



LCFF Budget Overview for Parents

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

CDS Code: 15638000000000

School Year: 2024-25

LEA contact information:

Lori Slaven, Ed.D.

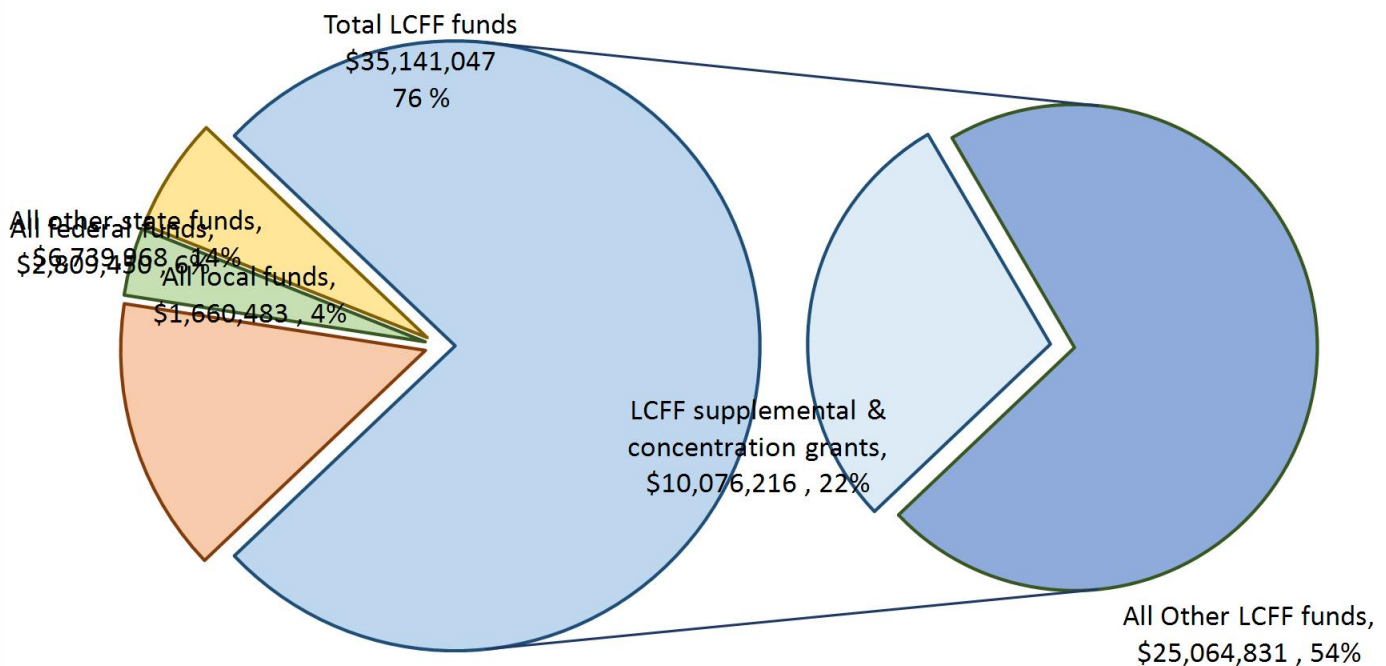
Superintendent

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 2024-25 School Year

Projected Revenue by Fund Source



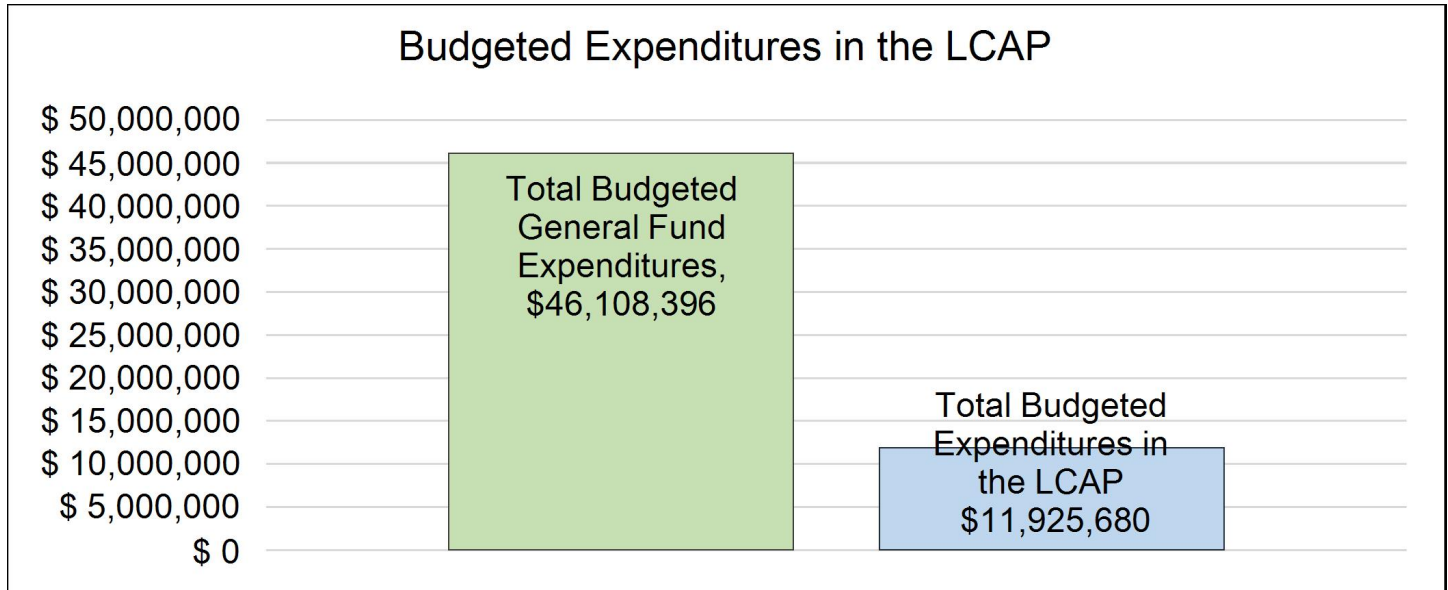
This chart shows the total general purpose revenue Taft City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taft City School District is \$46,350,948, of which \$35,141,047 is Local Control Funding Formula (LCFF), \$6,739,968 is

other state funds, \$1,660,483 is local funds, and \$2,809,450 is federal funds. Of the \$35,141,047 in LCFF Funds, \$10,076,216 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 2024-25. 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 \$46,108,396 for the 2024-25 school year. Of that amount, \$11,925,680 is tied to actions/services in the LCAP and \$34,182,716 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

