-2020 Level 1 44%, Level 2 32%, Level 3 21% and Level 4 3%. In 2020-2021 Level 1 29%, Level 2 38%, Level 3 26% and Level 4 6%. According to the 2019 Dashboard: 49.3% of students are making progress. TCSD has made progress on English Language Proficiency (ELPAC) based on testing data for progress toward the English proficiency goal on an ongoing basis. The number of</p>			<p>pupils making progress toward English Proficiency</p> <p>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 2023-24 that 51.8% of the students in TCSD are making progress based on the ELPAC scores.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>English Learners taking the Summative ELPAC between 2019-2020 and 2020-2021 in the following grades 7% more TK students scored at Level 3, there was -1% decline in the students scoring at Level 4, but an increase of 5% of those students scoring at a Level 3 in Kindergarten. In first grade -1% students scored at Level 4, and a decrease of -20% Scoring at Level 3. Second grade students scoring at Level 4 decreased by -2%. Third Grade students scoring at Level 4 increased +6% and +4% at Level 3. Fourth Grade students scoring at Level 3 increased by +4% and those scoring at Level 4 by +1 %. Fifth Grade students scoring at Level 3 decreased by -5% and those scoring</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		at Level 4 Increased by +1%. Sixth grade students scoring at Level 3 increased by +32% and those scoring at Level 4 increased by +11%. While there is no summative data for 2021 at 7th or 8th grade			
Priority 4(f) Student Achievement: English Learner Reclassification Rate	Priority 4(f) Student Achievement: English Learner Reclassification Rate 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	Priority 4(f) Student Achievement: English Learner Reclassification Rate State EL Reclassification rate for English Language Proficiency (ELPAC) testing in 2019-20. TCSD has made progress on English Language Proficiency (ELPAC) based on testing data for progress toward the English proficiency goal on an ongoing basis. The number of English Learners taking the Summative ELPAC between			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 2023-24. It is the goal of the TCSD that by 2023-24 that the Reclassification Rate will be 6.4%.

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%.	2019-2020 and 2020-2021 in the following grades 7% more TK students scored at Level 3, there was -1% decline in the students scoring at Level 4, but an increase of 5% of those students scoring at a Level 3 in Kindergarten. In first grade -1% students scored at Level 4, and a decrease of -20% Scoring at Level 3. Second grade students scoring at Level 4 decreased by -2%. Third Grade students scoring at Level 4 increased +6% and +4% at Level 3. Fourth Grade students scoring at Level 3 increased by +4% and those scoring at Level 4 by +1 %. Fifth Grade students scoring at Level 3 decreased by -5% and those scoring at Level 4 decreased by -1%. Sixth grade students scoring at			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Level 3 increased by +32% and those scoring at Level 4 increased by +11%. While there is no summative data for 2021 at 7th or 8th grade, overall Data Quest currently shows a 1.4% reclassification rate.			
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(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	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.			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
	demonstrate college 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.			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, target performance increase in STAR Reading is 878 on the Unified Score in Reading in the Winter Testing Window and 896.7 on the Unified Score in Math. The target for PPT is at 44% of students performing in the average range of the PPT.			Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Additionally, 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 50% of students performing in the average range of the PPT.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(d) Student Achievement: Percentage of Pupils who have successfully completed both Priority B & C	N/A There are no CTE pathways or A-G requirements at the elementary level.	N/A There are no CTE pathways or A-G requirements at the elementary level.			N/A There are no CTE pathways or A-G requirements at the elementary level.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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 and extend the accessibility to unduplicated students by incorporating a multi tiered system of supports that address student needs and circumstances. Develop and implement district wide assessment systems in order to collect consistent local data on student performance in ELA and mathematics.	\$512,200.00	Yes
1.2	Instructional Calendar Days	Maintain 180 instructional days in school calendar each year. This represents the operational cost of running the sites for five additional days.	\$275,200.00	No
1.3	Professional Development/PLC Minimum Days	Utilize weekly minimum day dismissal for Teacher Professional development/PLC's to ensure that staff has the training to use methods that meet the needs of all students to include English	\$254,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Learners, Foster Youth and Socioeconomically Disadvantaged students. Action pays for professional development occurring during early outs.		
1.4	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
1.5	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.	\$83,336.00	Yes
1.6	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.	\$69,932.00	Yes
1.7	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	\$571,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of MTSS implementation. Action pays for TOSAs and supporting supplies.		
1.8	Web Based Diagnostic Assessments	Purchase web based Diagnostic assessments to include those provided for Summer School intervention 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
1.9	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 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. Additionally this will allow teachers resources that assist in streamlining the MTSS providing materials. Action pays for personnel and related materials.	\$103,011.00	Yes
1.10	Technology Assistant Positions	2.5 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.	\$189,652.00	Yes
1.11	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 Chromebook replacements, computer replacement parts and 50 desk top	\$346,228.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2022-2023.		
1.12	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.	\$263,087.00	Yes
1.13	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 2022-2023. 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.	\$5,600.00	Yes
1.14	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. Funds pay for stipends and hours necessary to coordinate and oversee.	\$93,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.15	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.	\$377,183.00	Yes
1.16	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. This includes additional and ongoing professional development on ELD Standards.	\$68,083.00	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.

All actions implemented were planned. The Taft City School District successfully implemented these action in order to meet the needs of English Learner and Socially Economically Disadvantaged students by assisting staff to facilitate strategies and build capacity based on unique aspects of these students. Teachers and support staff participating in Professional Learning Communities developed a climate that considered the whole child and provided for specific needs and resources for success (Action 1.1 and 1.3). This was successful because it allowed staff to share data and best teaching practices with each other and across grade levels. District wide curriculum and instruction that focused the integration of content and application enhanced accessibility to content and learning for English Leaners, Foster Youth, and Socioeconomically Disadvantaged students (Action 1.4, 1.5, 1.6, 1.7 and 1.8). These adoptions include increasing literacy with library services, participation in Camp KEEP, and Math Talks. One challenge occurred as we encouraged students to look at content areas in unique ways that in addition to exposing them to content help them to find formulas that represent examples of the phenomena that they leaned (Actions 1.9, 1.13, and 1.7).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year.
Taft City School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$3,191,251.00. The estimated actual expenditures for 2021-22 LCAP Goal 1

was \$ 2,888,830.00. This is a difference of \$302,421.00. The substantive difference of (\$107,752.00) was in action 1.1, Professional Development and Support, due to other funding used in place of the original allocated dollars. There were other substantial differences to include the textbook adoption difference of 193,845.00 (Action 1.4)

Due to the textbook adoption not being completed in the 2021-22 school year. A science adoption has been completed for the upcoming school year. An additionally difference was the expenditure intended for the Technology Refresh Cycle which had a reduced expenditure of \$ 248,737.00. Although Chromebooks were purchased in the 2021-22 school year, ESSER dollars were used in place of the usual LCAP expenditures. An overage of allocation was applied to Action 10 Technology Assistant Positions, ELD Professional Development (Action 16) and Supplemental ELD Resources (Action 15).