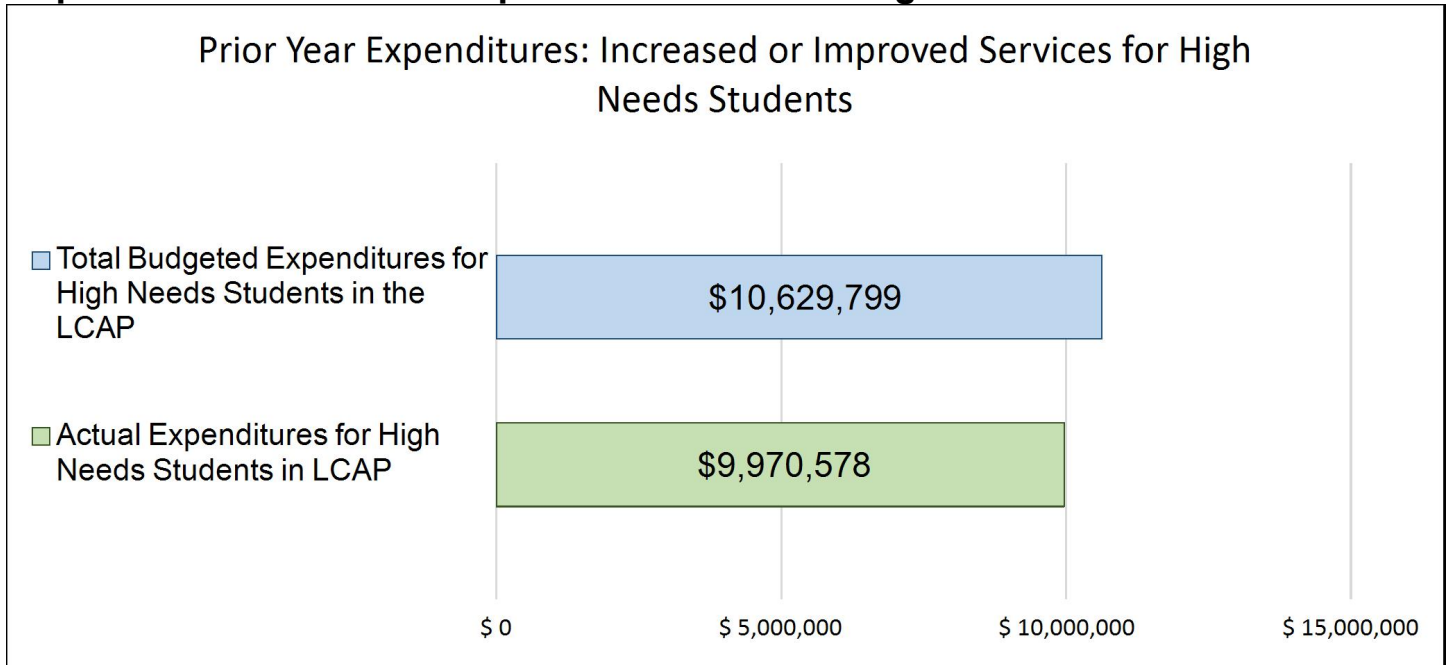
The General Fund includes budgeted amounts for personnel not explicitly listed in the LCAP, including teachers, certificated support personnel and administrators, classified service paraprofessionals, support staff, and clerical staff. It also includes non-personnel amounts for things necessary for a 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 2024-25 School Year

In 2024-25, Taft City School District is projecting it will receive \$10,076,216 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 \$10,743,179 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 2023-24



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 2023-24, Taft City School District's LCAP budgeted \$10,629,799 for planned actions to increase or improve services for high needs students. Taft City School District actually spent \$9,970,578 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-659,221 had the following impact on Taft City School District's ability to increase or improve services for high needs students:

2023-24 budgeted expenditures were supplemented by a significant amount of Federal relief dollars. There was no impact to actions and services for high needs students.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

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.

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	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 2021-2022. The following information for the Taft City School District under Conditions and Climate on the CA	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 are 100% of TCSD teachers being appropriately assigned and 70% fully credentialed for their assignment in 2022-23. The following information for the Taft City School District under Conditions and Climate on the CA	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 are 100% of TCSD teachers being appropriately assigned and 70% fully credentialed for their assignment in 2022-23. The following information for the Taft City School District under Conditions and Climate on the CA	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. The following information for the Taft City School District under Conditions and Climate on the CA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%</p>	<p>Dashboard will remain as follows: 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>	<p>Dashboard will remain as follows: Mis-Assignments Of Teachers Of English Learners 0%</p> <p>2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)</p> <p>Total Teachers- 117 Intern 12% Out-of-Field 1.7% Ineffective 17.9%</p>	<p>Dashboard will remain as follows: Mis-Assignments Of Teachers Of English Learners 0%</p> <p>2023-24Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)</p> <p>Total Teachers- 112 (California Dashboard,2023) Intern 14% (Data Quest,2023) Out-of-Field 2.9% (Data Quest,2023) Ineffective 12.4% (Data Quest,2023)</p>	<p>Dashboard will remain as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%</p>

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	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. 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%	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%	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%	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%	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%
Priority 1(c)Basic Services: School	Priority 1(c)Basic Services :Based on	Priority 1(c)Basic Services: School	Priority 1(c)Basic Services: School	Priority 1(c)Basic Services: School	Priority 1(c)Basic Services: School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
facilities maintained In good repair	<p>local indicators school facilities maintained In good repair. TCS D 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>facilities maintained In good repair TCS D 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 Extreme Deficiencies) 0</p>	<p>facilities maintained In good repair TCS D 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 Extreme Deficiencies) 0</p>	<p>facilities maintained In good repair TCS D 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 Extreme Deficiencies) 0</p>	<p>facilities maintained In good repair TCS D 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
<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards Based on local indicators TCS D 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 TCS D Professional Development schedule and calendar.</p> <p>2019 data on CA Dashboard states: ELA, ELD, PE, and Mathematics Full Implementation History, Science, and Visual and Performing Arts Initial Implementation</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards The TCS D 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: ELA, ELD, PE, and Mathematics Full Implementation</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards The TCS D 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>Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: ELA, ELD, PE, and Mathematics Full Implementation History, Science, and Visual and Performing Arts Full Implementation</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards The TCS D 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>Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: ELA, ELD, PE, and Mathematics Full Implementation History, Science, and Visual and Performing Arts Full Implementation</p>	<p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards The TCS D 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: ELA, ELD, PE, and Mathematics Full Implementation</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CTE, Health Education Beginning Implementation	History, Science, and Visual and Performing Arts Full Implementation	CTE, Health Education Beginning Implementation	CTE, Health Education Beginning Implementation	History, Science, and Visual and Performing Arts Full Implementation
	World Language Exploration and Research Phase	CTE, Health Education Beginning Implementation	World Language Exploration and Research Phase	World Language Exploration and Research Phase	CTE, Health Education Full Implementation
	Exploration and Research Phase	World Language Exploration and Research Phase			World Language Full Implementation
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,	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 ELD instruction daily, as well as ongoing ELA interventions	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 ELD instruction daily, as well as ongoing ELA interventions	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 ELD instruction daily, as well as ongoing ELA interventions	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 ELD instruction daily, as well as ongoing ELA interventions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2020-21 according to teacher lesson plans and daily classroom schedules.</p>	<p>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 though 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 though observation data.</p>	<p>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 though 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 though observation data.</p>	<p>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 though 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 though observation data.</p>	<p>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 though observation data.</p>
<p>Priority 4(a) Student Achievement: Statewide assessments</p>	<p>Priority 4(a) Student Achievement: Statewide assessments</p>	<p>CAASPP was not fully administered in Spring 2021.</p>	<p>Comparison CAASPP data in ELA and Math is not available as it was not fully</p>	<p>As reported in the 2023 Ca Dashboard English Language Arts Indicator was:</p>	<p>Priority 4(a) Student Achievement: Statewide assessments</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CASSP ELA, CAASPP Math, and CA Science Test (CAST)	<p>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 standard was -54.4 English Learners were -66 Homeless -69.2</p>	<p>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 percentages points below the percentile benchmark</p>	<p>administerd in Spring 2021 due to the COVID-19 Pandemic.</p> <p>As reported in the 2022 Ca Dashboard English Language Arts Indicator was:</p> <p>All students, the average distance from standard was -53.3 English Learners were -83.2 Homeless -127.9 Socioeconomically Disadvantaged was -66.0</p> <p>As reported in the 2022 Ca Dashboard In Mathematics Indicator was:</p> <p>All students, the average distance from standard was -88.3 English Learners were -108.5 Homeless -92.8 Socioeconomically Disadvantaged was -100.8</p>	<p>All students, the average distance from standard was -53.3 English Learners were -88.6 Homeless No Data Displayed Socioeconomically Disadvantaged was -59.9</p> <p>As reported in the 2023 Ca Dashboard In Mathematics Indicator was:</p> <p>All students, the average distance from standard was -82.6 English Learners were -107.5 Homeless No Data Displayed Socioeconomically Disadvantaged was -87.6</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 19% SWD 14% SED 19% EL 9%</p>	<p>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 will be -2 from standard Socioeconomically Disadvantaged</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically Disadvantaged was - 59.7</p> <p>The following Star Reading and Math Scaled Scores are utilized as baseline data.</p> <p>Star Reading Average Scale Sores for 2020-2021 at the respective schools sites are as follows:</p> <ul style="list-style-type: none"> • Conley 121 • Jefferson 91 • Lincoln Junior High School 546 • Parkview 131 • Roosevelt 383 • Taft Primary School 130 <p>Star Math Average Scale Sores for 2020-2021 at the respective schools sites are as follows:</p> <ul style="list-style-type: none"> • Conley 380 • Jefferson 373 • Lincoln Junior High School 690 • Parkview 392 	<p>English Learners will be -10 from standard</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, - 20for seventh grade, and -17 for eighth grade.</p> <p>Mathematics: All Third Grade Students in Math are on average on End of the Year 2022 Assessment -8 Percentages points</p>	<p>CAST 2021-22 (% met or exceeded standard)</p> <p>All Students 12.57%</p> <p>SWD 8.70%</p> <p>SED 10.78%</p> <p>EL 3.23%</p> <p>Hispanic 9.78%</p> <p>White 20.27%</p> <p>Homeless - Not reported due to small population</p>	<p>Hispanic 17%</p> <p>White 31%</p> <p>Homeless - Not reported due to small population (California State Dashboard, 2023)</p>	<p>students will be -2 from standard</p> <p>Mathematics All Students will be -2 from standard</p> <p>English Learners will be -10 from standard</p> <p>Homeless students will be -2 from standard</p> <p>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 improve by 5%. The growth as a result on Star Reading Average Scale Sores</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Roosevelt 577 Taft Primary School 400 <p>Overall ELA Achievement on Ca Dashboard reports (% Standard Met and Exceeded Standard)</p> <p>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)</p> <p>2015/16- 22% 2016/17- 25.91% 2017/18- 26.12% 2018/19- 27.85%</p> <p>CAST 2018-19 (% met or exceeded standard)</p> <p>All Students 20.04% SWD 9.43% SED 17.94% EL 0.81% Hispanic 15.90% White 25.30% Homeless 15.00%</p>	<p>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 grade students are - 15 from the benchmark, sixth</p>			<p>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 schools sites will be as follows:</p> <ul style="list-style-type: none"> Conley 399