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

The Taft City School District successfully implemented 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. This is evidenced by the provision of actions according to the plan as well as accessibility strategies that produced positive outcomes reflected in the following data based on student diagnostic scores from iReady and found in Kern Integrated Data Systems 2022: In KG the number of students 1 Grade Level Below decreased by 23% from the Fall to the Winter Trimester, in First Grade the number of students 1 Grade Level Below increased by 11% from the Fall to the Winter Trimester, but the number of those scoring 2 Grade Levels Below decreased by 23%, in Second Grade the number of students 1 Grade Level Below also increased by 11% from the Fall to the Winter Trimester, but the number of those scoring 2 Grade Levels Below decreased by 22%, in Third Grade the number of students 1 Grade Level Below increased by 3% from the Fall to the Winter Trimester, however increased the number of students scoring Early On Grade Level by 10%. In Fourth Grade the number of students 1 Grade Level Below increased by 5% from the Fall to the Winter Trimester, however the number scoring 3 or More Grade Levels Below decreased 13%. In Fifth Grade the number of students 1 Grade Level Below increased by 6% from the Fall to the Winter Trimester, However those students scoring On Grade level increased by 7%. In Sixth Grade the number of students scoring On or Above Grade level increased by 5% from the Fall to the Winter Trimester. In Seventh Grade the number of students 1 Grade Level Below decreased by 3% from the Fall to the Winter Trimester with 5% more students scoring On or Above Grade Level on the Fall Diagnostic as compared to the Winter Diagnostic, in Eighth Grade the number of students 1 Grade Level Below increased by 7% from the Fall to the Winter Trimester, however the number scoring 2 or more Levels Below Grade Level decreased by 7%. Overall these comparisons indicate a positive impact of the multi-tiered approach to supporting student learning that reflects greater student understanding of the Common Core Standards.

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.

The district's initiatives and goals as they relate to the successful implementation of the CCSS stayed consistent, however the response to feedback dictated some additions these include:

- Professional Development relating to iReady
- Professional Development Math Talks.

- Provisions for the Science Textbook Adoption

Action 1.1 has been increased due to extra resources being allocated to development of MTSS, as outlined above.

Action 1.5 has increased due to change in cost of personnel.

Action 1.6 has decreased due to change in cost of personnel.

Action 1.7 has decreased due change in cost of personnel.

Action 1.9 has increased due to change in cost of personnel.

Action 1.10 has increased due to change in hours of personnel.

Action 1.11 has increased due to change in cost of personnel.

Action 1.12 has increased due to change in cost of personnel.

Action 1.15 has increased due to change in cost of personnel and addition of one position.

Action 1.16 has increased due to a change in cost of personnel.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 2021-22 TCSD Year-to-Date Chronic Absenteeism rate of all students is 54.0% with the current rate of 10% of students Nearly Chronically Absent, 10% trending toward chronic absenteeism and 26% of students with No Absence Issues. The current demographics of students who are chronically absent in 2021-22 are as follows:
 Males: 55.62%, Females: 52.37%, Foster: 47.62%, Homeless: 58.33%, White (Non-Hispanic): 57.86%, Black (Non-Hispanic): 70.59%, Hispanic: 52.34%, RFEP: 47.72%, SED: 54.65%, SPED: 69.76%. In addition, the 2021-22 CHKS indicated that 41% of 7th grade students surveyed felt a school connectedness according to the survey, and that 35% 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 All Third Grade Students in Reading are on average on End of the year 2022 Assessment -7.75 Percentages points below the percentile Benchmark. Fourth Grade Students are -12 percentages points below the percentile benchmark, Fifth Grade Students are -7 percentages points below the percentile benchmark, Sixth Grade Students are -16 percentages points below the percentile benchmark Seventh Grade Students are -14 percentages points below the percentile benchmark Eighth Grade Students are -10 percentages points below the percentile benchmark English Learners will be -10 from standard Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade, and -17 for eighth grade. In Mathematics: All Third Grade Students in Math are on average on End of the year 2022 Assessment -8 Percentages points below the percentile Benchmark. Fourth Grade Students are -17 percentages points below the percentile benchmark, Fifth Grade Students are -9 percentages points below the percentile benchmark, Sixth Grade Students are -12 percentages points below the percentile benchmark Seventh Grade Students are -9 percentages points below the percentile benchmark Eighth Grade Students are -9 percentages points below the percentile benchmark English Learners testing in the Winter Testing Window in third grade are -2.5 from the standard, fourth grade English Learners are -14 from the benchmark, fifth grade students are -15 from the benchmark, sixth grade English Learners are -26 from the benchmark, seventh grade students are -27 from the benchmark and eighth grade students are -26 from the benchmark. Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade, and -17 for eighth grade. In addition the percentage of socioeconomically disadvantaged students compared to ALL students in the Taft City School District scoring in the Healthy Fitness Zone for 2018-2019 school year as evidenced by the CDE through Data quest. Specifically, no less than 10 students more identified as unduplicated students in the are of socioeconomically

disadvantaged students did not score in the Healthy Fitness Zone than ALL Students in the Taft City School District in the areas of Aerobic Capacity, Body Composition, and Abdominal Strength prompting an initiative to develop the health of our students. 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	<p>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.</p> <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 	<p>Priority 5(a) Pupil Engagement: School attendance rates Based on the Kern Integrated Data Systems for the 2021-2022 school year the TCSD has not maintained a student attendance rate of 95%, but has employed multiple strategies as well has initiative to increase attendance and decrease learning gaps such as the implementation of a multi tiered system of supports that includes Expanded Learning Opportunities.</p> <ul style="list-style-type: none"> Kindergarten 0 student First Grade 2 students 			<p>Priority 5(a) Pupil Engagement: School attendance rates TCSD will maintain a student attendance rate of 95%</p> <p>The number of students referred to the SARB process will reduce by 5% for the 2023-24 school year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • Fifth Grade 5 students • Sixth Grade 7 students • Seventh Grade 8 student • Eight Grade 6 students 	<ul style="list-style-type: none"> • Second Grade 1 students • Third Grade 1 students • Fourth Grade 4 students • Fifth Grade 2 students • Sixth Grade 2 students • Seventh Grade 2 student • Eighth Grade 5 <p>At the current rate the number of students referred to SARB has reduced from 46 to 19. With at least one more month for referrals the number of students referred has dropped by approximately 41%</p>			
Priority 5(b) Pupil Engagement: Chronic absenteeism rates	Priority 5(b) Pupil Engagement: Chronic absenteeism rates Based district data from AERIES and Kern Integrated Data Systems for 2020-21	Priority 5(b) Pupil Engagement: Chronic absenteeism rates The current 2021-22 TCSD Year-to-Date Chronic Absenteeism rate of all students is			Priority 5(b) Pupil Engagement: Chronic absenteeism rates TCSD will reduce the Chronic Absenteeism rate 20% with a reduction of no less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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%, and EL's 40%</p>	<p>54.0% with the current rate of 10% of students Nearly Chronically Absent, 10% trending toward chronic absenteeism and 26% of students with No Absence Issues. The current demographics of students who are chronically absent in 2021-22 are as follows: Males: 55.62%, Females:52.37%, Foster: 47.62%, Homeless: 58.33%, White (Non-Hispanic):57.86%, Black (Non-Hispanic): 70.59%, Hispanic: 52.34%, RFEP: 47.72%, SED: 54.65%, SPED: 69.76%.</p>			<p>than 10% of ALL students trending toward chronic absenteeism and no more than 5% of ALL students nearly chronically absent. 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	Priority 5(c) Pupil Engagement: Middle school dropout rates Based on local indicators TCSD has	Priority 5(c) Pupil Engagement: Middle school dropout rates TCSD has maintained a 0%			Priority 5(c) Pupil Engagement: Middle school dropout rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maintained a 0% middle school dropout rate. (DataQuest)	middle school dropout rate.(KIDS)			TCSD will maintain a 0% middle school dropout rate.
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(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 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	Priority 6(a) School Climate: Pupil suspension rates The 04/2022 suspension rate is 4.78%			Priority 6(a) School Climate: Pupil suspension rates The suspension rate will be at 0% as of 04/2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	suspension rate is 0% (KIDS)	(KIDS)			
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% (KIDS).	Priority 6(b) School Climate: Pupil expulsion rates The TCSD expulsion rate is at .08 % as of 04/2022 (KIDS)..			Priority 6(b) School Climate: Pupil expulsion rates The TCSD expulsion rate will be at 0% ad of 04/2023 (KIDS). .
Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness	Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness Based on local indicators the 2021-22 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	Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness 41% of 7th grade students surveyed will feel connected to school according to CHKS survey results. 35% of 7th Grade students surveyed will perceive their school as very safe or safe according to the survey.			Priority 6(c) School Climate: Other local measures and sense 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 Based on local indicators 100% of TCSD students have been granted access and enrolled in a broad course of study in 2021-22 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 in 2023-24 as documented by student placements and schedules.
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	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 are granted access and enrollment in programs/services			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	programs/services for unduplicated services in 2020-21	for unduplicated services			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	<p>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>Based on local indicators 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in CASEMIS</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</p> <p>100% of TCSD students with exceptional needs are granted access and enrollment in programs/services documented in CASEMIS</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</p> <p>100% of TCSD students with exceptional needs will maintain granted access and enrollment in programs/services documented in CASEMIS</p>
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 Renaissance overall STAR data in ELA indicates a decrease in the first testing</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 and Math for the Winter Testing</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%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>Window (alternative assessment to CASSP during the 2021-2022 found in STAR and KIDS dissemination of assessment data) shows increase in STAR Reading is 878 on the Unified Score in Reading in the Winter Testing Window and 896.7 on the Unified Score in Math.</p>			<p>making the increase from the 2020 data . Renaissance overall STAR data in Mathematics will increase by 5% in the first testing window. This increase in STAR Reading will be 43.9 points making this target 921.9 on the Unified Score in Reading in the Winter Testing Window and 44.84 points making the target 941.5 on the Unified Score in Math during the 2023-2024 school year.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student to Teacher Ratio	Maintain the ratio of students to teachers for overall improved student achievement and for SEL student support including English Learners, Foster Youth and Socioeconomically Disadvantaged students while addressing the specific needs of unduplicated students districtwide.	\$2,129,828.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	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. This action was copied incorrectly from the 2017-2020 LCAP and is not an action used by the Taft City School District currently. This action has been replaced the correct action Comprehensive Student Fitness found in Action 2.9.	\$0.00	
2.3	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
2.4	MTTS/PBIS Support	Maintain contract services for Campus Supervisor/Student Relations Liaison 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
2.5	SARB process	The Taft City School District utilizes a School Attendance and Review Board (SARB) process in reducing chronic absenteeism in students.	\$1,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
2.6	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.	\$462,566.00	Yes
2.7	Student Safety and Well-Being	This action addresses health and safety concerns, including those related to mental health. This includes increasing the number of kindergarten aide positions to nine and maintaining two dozen Yard Monitors as needed to ensure students are monitored at unstructured times during the day. One additional nursing position, as well as three full time health clerks. 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.	\$1,148,940.00	Yes
2.8	Additional Custodial Support	Add an additional three custodial positions using concentration grant add-on funds at sites with high numbers of unduplicated students. This action has been added to Goal 2 of the LCAP this year in order to address the potential exposure to factors that would impact the	\$318,733.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance of unduplicated students based on health as related to living circumstances. Maintaining a safe and clean campus provides these students with an environment that addresses these factors at school.		
2.9	Comprehensive Student Fitness	Provide comprehensive student fitness. The Taft City School District will encourage the maintained fitness and healthy positive outcomes that result in more healthy students at all levels in the Taft City School District. The need for this is evidenced by the percentage of socioeconomically disadvantaged students compared to ALL students in the Taft City School District scoring in the Healthy Fitness Zone for 2018-2019 school year as evidenced by the CDE through Data quest. Specifically, no less than 10 fewer students who are identified as unduplicated students in the are of socioeconomically disadvantaged students scored in the Healthy Fitness Zone than ALL Students in the Taft City School District in the areas of Aerobic Capacity, Body Composition, and Abdominal Strength prompting an initiative to develop the health of our students. In order to achieve this goal the Taft City School District will maintain a additional Physical Education position at Lincoln Junior Highschool and add an Elementary Physical Education Instructor that travels to each of the other sites.	\$237,323.00	Yes
2.10	Facilities Upkeep	The district will continue to maintain facilities in good repair. this action has been identified to 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. The actions meet the needs as determined by local surveys and student data which identifies a need to increase providing specified strategies that increase the students perceived safety and well being. 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	\$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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. Additionally, chronic absenteeism is up for all unduplicated students as reflected by 2020-2021 Week 27 TCSD Year to Date Chronic Absenteeism rate for unduplicated students which is as follows: Foster: 67.7%, Homeless: 45.0%, White (Non-Hispanic):29.8%, Black (NonHispanic): 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. Finally, Parents and Staff indicated on LCAP surveys that the condition of the facilities and timely response to the need for repair is key in achieving and maintaining positive student attitudes about attending school. 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. 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. The actions meet the needs as determined by local surveys and student data which identifies a need to increase providing specified strategies that increase the students perceived safety and well being.</p>		

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.

All actions implemented were planned. An addition of a Supervisor/Student Relations Liaison replaced a School Resource Officer in the crisis intervention plan in conjunction and collaboration with 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 as A2A, PBIS, MTSS, and regular school visits were implemented (Action 4). The Taft City School District attendance promotion programs extend beyond the school settings and communication strategies with specified methods of accessibility to school (Action 2.3, 2.5, and 2.7). The Taft City School District successfully implemented classroom reduction in order to enhance our ability to better address the specific needs of our students (both academic and socio emotional) (Action 1). A school psychologist was also added to enhance the district's capacity to hone in on specific student's mental health and socio emotional needs (Action 6). The challenge is that students have demonstrated unanticipated responses to societal circumstances, these actions as a result are useful for support staff as the need to be responsive becomes more critical.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year. Taft City School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was \$4,434,408.00. The estimated actual expenditures for 2021-22 LCAP Goal 2 was \$ 3,790,804. This is a difference of \$643,604.00. The substantive difference of (\$734,783.00) was in action 7, Student Safety and Well Being, due to other funding used in place of the original allocated dollars. The planned expansion of classrooms to handle the increase in the number of unduplicated students is still in its planning phase. Expenditures related to this goal will be pushed into subsequent years.