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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, - 20for seventh grade, and -17 for eighth grade.</p>			<ul style="list-style-type: none"> • 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>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> <p>CAST 2019-20 was not administered due to COVID 19</p> <p>CAST 2020-21 was an optional administration due to COVID 19</p>			
<p>Priority 4(b) Student Achievement: Percentage of Pupils completing A-G requirements</p>	<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</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>	<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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	sequences/programs data does not apply to elementary school districts.				
Priority 4(e) Student Achievement: Percentage of EL pupils making progress toward English Proficiency	<p>Priority 4(e) Student Achievement: Percentage of EL 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</p>	<p>Priority 4(e) Student Achievement: Percentage of EL 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.</p>	<p>Priority 4(e) Student Achievement: Percentage of EL 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 2020-21 and 2021-2022 shows that 24% more students scored in Level 1. The comparison is as follows: In 2020-2021 Level 1 29%, Level 2 38%, Level 3 26% and Level 4 6%. In 2021-2022 Level 1 25%, Level 2 26%, Level 3 34% and Level 4 15%. According to the 2022 Dashboard: 47.2% of</p>	<p>Priority 4(e) Student Achievement: Percentage of EL 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 2022-2023 shows that 2% more students scored in Level 1 than the previous school year. The comparison is as follows: for the 2022-2023 Level 1 27%, Level 2 31%, Level 3 30% and Level 4 12%. (KIDS,2024) 50.7 English Learners are making progress according to the California Dashboard</p>	<p>Priority 4(e) Student Achievement: Percentage of EL 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
	students are making progress.	<p>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 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</p>	students are making progress.	and this is an increase of 3.5%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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 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</p>			
<p>Priority 4(f) Student Achievement: English Learner Reclassification Rate</p>	<p>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</p>	<p>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</p>	<p>Priority 4(f) Student Achievement: English Learner Reclassification Rate TCSD made progress toward established reclassification rates for English Learners by increasing total EL students scoring at least a level 3 from</p>	<p>Priority 4(f) Student Achievement: English Learner Reclassification Rate TCSD made progress toward established reclassification rates for English Learners by increasing total EL students scoring at least a level 3 from</p>	<p>Priority 4(f) Student Achievement: English Learner Reclassification Rate TCSD will make progress toward established reclassification rates for English Learners by increasing by 5% on the English</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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%. TCSD has a Reclassification Rate of 1.8%.</p>	<p>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 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</p>	<p>33.5% in 20-21 to 49% in 21-22 on the English Language Proficiency (ELPAC) test. The reclassification rate for 2021-22 was 5.36%.</p>	<p>49% in 21-22 to 33% in 22-23 on the English Language Proficiency (ELPAC) test. (California Dashboard,2023) The reclassification rate for 2022-2023 was 16.50% of students scoring Level 4 (Proficient). (ELPAC.org,2023)</p>	<p>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%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>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 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.</p>			
<p>Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher</p>	<p>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.</p>	<p>Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A</p>	<p>Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A</p>	<p>Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A</p>	<p>Priority 4(g) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(h) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP 9or other)	Priority 4(h) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP N/A Percentage of pupils who participate in and demonstrate college 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.	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.	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(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.	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	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	STAR Reading and Math Assessments are no longer being administered for the purpose of local data comparison. Only participation data was reported for the 2022 PPT.	STAR Reading and Math Assessments are no longer being administered for the purpose of local data comparison. Only participation data was reported for the 2022 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 .	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.			The target for PPT will reflect 50% of students performing in the average range of the PPT.
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.	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.

Goal Analysis

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.

Most of the actions were fully implemented with minimal or temporary barriers such as hiring difficulties and limited participation in some planned professional learning due to a lack of substitutes to cover classrooms to allow teachers to attend training during contract hours rather than outside the workday. These issues aside, implementation was fully achieved for Actions 1.1, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.15, and 1.16. Action 1.2 was funded through other temporary revenue sources, so the action was implemented but not with the intended funding. Action 1.5 based on the results of the 2022 CA School Dashboard additional TOSA's were hired to assist in supporting improved instruction in the classroom as well as the implementation of PBIS. Action 1.7 was partially implemented in that only two teachers instead of three were hired due to limited candidates with MTSS experience and the need for classroom supervision. Hiring the TOSAs in

action 1.5 was prioritized above 1.7 due to the student outcome results and the need for classroom support. Action 1.10 was increased from 2.5 FTE to 3.0 due to increased devices and need for upkeep, maintenance, and support.

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.

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

Overall there was not a material difference in expenditures for planned and estimated actual expenditures for Goal 1.

Action 1.1 (Professional Development and Support) - Expenditures were overestimated, as the presence of one-time State and Federal dollars substantially supplemented this activity.

Action 1.2 (Instructional Calendar Days) - No material difference in expenditures.

Action 1.3 (Professional Development/PLC Minimum Days) - No material difference in expenditures.

Action 1.4 (District Wide Textbook Adoption and Purchase) - Expenditures were underestimated

Action 1.5 (ELA Lead Teachers at Lincoln) - Expenditures were overestimated

Action 1.6 (AVID Support Services) - No material difference in expenditures.

Action 1.7 (MTSS Intervention Model in Grades TK-3) - Expenditures were overestimated

Action 1.8 (Web Based Diagnostic Assessments - Expenditures were over estimated.

Action 1.9 (Library Services) - Expenditures were underestimated

Action 1.10 (Tech Assistant Positions - Expenditures were slightly underestimated,.

Action 1.11 (Technology Infrastructure Refresh Cycle) - Expenditures were slightly overestimated

Action 1.12 (Enrichment Activities) - No material difference in expenditures.

Action 1.13 (Camp KEEP Program) - Expenditures were slightly underestimated,.

Action 1.14 (Grade Level Lead Teachers) - No material difference in expenditures.

Action 1.15 (Supplemental ELD Support) - Expenditures were underestimated

Action 1.16 (ELD Professional Development) - Expenditures were underestimated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The primary target for the actions of the ELCAP in actions 1.1-1.9 is the optimization of resources, training, and staffing to allow for a Multi-Tiered System of Strategies to meet the students using Satellite, Map, and Street data to determine the unique needs of each student and address them to move them to the next tier. While we are currently using data shows that systems are moving students from Tier 2 to Tier 1. However it is the goal to move all students and the evaluation and implementation that reflects improvement is ongoing. Still there are some data points that show our efforts through consistent implementation are beginning to show some effectiveness. For the 2023 California