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

The Taft City School District has done well over time in providing 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. This is evidenced considering multiple data points. However, the data does not reflect the growth due to challenge that are present as result of the learning gap and attendance guidance that influenced student participation. The district proposes a close examination of data reflecting performance that indicates student need. This criteria will be as follows: First each school used multiple factors to determine how to streamline instruction to meet the needs of the students in general as well as those in special populations. Diverse training opportunities provided for the use of data analysis and implementation of the various strategies listed in the District's LCAP. The District's Chronic Absenteeism has grown, however it is anticipated that as attendance trends

relate to the impact of the pandemic evolve strategies that relate to a Multi-Tiered System of Supports to address individual needs will level inconsistent attendance patterns.

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.

Measures taken by the district to achieve the various actions related to Goal 2 have been for the most part consistent with the intent of the existing language. However, it should be noted that data ranging from student performance to attendance patterns is evaluated regularly to ensure the likelihood of positive student outcomes and the position of School Resources Officer has been removed and replaced by the position Supervisor/Student Relations Liaison (Action 2.4). In a previous LCAP action 2.2 was copied incorrectly from the 2017-2020 LCAP and is not an action used by the Taft City School District. This action has been replaced. The correct action of Comprehensive Student Fitness is found in Action 2.9.

Action 2.1 has increased due to change in cost of personnel.

Action 2.2 has been discontinued, due to being a duplication of Action 1.15

Action 2.6 has increased to to increase in number of personnel.

Action 2.7 has decreased, due to being broken out into multiple goals.

Action 2.8 is a new goal resulting from an increase in student population.

Action 2.9 is a new goal resulting from an increase in student population.

Action 2.10 is a new goal resulting from an increase in student population.

Actions 2.8 and 2.10 were previously included in action 2.7. The county office mandated that they be broken into separate goals.

Actions 2.9 was previously action 2.2, but was missed when Goal 2 was merged with Goal 1 in prior year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 2021-22. 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 2021-22 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 2021-22 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 2021-22 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 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 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%	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 continues at 100% of TCSD teachers being appropriately assigned and fully credentialed for their assignment in 2021-22. The following information for the Taft City School District under Conditions and Climate on the CA Dashboard remains as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%			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 at 100% of TCSD teachers being appropriately assigned and fully credentialed for their assignment in 2022-2024. 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%
Priority 1(b)Basic Services: Pupil access to standards aligned materials	Priority 1(b)Basic Services: Based on local indicators pupil	Priority 1(b)Basic Services: Pupil access to standards aligned materials has been			Priority 1(b)Basic Services: Pupil access to standards aligned materials will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>access to standards aligned materials Based on local indicators 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%</p>	<p>maintained at 100% of the TCSD student population. The district ensures 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>			<p>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>
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.	Priority 1(c)Basic Services: School facilities maintained In good repair TCSD maintain a 100% rating of “Good” or			Priority 1(c)Basic Services: School facilities maintained In good repair TCSD will maintain a 100% rating of “Good” or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>	<p>"Exemplary" as indicated on The FIT report for all school sites on an ongoing basis.</p> <p>The district continues to 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) 0</p>			<p>"Exemplary" as indicated on The FIT report for all school sites on an ongoing basis.</p> <p>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) 0</p>
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</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards TCSD continues to maintain 100%</p>			<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards TCSD will continue to maintain 100%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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.	participation rate by Grade Level Lead teachers in CCSS professional development training in ELA and Mathematics based on the TCSD Professional Development schedule and calendar.			participation rate by Grade Level Lead teachers in CCSS professional development training in ELA and Mathematics based on the TCSD Professional Development 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	Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency Based on local indicators TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided	Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency TCSD continues to maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA			Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency TCSD will maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA interventions to meet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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. Based on local indicators 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. The average baseline data for all ELs is as follows: ELA 917 and Math 931.</p>	<p>interventions to meet the individual needs of EL students based on assessment data that reflects a 5% increase from the baseline data in ELA from 917 to 962.85 and 931 to 977.55.</p> <p>TCSD maintains the use of provided ELD standards with fidelity for integrated instruction daily.</p>			<p>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> <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>

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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	\$32,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialed teachers in the district annually.		
3.2	Teacher/Support Salary	<p>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.</p> <p>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 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.</p>	\$1,041,942.00	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.

All actions implemented were planned. Continuous and ongoing support of the district's initiative to build capacity in teachers and support the retention of qualified teachers. Mentors and other forms of support in the way of training and ongoing feedback is employed to address teacher success. The challenge is that the Taft City School has a high rate of ineffective teachers (ineffective-those on a PIP/STIP) (Action 1). The purpose of Action 2 is to combat this phenomena to include teacher attrition rate, preparedness, credentialing and training (Action 2)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year.
Taft City School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 3 was \$774,614.00. The estimated actual expenditures for 2021-22 LCAP Goal 3 was \$771,787.00. This is a difference of \$2,827.00. There was no substantial differences.

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

The Taft City School District has effectively made progress toward Goal 3 by recruiting, hiring, training, and retaining 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. Specifically, Mentors teachers who function under State, County and District guidelines that extend the knowledge of those new teachers they work closely assist in building capacity for those teachers by facilitating goal setting and successful progress towards goals based on strengths and weaknesses evidenced by observations and State/County Certifications provided to the administration.

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.

The actions under this Goal are consistent with the intent of the language.

Action 3.2 has increased due to additional resources being allocated to increase teacher retention.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update 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 53% decrease 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 52% 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 declined 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: Efforts to seek parent input in making decisions for district and school sites has improved by 40% as LCAP Survey completion rate for parents increased during the 2021-2022 school year. However, this number falls short of the targeted 75% anticipated increase..			Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites will increase by 75% based on parent participation.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(b) Parent Involvement: How district promotes participation of 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. Additionally, there were a total of 29% of parents participated in Family Math/ELA Nights Student Success Collaboratives by grade levels which hosted 45% of the parents in learning how to support their children.	The TCSD parental involvement in activities and collaboration that is responsive to the families in our community has increased by 40% for the 2021-22 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.			Priority 3(b) Parent Involvement: How district promotes participation of 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 2023-24 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 in 2020-21.	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 57% parent participation in programs in 2021-22.			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 and parent involvement for the period between 2021-2024

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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 2022-2023 to include 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. In addition to the fusion centered approach which includes social media, virtual format, emails, Canvas announcements, website and marquee announcements in the language represented by the districts	\$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		demographics were used to make parents aware of each event and provide accessible content the action includes the facilitation of collaboration and the resources necessary to provide such.		

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.

The Taft City School District Developed a Parent Involvement Team designed to brainstorm strategic ideas to increase the participation of the Taft School District's Educational Learning Partners. Additionally the district enhanced accessibility by utilizing a number of communication techniques and developed materials to that convey to parents how we as team might work more effectively to meet the needs of their children. Due to the success of the participation monthly we will continue these actions as we move forward. A challenge was the level of engagement with parents which we continue to strive to address (Action 1).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year.
Taft City School District conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 4 was \$19,000.00 The estimated actual expenditures for 2021-22 LCAP Goal 4 was \$0. This is a difference of \$19,000.00. The substantive difference (\$19,000.00) was in action 1, Parental Activities, due to other funding used in place of the original allocated dollars the expense was \$0. These sources included existing programs Migrant Education for Parent Advisory Committees and Migrant Family Nights, SSC and PTO held virtual with electronically developed resources and collaborative methods of communication that did not require the an allocation..

Although a parental involvement committee was formed and met during the year to discuss implementation of this goal, no expenditures were incurred, due to pandemic related restrictions for on-site events.

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

The Taft City School District planned and implemented programs, activities, and procedures that involve parents in the education of their children. These measures offered additional opportunities to involve all Educational Learning Partners. Meetings that include School Site Council, PTO, ELAC, DELAC, Parent Collaboratives, PAC's and frequent school to parent communication is evidenced by the activities listed

on the District calendar and school site weekly planners. These various activities and meetings provided feedback that is considered carefully and integrated , when applicable, into the District's Continuous Improvement Process.

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.

While there were no changes made to the planned goals, metrics, desired outcomes or actions based on reflections on prior practice, it should be noted that feedback evidenced in the analysis of Parent Input provided that the aspects of the plan based on feedback are appropriately placed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
8,571,791	1,096,706

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.30%	0.00%	\$0.00	39.30%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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. Students in need of strategic oversight are English Learners, 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. While there are still significant gaps to include 24% more of all other students scoring At/Above Benchmark, the increase from the 2021-2022 STAR testing window the first of which was submitted to the state for review in 2021 there is a 7% drop in the number of students that are in the Urgent Intervention band 4% less students in the intervention band and an increase of 11% in the At or Above Benchmark.

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 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 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 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 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 2021-22 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 8) 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 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 11 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: Acton 14

The district has identified grade level lead teachers who will be trained in district benchmark development and Illuminate (grades 3-8) 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. This will be evident by documented attendance and participation rates as they relate to implementation. 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.

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

During the 2020-21 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: Foster: 67.7%, Homeless: 45.0%, RFEP: 13.2%, SED: 25.0%, SPED: 39.1%. our local data system Kern Integrated Data System for the 2021-2022 indicates that we have met our goal for reducing Chronic Absenteeism. This data and Educational Learning Partner feedback 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 particularly in the aftermath of the pandemic. Notably the percentages as they relate to special populations as well as the general population are relatively consistent.

In addition, the 2022 CHKS indicated that 41% of 7th grade students surveyed felt a school connectedness according to the survey, and that 35% 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 All Third Grade Students in Reading are on average on End of the year 2021

Assessment -7.75 Percentages points below the percentile Benchmark. Fourth Grade Students are -12 percentages points below the percentile benchmark, Fifth Grade Students are -7 percentages points below the percentile benchmark, Sixth Grade Students are -16 percentages points below the percentile benchmark Seventh Grade Students are -14 percentages points below the percentile benchmark Eighth Grade Students are -10 percentages points below the percentile benchmark English Learners will be -10 from standard Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, - 20for seventh grade, and -17 for eighth grade. In Mathematics: All Third Grade Students in Math are on average on End of the year 2021 Assessment -8 Percentages points below the percentile Benchmark. Fourth Grade Students are -17 percentages points below the percentile benchmark, Fifth Grade Students are -9 percentages points below the percentile benchmark, Sixth Grade Students are -12 percentages points below the percentile benchmark Seventh Grade Students are -9 percentages points below the percentile benchmark Eighth Grade Students are -9 percentages points below the percentile benchmark English Learners testing in the Winter Testing Window in third grade are -2.5 from the standard, fourth grade English Learners are -14 from the benchmark, fifth grade students are -15 from the benchmark, sixth grade English Learners are -26 from the benchmark, seventh grade students are -27 from the benchmark and eighth grade students are -26 from the benchmark. Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, - 20for seventh grade, and -17 for eighth grade. These factors in conjunction facilitate the rationale for a multi-tiered system of support implemented on an ongoing basis.

In addition there is a 27% gap between the chronic absenteeism between not duplicated and unduplicated students for the 2020-2021 school year. Specifically: in 2020-2021 25% of the students in the TCSD were chronically absent with 25% of the chronically absent were unduplicated students. However in the 2021-2022 there is a total of 48% who are chronically absent with 53% of those chronically absent being unduplicated students. .

Not Unduplicated 48% Chronic absenteeism

Unduplicated 53% 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 decreased slightly 88% to 86% over the same time frame, and our assessments show that the incoming students have needs that match our existing population. Therefore we need to level up programs to accommodate growing enrollment and identified need. 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.

In general the students in the Taft City Schools face a number of challenges. 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
- 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 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 Social Interaction Liaison 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%

2020-2021- 25% (Year of Covid-19 Pandemic)

2021-2022 53% (Continued Covid-19 Pandemic Influence)

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 to 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:

TCSD has maintained a 0% middle school dropout rate.

2021-22 suspension rate is 5.51%

2021-22 EL suspension rate is 4.06%

2021-22 FY suspension rate is 12.00%

2021-22 SED suspension rate is 5.79%

2021-22 expulsion rate is .08%. 67% of which are unduplicated students.

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 as 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 the district with a mechanism to assist families with factors that contribute to chronic absenteeism. This action has been proven to be effective based on the local data showing that students who participate in this process leave with strategies that assist them and their families in building the capacity to understand the importance of attendance at school.

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 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) current standard "Overall Rating: 100% with deficiencies listed as "None" for the 2021-2022 school year.. 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 2022-2024 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.

2021-22 suspension rate is 5.51%

2021-22 EL suspension rate is 4.06%

2021-22 FY suspension rate is 12.00%

2021-22 SED suspension rate is 5.79%

2021-22 expulsion rate is .08%. 67% of which are unduplicated students.

Goal 2: Action 9 The need for this is evidenced by the percentage of socioeconomically disadvantaged students compared to ALL students in the Taft City School District scoring in the Healthy Fitness Zone for 2018-2019 school year as evidenced by the CDE through Data quest. Specifically, no less than 10 fewer students who are identified as unduplicated students in the are of socioeconomically disadvantaged students scored in the Healthy Fitness Zone than ALL Students in the Taft City School District in the areas of Aerobic Capacity, Body Composition, and Abdominal Strength prompting an initiative to develop the health of our students. The district hopes that by providing a safe and clean environment that students will increase healthy habits in addition a positive learning environment.

Goal 2: Action 8 Action added in response to state guidance for acceptable uses. Action is effective in meeting the goals for these students as it will provide them with the best environment in which to learn and ensure future growth of students. There are many aspects of a child's life that may cause them to be chronically absent. California has been impacted severely by the Corona Virus and Kern County is among the most severely hit. SED students tend to face factors that increase the prospect of becoming ill from a number of potential contributors. Data supports that SED students and families in Kern County have been affected as much or more than individuals in the same situation around the state (Morgen 2021). Some of this criteria has to do with a higher potential to exposure to COVID as a result to un-employment or under-employment status which inhibits or limits a families accessibility to health care. The idea that many of the families in the TCSD live in multifamily households and many of the members work in a myriad professions many of which put them at a risk of contracting COVID (Morgen 2021). In many cases these professions that reflect retail, collaborative agriculture, and other professions which require in person and coordinated efforts to complete. According to Reyna Olaguez, communications director for Building Healthy Communities Kern, noted in The Bakersfield Californian that; many of the families in Kern County do not have safe housing and lack access to health care as well as other aspects of quality of life that result in a healthful life which puts them at a "dangerous disadvantage". The way that a crisis impacts these families intensifies the adversity of the outcome for these families. (Morgen 2021). Attendance data comparison from the 2020-2021 and 2021-22 shows the impact of these factors on our families and in particularly the rate of Chronic Absenteeism for unduplicated students as compared to all students (Kern Integrated Data Systems, 2022). Specifically, our attendance rates for unduplicated students has dramatically decreased from 2020-2022, in many cases as a result of illness, in comparison to that of all TCSD students.