Accountability System, we have made progress through the effective use of our actions and were no longer eligible for Differentiated Assistance. Our Reclassified English Learners increased by 29.7 points 16.4 points above the standard and English Only Students scored 30.8 points below the standard and maintained by scoring a differential of 0.3 points from the previous year on the Mathematics portion of the CAASPP. Despite this, the English Learners in the Taft City School District scored 88.6 points below the standard in ELA a decline of 5.3 points from the previous year. Even though all students in this category scored 53.5 points below standard and were considered to have maintained -0.2 points from the previous year. Those students who are reclassified English Learners scored 16.4 points above the standard, an increase of 29.7 points from the previous year. While students who speak English only scored 30.8 points below the standard which indicates on the dashboard that they maintained by scoring a 0.3 differential from the previous year. This reflects a certain degree of success implementing the actions prescribed over the last four years, but a need to maintain the course of targeted intervention. All students in the Taft City School District scored 82.6 points below the standard in Mathematics despite an increase of 5.7 points from the previous year. The subcategory of students of focal concern are Students with Disabilities and English Learners who performed in the red performance indicator. Students in need of strategic intervention oversight are Hispanic Students, Socioeconomically Disadvantaged Students and White Students who all performed in the red Performance indicator. In Mathematics this reflects a need to continue targeted intervention that moves students from Tiers 2 and 3 into Tier 1. Actions 1.10 and 1.11 assist the district in monitoring student progress and responding to the needs of our students. Actions 1.1-1.9 reflect the transition of the Taft City School District to a Multi-Tiered System of Supports. We feel that the actions listed allow us to more accurately meet the individual needs of our students through technology, training and materials necessary to move to our target goal.

Action 1.13 and 1.14 are designed to assist students in making progress in MTSS by fostering interventions that provide Street data analysis as well as opportunities to make unique connections that provide training and the atmosphere for staff and students to build relationships that provide students with Social Emotional Support. We have experienced some success that reflects effectiveness in the way of the suspension rate for 2023 declined which means that our performance indicator moved from orange to yellow signaling a decrease in the number of suspensions by 1.5% from the previous year. 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 and all students that are reflected in a Multi Tiered System of Supports. While this is a positive trend indicating success to some degree over the last 4 years it does not reflect our intended outcome. Based on this and other local data we feel that actions 1.13-1.14 have been somewhat effective in allowing us to form connections with students based on their unique characteristics so that we can make learning more meaningful and targeted.

Actions 1.15 and 1.16 have been successfully implemented as demonstrated by fidelity to our adopted ELD (Kevin Clark). This supports accessibility to the full implementation of the California Common Core State standards using aligned curriculum and instructional strategies to improve academic achievement and the mental well being of all students. This evidenced not only by our English Learner Progress on the California Dashboard, but LCAP survey implementation data has improved based on student, staff, and parent surveys, as well as, student local indicators that include iReady and teacher observations. Student accessibility to academic and performance standards is seen through the implementation of a diverse offerings of expressive content areas to include Art, Music, and a newly adopted Science curriculum. Additionally, the district continues to find ways to use existing resources and staff training related to ELD, EDI, iReady, and Science sources to enhance and strengthen student outcomes. Expanded library access (Action 1.9) supports students unfettered access to explore literature and related learning. (Priority 2 A and B; Priority 4 A-H). Actions 1.12 and 1.13 support specific additional enrichment activities including Art, Music, STEM, and Camp KEEP. These additions support the implementation of all the CA Content Standards (Priority 2 A and B) Progress

related to staffing has streamlined this initiative in a concerted effort to focus on the capacity of staff based on professional qualifications which are reviewed by a newly implemented HR Director. The addition of a central point for HR and credentialing has streamlined our efforts to maintain a professional staff and assisted in ensuring that we meet our goal of all teachers being fully credentialed (Priority 1 A, B, and C). Based on this data we feel that actions 1.15-1.16 have been somewhat effective. The professional development that assists staff in meeting students where they are and the access to materials that are both academically and age appropriate is invaluable to our effort to move students and achieve scale growth.

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.

After completing the LCAP reflection process, including a review of effectiveness, the following the following adaptations were made to the 2024/25LCAP to best meet student/community needs and maximize the use of fiscal resources:

Action 1.2: (Instructional Calendar Days) - This action will be removed from the LCAP moving forward.

Action 1.4 (District Wide Textbook Adoption and Purchase) - Will be removed from the LCAP moving forward

Action 1.5: TOSAs: the number of TOSAs will be increased to six to meet the MTSS process and identify and apply strategies that meet the unique needs of each student. This will provide a mechanism to better gather street data leading to proficiency deficits of students who scored in the red band on the California Dashboard to include: English Learners, Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged, and White Students.

Action 1.5: TOSAs will continue providing intervention support for students as referred by teachers and attend coaching training to move into a traditional coaching role in future years. This action moving forward will additionally facilitate the implementation of strategic designated intervention for students scoring in the red band on the California Dashboard to include: English Learners, Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged, and White Students.

Action 1.7: MTSS Tiers: Defined common language for all three tiers of support with clear entrance and exit criteria and common data review. Cut points for students that require unique intervention based on criteria presenting access barriers will be used to determine focus groups. These students will have targeted intervention using specialized intervention based on their needs. At the focus of this intervention is students who scored in the red band on the California Dashboard to include: English Learners, Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged, and White Students.

Action 1.12: Additional Course Offerings: beginning in the 2024-25 school year, students will have regular access to world language, art and music courses. Allowing students who have scored in the red band on the California Dashboard to include: English Learners, Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged, and White Students to explore activities that allow them to express themselves through a media immediately accessible to them and provides insight to educator's about what might work best in meeting their academic needs.

Action 1.12: Science Teachers: Additional training will be offered to science teachers to support implementation of NGSS

Action 1.12: Goal Setting: Students will actively and regularly participate in goal setting for academics and behavior. This will evolve to specify targeted student needs that present barriers to positive student outcomes. These strategies in addition to targeting academic content for more in-depth examination of potential deliver methods will allow staff to facilitate the development of caring staff and student relationships that reflect an understanding of the root causes that present each child with challenges. This will be particularly effective with

reducing suspension rates for those students scoring in the red band on the California Dashboard related to their suspension rate to include Students with Disabilities and White Students.

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.