Overall Attendance Rates

Student Group 2020-2021, 2021-2022

ALL Students 93.19%, 88.13%

SED Students 92.99%, 87.81%

(Kern Integrated Data Systems, 2022)

Chronic Absenteeism Rates

Student Group 2020-2021, 2021-2022

ALL 25%, 51.63%

FY 52.94%, 40%

(Kern Integrated Data Systems, 2022)

In order to fulfill the goals of Priority 5b, which aims to reduce the Chronic Absenteeism rate 20% with a reduction of no less than 10% of ALL students trending toward chronic absenteeism and no more than 5% of ALL students nearly chronically absent. Specific to the demographics of students who are chronically absent the percentages of students who are chronically absent will reduce to the following: All Students:20%, Foster: 60%, Homeless: 40%, SED: 20%, SPED: 30%, and EL:42% within a 3-year time span,

Goal 2: Action 10 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. Additionally, asphalt will be renovated as need across all school sites. More specifically, ventilation, roofing, painting (improve Chronic absenteeism with improved air and minor associated repairs). The creation/renovation of classrooms (lower class sizes and increased space for intervention will reduce absenteeism and improve academic outcomes), and Asphalt (expanded and improved paved surfaces as needed to support Action 9) The need being associated to the following data related to Chronic Absenteeism:

Overall Attendance Rates

Student Group 2020-2021,2021-2022

ALL Students 93.19%, 88.13%

SED Students 92.99%, 87.81%

Chronic Absenteeism Rates

Student Group 2020-2021, 2021-2022

ALL 25%, 51.63%

FY 52.94%, 40%

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. According to DataQuest 2020-21 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Total Teachers- 109.9

Intern 5.5%

Out-of-Field .9%

Ineffective 15.9%

Incomplete 11.7%

As compared to Kern County

Ineffective 6.4%

Incomplete 5.8%

Taft City has double the rate average than the all of Kern County.

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 2021 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 2021- 22 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 2021 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 2021-22 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

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 2021-22

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 noncredentialed 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 2021-22. 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 2021-2022 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 2021-22 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 2022-24 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 approximate 2% decrease 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 57% in attendance at IEPs there is evidence that supports the need to continue and evolve the strategies employed.

Additional Conditions and Circumstances

While our goals are outlined to meet this needs of our students and their families, 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 approximately 2% decrease 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 57% in attendance at IEPs there is evidence that supports the need to continue and evolve the strategies employed. This is need is based on the response of all parents with the expectation that the parents of unduplicated students based on research based need will have at least as many concerns. The district plans to implement a mechanism allowing for the desegregation of this data by student category as unduplicated for future reference.

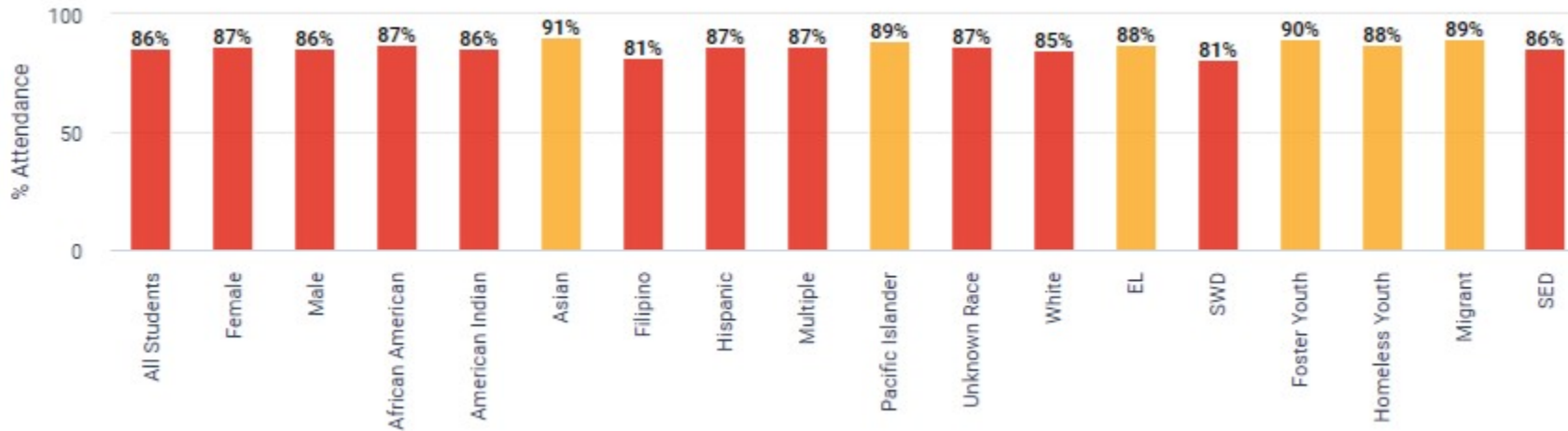
The TCSD will measure the success of this action using feedback by 2% on parent surveys used to provide decisions related to the implementation of accessibility strategies

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.

STAR School Comparison

SCHOOL	SCHOOL	Mathematics								Reading							
		2021-2022								2021-2022							
		1-Testing Window - Fall				2-Testing Window - Winter				1-Testing Window - Fall				2-Testing Window - Winter			
		ENTERPRISE SCORE	IBL	PERCENTILE RANK	UNIFIED SCORE	ENTERPRISE SCORE	IBL	PERCENTILE RANK	UNIFIED SCORE	ENTERPRISE SCORE	IBL	PERCENTILE RANK	UNIFIED SCORE	ENTERPRISE SCORE	IBL	PERCENTILE RANK	UNIFIED SCORE
Lincoln Junior High School		659.4	3.6	24.7	1012.4	691.9	3.6	26.2	1032.4	565.4	3.9	23.0	1015.5	507.0	6.0	24.9	1020.1
Roosevelt School		531.0	3.6	25.2	939.4	559.9	3.5	30.5	951.2	378.7	3.0	26.8	949.3	421.4	3.2	31.6	964.8

Conley School	405.6	3.5	23.6	856.2	458.7	3.4	33.2	888.9	188.0	1.9	18.1	846.4	249.3	2.3	25.0	889.9
Jefferson School	402.2	3.5	22.2	854.2	473.6	3.2	37.1	898.2	158.5	1.8	14.5	810.8	230.9	2.1	22.3	867.3
Parkview School	482.5	3.0	43.0	903.6	526.3	2.7	52.4	930.5	260.0	2.2	30.5	891.9	331.2	2.5	42.0	927.1
Taft Primary School	431.0	3.3	30.9	871.9	504.3	3.0	44.6	917.0	189.8	1.9	19.4	842.2	287.9	2.5	32.1	904.3



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 LEAwide 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. Also, Renaissance overall STAR data in ELA indicates All Third Grade Students in Reading are on average on End of the year 2021 Assessment -7.75 Percentages points below the percentile Benchmark. Fourth Grade Students are -12 percentages points below the percentile benchmark, Fifth Grade Students are -7 percentages points below the percentile benchmark, Sixth Grade Students are -16 percentages points below the percentile benchmark Seventh Grade Students are -14 percentages points below the percentile benchmark Eighth Grade Students are -10 percentages points below the percentile benchmark English Learners will be -10 from standard Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade, and -17 for eighth grade. In Mathematics: All Third Grade Students in Math are on average on End of the year 2021 Assessment -8 Percentages points below the percentile Benchmark. Fourth Grade Students are -17 percentages points below the percentile benchmark, Fifth Grade Students are -9 percentages points below the percentile benchmark, Sixth Grade Students are -12 percentages points below the percentile benchmark Seventh Grade Students are -9 percentages points below the percentile benchmark Eighth Grade Students are -9 percentages points below the percentile benchmark English Learners testing in the Winter Testing Window in third grade are -2.5 from the standard, fourth grade English Learners are -14 from the benchmark, fifth grade students are -15 from the benchmark, sixth grade English Learners are -26 from the benchmark, seventh grade students are -27 from the benchmark and eighth grade students are -26 from the benchmark. Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade, and -17 for eighth grade. These factors in conjunction facilitate the rationale for a multi-tiered system of support implemented on an ongoing basis.

The subcategory of students of focal concern are Students with Disabilities who performed in the orange performance indicator. Students in 2022-23 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 2021-22 LCAP based on positive parent feedback and increases on local indicators 2021-2022.

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 2021-2022 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 2021-2022 Week 37 TCSD Year-to-Date Chronic Absenteeism rate of all students is 36.69.0% with the current rate of 12% of students trending toward chronic absenteeism and 9% of students nearly chronically absent. The current demographics of students who are chronically absent in 2021-2022 school year are as follows: Males: 37.58%, Females:35.76%, Foster: 15.79%, Homeless: 46.67%, White (Non-Hispanic):43.73%, Black (Non-Hispanic): 40%, Hispanic: 33.62%, RFEP: 33.37%, SED: 36.67%, SPED: 49.13%. In addition, the 2021-22 CHKS indicated that 41% of 7th grade students surveyed felt a school connectedness according to the survey, and that 35% 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 All Third Grade Students in Reading are on average on End of the year 2021 Assessment -7.75 Percentages points below the percentile Benchmark. Fourth Grade Students are -12 percentages points below the percentile benchmark, Fifth Grade Students are -7 percentages points below the percentile benchmark, Sixth Grade Students are -16 percentages points below the percentile benchmark Seventh Grade Students are -14 percentages points below the percentile benchmark Eighth Grade Students are -10 percentages points below the percentile benchmark English Learners will be -10 from standard Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -

12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade, and -17 for eighth grade. In Mathematics: All Third Grade Students in Math are on average on End of the year 2021 Assessment -8 Percentages points below the percentile Benchmark. Fourth Grade Students are -17 percentages points below the percentile benchmark, Fifth Grade Students are -9 percentages points below the percentile benchmark, Sixth Grade Students are -12 percentages points below the percentile benchmark Seventh Grade Students are -9 percentages points below the percentile benchmark Eighth Grade Students are -9 percentages points below the percentile benchmark English Learners testing in the Winter Testing Window in third grade are -2.5 from the standard, fourth grade English Learners are -14 from the benchmark, fifth grade students are -15 from the benchmark, sixth grade English Learners are -26 from the benchmark, seventh grade students are -27 from the benchmark and eighth grade students are -26 from the benchmark. Homeless students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -29 in fourth grade, +36 in fifth grade, no data for sixth grade, no data for seventh grade, and no data for eighth grade. Socioeconomically Disadvantaged students on the STAR Reading Winter 2022 Testing Window -16 from standard in third grade, -12.5 in fourth grade, -14 in fifth grade, -15 sixth grade, -20 for seventh grade, and -17 for eighth grade. These factors in conjunction facilitate the rationale for a multi-tiered system of support implemented on an ongoing basis. In addition there is a 15% gap between the chronic absenteeism between not unduplicated and unduplicated for the 2021-2022 school year. Specifically:

Not Unduplicated 48% Chronic absenteeism

Unduplicated 53% 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

All six Taft City school sites have a high concentration of foster youth, English learners, and low-income students. Funds were used to hire additional support positions at these sites, including full time health clerks, a health services technician, student counselors, and additional custodial staff, as shown in Actions 2.6, 2.7, and 2.8.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:36
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:20