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. 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 	<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 	<p>Priority 5(a) Pupil Engagement: School attendance rates Based on the Kern Integrated Data Systems for the 2022-2023 school year the TCSD has a year-to-date student attendance rate of 94.22%. TCSD continues to employ multiple strategies to increase attendance and decrease learning gaps such as the implementation of a multi tiered system of supports that includes Expanded Learning Opportunities. There are student participating in the School Attendance</p>	<p>Priority 5(a) Pupil Engagement: School attendance rates Based on the Kern Integrated Data Systems for the 2023-2024 school year the TCSD has a year-to-date student attendance rate of 94.92%. TCSD continues to employ multiple strategies to increase attendance and decrease learning gaps such as the implementation of a multi tiered system of supports that includes Expanded Learning Opportunities. There are student participating in the School Attendance</p>	<p>Priority 5(a) Pupil Engagement: School attendance rates TCSD will maintain a student attendance rate of 95% The number of students referred to the SARB process will reduce by 5% for the 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"> • Fourth Grade 9 students • Fifth Grade 5 students • Sixth Grade 7 students • Seventh Grade 8 student • Eight Grade 6 students 	<ul style="list-style-type: none"> • First Grade 2 students • 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>	<p>Review Board for the 2022-23 school year:</p> <ul style="list-style-type: none"> • Kindergarten 0 students • First Grade 6 students • Second Grade 9 students • Third Grade 7 student • Fourth Grade 15 student • Fifth Grade 4 students • Sixth Grade 5 student • Seventh Grade 8 students • Eighth Grade 0 students <p>At the current rate the number of students referred to SARB has increased from 19 to 54.</p>	<p>Review Board for the 2022-23 school year:</p> <ul style="list-style-type: none"> • Kindergarten 0 students • First Grade 1 students • Second Grade 0 students • Third Grade 0 student • Fourth Grade 0 student • Fifth Grade 0 students • Sixth Grade 0 student • Seventh Grade 0 students • Eighth Grade 2 students <p>At the current rate the number of students referred to SARB and those who have attended the participation rate is 67%.</p>	
Priority 5(b) Pupil Engagement: Chronic absenteeism rates	Priority 5(b) Pupil Engagement: Chronic absenteeism rates	Priority 5(b) Pupil Engagement: Chronic absenteeism rates	Priority 5(b) Pupil Engagement: Chronic absenteeism rates	Priority 5(b) Pupil Engagement: Chronic absenteeism rates	Priority 5(b) Pupil Engagement: Chronic absenteeism rates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Based district data from AERIES and Kern Integrated Data Systems for 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%, and EL's 40%</p>	<p>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%.</p>	<p>The current 2022-23 TCSD Year-to-Date Chronic Absenteeism rate of all students is 19% with the current rate of 9% of students Nearly Chronically Absent, 18% trending toward chronic absenteeism and 54% of students with No Absence Issues. The current demographics of students who are chronically absent in 2022-23 are as follows: Males: 18.03%, Females: 20.05%, Foster: 18.52%, Homeless: 33.33%, White (Non-Hispanic): 28.74%, Black (Non-Hispanic): 36.36%, Hispanic: 15.22%, RFEP: 0%, SED: 19.26%, SPED: 31.31%, and EL's 10.29%</p>	<p>The current 2023-24 TCSD Year-to-Date Chronic Absenteeism rate of all students is 17% with the current rate of 8% of students Nearly Chronically Absent, 14% trending toward chronic absenteeism and 60% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-24 are as follows: Males: 18.18%, Females: 16.56%, Foster: 42.86%, Homeless: 9.09%, White (Non-Hispanic): 27.10%, Black (Non-Hispanic): 23.81%, Hispanic: 13.96%, RFEP: 0%, SED: 17.25%, SPED: 24.91%, and EL's 9.79%</p>	<p>TCSD will 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: 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(c) Pupil Engagement: Middle school dropout rates	Priority 5(c) Pupil Engagement: Middle school dropout rates Based on local indicators TCSD has maintained a 0% middle school dropout rate. (DataQuest)	Priority 5(c) Pupil Engagement: Middle school dropout rates TCSD has maintained a 0% middle school dropout rate.(KIDS)	Priority 5(c) Pupil Engagement: Middle school dropout rates TCSD has maintained a 0% middle school dropout rate.(KIDS)	Priority 5(c) Pupil Engagement: Middle school dropout rates TCSD has maintained a 0% middle school dropout rate.(KIDS)	Priority 5(c) Pupil Engagement: Middle school dropout rates 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(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 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6(a) School Climate: Pupil suspension rates	Priority 6(a) School Climate: Pupil suspension rates Based on local data the current 2020-21 suspension rate is 0% (KIDS)	Priority 6(a) School Climate: Pupil suspension rates The 04/2022 suspension rate is 4.78% (KIDS)	Priority 6(a) School Climate: Pupil suspension rates The 05/23 suspension rate is 3.91% (KIDS)	Priority 6(a) School Climate: Pupil suspension rates The 12/23 suspension rate is 1.81% (KIDS)	Priority 6(a) School Climate: Pupil suspension rates The suspension rate will be at 0% as of 04/2023
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 Based on local data the current 2022-23 expulsion rate is 0% (KIDS).	Priority 6(b) School Climate: Pupil expulsion rates Based on local data the current 2022-23 expulsion rate is 0% (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	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	Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness 34% of 7th grade students surveyed feel connected to school according to CHKS survey results. 25% of 7th Grade students surveyed will perceive their school as very safe or safe	Priority 6(c) School Climate: Other local measures and sense of safety and school connectedness 61.8% of ALL Students feel safe at school. 61.8% of of ALL Students look forward to coming to school. (Local LCAP Student Survey,2023)	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	36% of 7th grade students surveyed perceived their school as very safe or safe according to the survey.	according to the survey.	according to the survey.		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 Based on local indicators 100% of TCSD students have been granted access and enrolled in a broad course of study in 2022-23 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 2023-24 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	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	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Based on local indicators 100% of TCSD students have been granted access and enrolled in programs/services for unduplicated services in 2020-21	100% of TCSD students are granted access and enrollment in programs/services for unduplicated services	100% of TCSD students are granted access and enrollment in programs/services for unduplicated services	100% of TCSD students are granted access and enrollment in programs/services for unduplicated services	100% of TCSD students will maintain granted access and enrollment in programs/services for unduplicated services
Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs Based on local indicators 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in CASEMIS	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs 100% of TCSD students with exceptional needs are granted access and enrollment in programs/services documented in CASEMIS	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs 100% of TCSD students with exceptional needs are granted access and enrollment in programs/services documented in CASEMIS	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs 100% of TCSD students with exceptional needs are granted access and enrollment in programs/services documented in CASEMIS	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs 100% of TCSD students with exceptional needs will maintain granted access and enrollment in programs/services documented in CASEMIS
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	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Goal not met.	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Goal met	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Goal met	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 Goal not met.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Based on local indicators 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.	Renaissance overall STAR data in ELA and Math for the Winter Testing 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.	Based on local indicators Renaissance overall STAR data in ELA and Math for the Winter Testing Window shows increase in STAR Reading is 934 on the Unified Score in Reading in the Winter Testing Window and 943 on the Unified Score in Math.	Based on local indicators Renaissance overall STAR data in ELA and Math for the Fall Testing Window shows a decrease from the end of the year data in STAR Reading from the previous year in 3rd grade students to 872 from 934 on the Unified Score in Reading.(KiDS,2023)	Renaissance overall STAR data in ELA increase in the first testing window by 5% 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.

Goal Analysis

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.

Actions 2.1, 2.4, 2.6, and 2.7 focus on students mental health and behavioral learning. Action 2.1 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. Action 2.4 was modified to hiring permanent staff rather than contract services. Implementation of these 4 actions otherwise was as expected with no additional changes. Actions 2.3 and 2.5 were both fully implemented. There is in place improved communication processes and expectations at all schools. Principals are aware of communication expectations and there is an adopted list of non-negotiable activities that all principals created and committed to host at each school site in 2023-24. Action 2.7 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.

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.

Overall there was not a material difference in expenditures for planned and estimated actual expenditures for Goal 2.
Action 2.1 (Student to Teacher Ratio) - No material difference
Action 2.2 N/A
Action 2.3 (Tracking/Parent Notification System) - Expenditures were overestimated.
Action 2.4 (MTTS/PBIS Support) - Expenditures were underestimated
Action 2.5 (SARB Process) - No material differences.
Action 2.6 (School Psychologists/Counselors) - Expenditures were underestimated.
Action 2.7 (Student Safety and Well-Being) - No material difference
Action 2.8 (Additional Custodial Support) - Expenditures were underestimated.
Action 2.9 (Comprehensive Student Fitness) - No material difference
Action 2.10 (Facilities Upkeep) - Expenditures were overestimated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The current 2023-2024 TCSD Year-to-Date Chronic Absenteeism rate of all students is 17% with the current rate of 10% of students Nearly Chronically Absent, 14% trending toward chronic absenteeism and 59% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-2024 are as follows: Males: 17.21%, Females:16.23%, Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 25.51%, Black (Non-Hispanic): 20.83%, Hispanic: 13.77%, English Learner: 9.99%, SED: 16.44%, SPED: 25.08%. In addition, on the 2021-22 CHKS the survey results indicated that 41% of 7th grade students surveyed felt connected to school. but in 2023-2024 only 34% felt connected to school. By the same standard 53% of the 6th grade students feel connected to school in 2023-2024. According to the same survey given in 2023-2024, 31% of the 7th graders and 54% of the 6th graders perceived their school as very safe or safe .(California Healthy Kids Survey, 2024) While the district is indicated in the yellow band on the CA Dashboard our chronically absenteeism has declined by 33% and our Suspension Rate has declined by 1.5% (CA Dashboard, 2023)

In 2023-2024 on the California Healthy Kids Survey (CHKS) with regard to School Connectedness the following and the presence of Caring Adult Relationships:

In 2023-2024 data on the CHKS indicated increases in participation and school connectedness, However, the same survey showed decreases in caring adult relationships and feeling safe at school with 66% of 6th grade students recognizing caring adult relationships and 47% of 7th graders recognizing caring relationships. For English Learners it was 61% of 6th grade students and 42% of 7th grade students who felt that they had caring adult relationships. The overall lowest percentage for all groups and all years for 20221-2022 was consistently Feeling Safe at School with a range from 76%-35%, but this range dropped in 2023-2024 reflects that 31% of 7th graders feel safe and 54% of 6th graders feel safe. The overall highest percentage varies by year and student group. The goals reflected in the LCAP are designed to address the climate reflected by this survey data and aims to improve school connectedness, student-adult relationships and feeling safe at school, in addition to many other categories of social emotional development. (CHKS,2023-2024)

In addition the percentage of socioeconomically disadvantaged students compared to ALL students in the Taft City School District scoring in the California Fitness Test for 2019-2020 school year as evidenced by the CDE through ed-data.org. Specifically, for students in the 7th grade 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. (PFT, 2019)

TCSD has begun the implementation of a multi-tiered system of supports (Actions 2.1, 2.4, 2.6, and 2.7) 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. Progress is evidenced through student performance on iReady assessments, classroom observations and school site observations related to academic performance, student well being noted on Educational Learning Partner surveys, the implementation of student participation in extended day activities and student attendance rates. Strategies that relate to goal setting based on student performance and the unique needs of English Learners provides significant strategic insight which is provided through observations made by staff, assessment data and student completion on other activities creating a focus on how students learn best and what next steps should occur in relation to the actualization by student of their role in their own learning and how they and their

Educational learning team can move their performance level on the ELPAC and CAASPP as well as assist them in reaching the targeted achievement of goals. This process is facilitated by a shared site level Teacher on Special Assignment who reviews data and provides suggestions designed to achieve positive student outcomes (Priority 6 A, B, and C; Priority 7 A, B, and C; and Priority 8). Communication to families regarding school events and engagement opportunities (Actions 2.3, 2.5) has improved this year and will continue to do so with an improved multi-media two-way communication system (Priority 5 A, B, C, D, and E). Students' physical health is directly linked to mental health improvements. A major goal of TCSD is to increase both the opportunities for organized Physical Education led by a certificated PE teacher and opportunities for play for all students (Actions 2.9, 2.9, and 2.10). Efforts to increase play/sports areas on each campus increase access to safe and appropriate organized activities as well as more space for recess and unstructured play. This increase in organized PE and play has also required the expansion of custodial services to clean and maintain areas and equipment. (Priority 5 A, B, C, D, and E).