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$9,174,098.00			\$700,425.00	\$9,874,523.00	\$6,723,647.00	\$3,150,876.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development and Support	English Learners Foster Youth Low Income	\$262,200.00			\$250,000.00	\$512,200.00
1	1.2	Instructional Calendar Days	All	\$275,200.00				\$275,200.00
1	1.3	Professional Development/PLC Minimum Days	English Learners Foster Youth Low Income	\$254,000.00				\$254,000.00
1	1.4	District Wide Textbook Adoption and Purchase	All	\$210,000.00				\$210,000.00
1	1.5	ELA Lead Teachers (2) at Lincoln Junior High School	English Learners Foster Youth Low Income	\$83,336.00				\$83,336.00
1	1.6	AVID Support Services	English Learners Foster Youth Low Income	\$69,932.00				\$69,932.00
1	1.7	MTSS Intervention Model in Grades TK-3	English Learners Foster Youth Low Income	\$121,071.00			\$450,425.00	\$571,496.00
1	1.8	Web Based Diagnostic Assessments	English Learners Foster Youth Low Income	\$5,005.00				\$5,005.00
1	1.9	Library Services	English Learners Foster Youth Low Income	\$103,011.00				\$103,011.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Technology Assistant Positions	English Learners Foster Youth Low Income	\$189,652.00				\$189,652.00
1	1.11	Technology Infrastructure Refresh Cycle	English Learners Foster Youth Low Income	\$346,228.00				\$346,228.00
1	1.12	Enrichment Activities	English Learners Foster Youth Low Income	\$263,087.00				\$263,087.00
1	1.13	Camp KEEP Program	Low Income	\$5,600.00				\$5,600.00
1	1.14	Grade Level Lead Teachers	English Learners Foster Youth Low Income	\$93,170.00				\$93,170.00
1	1.15	Supplemental ELD instruction and Resources	English Learners	\$377,183.00				\$377,183.00
1	1.16	ELD Professional Development	English Learners	\$68,083.00				\$68,083.00
2	2.1	Student to Teacher Ratio	English Learners Foster Youth Low Income	\$2,129,828.00				\$2,129,828.00
2	2.2	Comprehensive Professional Development		\$0.00				\$0.00
2	2.3	Computer Based Tracking/Parent Notification System	English Learners Foster Youth Low Income	\$30,000.00				\$30,000.00
2	2.4	MTTS/PBIS Support	English Learners Foster Youth Low Income	\$125,000.00				\$125,000.00
2	2.5	SARB process	English Learners Foster Youth Low Income	\$1,338.00				\$1,338.00
2	2.6	School Psychologist/Counselors	English Learners Foster Youth Low Income	\$462,566.00				\$462,566.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Student Safety and Well-Being	English Learners Foster Youth Low Income	\$1,148,940.00				\$1,148,940.00
2	2.8	Additional Custodial Support	English Learners Foster Youth Low Income	\$318,733.00				\$318,733.00
2	2.9	Comprehensive Student Fitness	English Learners Foster Youth Low Income	\$237,323.00				\$237,323.00
2	2.10	Facilities Upkeep	English Learners Foster Youth Low Income	\$900,000.00				\$900,000.00
3	3.1	KCSOS Induction and Teacher Mentor Program	English Learners Foster Youth Low Income	\$32,670.00				\$32,670.00
3	3.2	Teacher/Support Salary	English Learners Foster Youth Low Income	\$1,041,942.00				\$1,041,942.00
4	4.1	Parental Activities	English Learners Foster Youth Low Income	\$19,000.00				\$19,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21,808,519	8,571,791	39.30%	0.00%	39.30%	\$8,688,898.00	0.00%	39.84 %	Total:	\$8,688,898.00
								LEA-wide Total:	\$8,530,030.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$158,868.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$262,200.00	
1	1.3	Professional Development/PLC Minimum Days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$254,000.00	
1	1.5	ELA Lead Teachers (2) at Lincoln Junior High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Jr. High School	\$83,336.00	
1	1.6	AVID Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School	\$69,932.00	
1	1.7	MTSS Intervention Model in Grades TK-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,071.00	
1	1.8	Web Based Diagnostic Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,005.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,011.00	
1	1.10	Technology Assistant Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$189,652.00	
1	1.11	Technology Infrastructure Refresh Cycle	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$346,228.00	
1	1.12	Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$263,087.00	
1	1.13	Camp KEEP Program	Yes	Schoolwide	Low Income	Specific Schools: Lincoln Jr. Highschool	\$5,600.00	
1	1.14	Grade Level Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$93,170.00	
1	1.15	Supplemental ELD instruction and Resources	Yes	LEA-wide	English Learners	All Schools	\$377,183.00	
1	1.16	ELD Professional Development	Yes	LEA-wide	English Learners	All Schools	\$68,083.00	
2	2.1	Student to Teacher Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,129,828.00	
2	2.3	Computer Based Tracking/Parent Notification System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	
2	2.4	MTTS/PBIS Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
2	2.5	SARB process	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,338.00	
2	2.6	School Psychologist/Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$462,566.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	Student Safety and Well-Being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,148,940.00	
2	2.8	Additional Custodial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$318,733.00	
2	2.9	Comprehensive Student Fitness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Lincoln Junior High School and the Elementary Schools in the Taft City School District	\$237,323.00	
2	2.10	Facilities Upkeep	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,670.00	
3	3.2	Teacher/Support Salary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,041,942.00	
4	4.1	Parental Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,419,273.00	\$8,759,416.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development and Support	Yes	\$412,200.00	\$304,448.00
1	1.2	Instructional Calendar Days	No	\$275,200.00	\$275,200.00
1	1.3	Professional Development/PLC Minimum Days	Yes	\$254,000.00	\$254,000.00
1	1.4	District Wide Textbook Adoption and Purchase	No	\$210,000.00	\$16,155.00
1	1.5	ELA Lead Teachers (2) at Lincoln Junior High School	Yes	\$78,064.00	\$80,507
1	1.6	AVID Support Services	Yes	\$76,816.00	\$55,063
1	1.7	MTSS Intervention Model in Grades TK-3	Yes	\$578,385.00	\$592,361
1	1.8	Web Based Diagnostic Assessments	Yes	\$5,005.00	\$5,005
1	1.9	Library Services	Yes	\$101,832.00	\$101,832.00
1	1.10	Technology Assistant Positions	Yes	\$134,989.00	\$194,180.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Technology Infrastructure Refresh Cycle	Yes	\$343,401.00	\$94,664.00
1	1.12	Enrichment Activities	Yes	\$256,427.00	\$256,427.00
1	1.13	Camp KEEP Program	Yes	\$5,600.00	\$6,500.00
1	1.14	Grade Level Lead Teachers	Yes	\$93,170.00	\$93,170.00
1	1.15	Supplemental ELD instruction and Resources	Yes	\$300,817.00	\$379,900.00
1	1.16	ELD Professional Development	Yes	\$65,345.00	\$179,418.00
2	2.1	Student to Teacher Ratio	Yes	\$2,048,440.00	\$2,137,627
2	2.2	Comprehensive Professional Development	Yes	\$227,271.00	\$233,851
2	2.3	Computer Based Tracking/Parent Notification System	Yes	\$30,000.00	\$24,700.00
2	2.4	MTTS/PBIS Support	Yes	\$125,000.00	\$125,000.00
2	2.5	SARB process	Yes	\$1,338.00	\$769
2	2.6	School Psychologist/Counselors	Yes	\$288,411.00	\$376,129
2	2.7	Student Safety and Well-Being	Yes	\$1,713,948.00	\$1,897,898

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	\$32,670.00	\$32,670
3	3.2	Teacher/Support Salary	Yes	\$741,944.00	\$1,041,942
4	4.1	Parental Activities	Yes	\$19,000.00	\$0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$7,685,809	\$7,233,648.00	\$7,818,598.00	(\$584,950.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development and Support	Yes	\$162,200.00	\$119,373		
1	1.3	Professional Development/PLC Minimum Days	Yes	\$254,000.00	\$254,000		
1	1.5	ELA Lead Teachers (2) at Lincoln Junior High School	Yes	\$78,064.00	\$80,507		
1	1.6	AVID Support Services	Yes	\$76,816.00	\$55,063		
1	1.7	MTSS Intervention Model in Grades TK-3	Yes	\$127,960.00	\$128,873		
1	1.8	Web Based Diagnostic Assessments	Yes	\$5,005.00	\$5,005		
1	1.9	Library Services	Yes	\$101,832.00	\$101,832		
1	1.10	Technology Assistant Positions	Yes	\$134,989.00	\$194,180		
1	1.11	Technology Infrastructure Refresh Cycle	Yes	\$343,401.00	\$94,664		
1	1.12	Enrichment Activities	Yes	\$256,427.00	\$256,427		
1	1.13	Camp KEEP Program	Yes	\$5,600.00	\$5,600		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.14	Grade Level Lead Teachers	Yes	\$93,170.00	\$93,170		
1	1.15	Supplemental ELD instruction and Resources	Yes	\$300,817.00	\$379,900		
1	1.16	ELD Professional Development	Yes	\$65,345.00	\$179,418		
2	2.1	Student to Teacher Ratio	Yes	\$2,048,440.00	\$2,137,627		
2	2.2	Comprehensive Professional Development	Yes	\$227,271.00	\$233,851		
2	2.3	Computer Based Tracking/Parent Notification System	Yes	\$30,000.00	\$24,700		
2	2.4	MTTS/PBIS Support	Yes	\$125,000.00	\$125,000		
2	2.5	SARB process	Yes	\$1,338.00	\$769		
2	2.6	School Psychologist/Counselors	Yes	\$288,411.00	\$376,129		
2	2.7	Student Safety and Well-Being	Yes	\$1,713,948.00	\$1,897,898		
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	\$32,670.00	\$32,670		
3	3.2	Teacher/Support Salary	Yes	\$741,944.00	\$1,041,942		
4	4.1	Parental Activities	Yes	\$19,000.00	\$0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$19,571,204	\$7,685,809	0	39.27%	\$7,818,598.00	0.00%	39.95%	\$0.00	0.00%

Instructions

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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