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.

After completing the LCAP reflection process including a review of effectiveness, the following adaptations were made to the 2023/24 LCAP to best meet student/community needs and maximize the use of fiscal resources:

- Action 2.1 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.
- Action 2.2 This action has been replaced the correct action Comprehensive Student Fitness found in Action 2.9.
- Action 2.3 Communication System is now in the Continuous Improvement Process as the district has implemented Parent Square to upgrade the family communication system and use one platform for intended to increase accessibility and overall communication. This action was fully implemented
- Action 2.4 was modified to hiring permanent staff rather than contract services. Implementation of these 4 actions otherwise was as expected with no additional changes.
- Action 2.4 Common Language: MTSS will have defined tiers 1-3 with common district language
- Action 2.4 Non-negotiable Events: All schools will hold a series of events for families at all sites through the year to ensure that all families are invited frequently to participate in school events and governance
- Action 2.4 SEL Curriculum: The district will research and purchase a district wide curriculum for social emotional learning.
- Actions 2.3 and 2.5 were both fully implemented. There is in place improved communication processes and expectations at all schools. Principals are aware of communication expectations and there is an adopted list of non-negotiable activities that all principals created and committed to host at each school site in 2023-24.
- Action 2.7 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.
Action 2.9 was revised to use current local data supporting the need for positive student outcomes related to fitness.

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.

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	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	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 are 100% of TCSD teachers being appropriately assigned and 70% fully credentialed for their assignment in 2022-23. The following information for the Taft City School District under Conditions and Climate on the CA	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 are 100% of TCSD teachers being appropriately assigned and 72.6% fully credentialed for their assignment in 2022-23.(TCSD HR, 2023) The following information for the Taft City School District under Conditions and	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	by the Taft City School District's local indicator as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%	Climate on the CA Dashboard remains as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%	Dashboard remains as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0%	Climate on the CA Dashboard remains as follows: Mis-Assignments (0 EL) Of Teachers Of English Learners 0% (TCSD HR, 2023)	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 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	Priority 1(b)Basic Services: Pupil access to standards aligned materials has been 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%	Priority 1(b)Basic Services: Pupil access to standards aligned materials has been 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%	Priority 1(b)Basic Services: Pupil access to standards aligned materials has been 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%	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%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home 0%</p>				
<p>Priority 1(c)Basic Services: School facilities maintained In good repair</p>	<p>Priority 1(c)Basic Services :Based on local indicators school facilities maintained In good repair. TCS D 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</p>	<p>Priority 1(c)Basic Services: School facilities maintained In good repair TCS D 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 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</p>	<p>Priority 1(c)Basic Services: School facilities maintained In good repair TCS D 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 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</p>	<p>Priority 1(c)Basic Services: School facilities maintained In good repair :TCS D maintain a 100% rating of “Good” or “Exemplary” as indicated on The FIT report for all school sites on an ongoing basis with the exception of Interior Surfaces at: Conley and Jefferson</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</p>	<p>Priority 1(c)Basic Services: School facilities maintained In good repair TCS D 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Extreme Deficiencies) 0	Extreme Deficiencies) 0	Extreme Deficiencies) 0	The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0	Extreme Deficiencies) 0
Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards	Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards Based on local indicators TCSD maintained a 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2020-21 according the TCSD Professional Development schedule and calendar.	Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards TCSD continues to maintain100% 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(a) Implementation CCSS: Implementation of CA academic and performance standards TCSD continues to maintain100% 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(a) Implementation CCSS: Implementation of CA academic and performance standards TCSD continues to maintain100% 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(a) Implementation CCSS: Implementation of CA academic and performance standards TCSD will continue to maintain100% 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:	Priority 2(b) Implementation CCSS:	Priority 2(b) Implementation CCSS:	Priority 2(b) Implementation CCSS:	Priority 2(b) Implementation CCSS:	Priority 2(b) Implementation CCSS:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency	<p>Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>Based on local indicators TCSD maintained and provided that all EL students received 30 minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2020-21 according to teacher lesson plans and daily classroom schedules. 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</p>	<p>Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>TCSD continues to maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA interventions to meet the individual needs of EL students based on assessment data that reflects a 5% increase 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. (Kern Integrated Data (Winter Testing Window,2020/2021)</p>	<p>Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>TCSD continues to maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA interventions to meet the individual needs of EL students based on assessment data that reflects a 5% increase starting with CAASP score data from 2021-2022 Math Overall Achievement on CAASP that shows 94% of the students scoring below the standard to no more than 89% scoring below the standard in 2022-2023 and ELA Overall Achievement on CAASP that shows 89% of the English</p>	<p>Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>TCSD continues to maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA interventions to meet the individual needs of EL students based on assessment data that reflects a 5% increase starting with CAASP score data from 2022 Math Overall Achievement on CAASP that shows 94% of the students scoring below the standard to no more than 91% scoring below the standard in 2023 and ELA Overall Achievement on CAASP that shows 89% of the English</p>	<p>Programs/Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency</p> <p>TCSD will maintain and provide that all EL students receive 30 minutes of Designated ELD instruction daily, as well as ELA interventions to meet the individual needs of EL students based on assessment data that reflects a 5% increase.</p> <p>TCSD will maintain the use of provided ELD standards with fidelity for integrated instruction daily.</p> <p>ELD standards will continue to be implemented with fidelity for integrated instruction daily as evidenced in teacher lesson plans as well</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	principal walk through observation data. The average baseline data for all ELs is as follows: ELA 917 and Math 931.		Learners in the TCSD scoring below the standard to no more than 84% scoring below the standard in 2022-2023 .(Kern Integrated Data Systems,2023) TCSD maintains the use of provided ELD standards with fidelity for integrated instruction daily.	Learners in the TCSD scoring below the standard to 89% scoring below the standard in 2023 . However, 2% moved to Standard Nearly Met (Kern Integrated Data Systems,2023) TCSD maintains the use of provided ELD standards with fidelity for integrated instruction daily.	as in monthly site principal walk through observation data.

Goal Analysis

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.

Both of the actions in Goal 3 were fully implemented. While hiring continues to be challenging for rural districts, new teachers are well supported through the KCSOS induction program and our rate of staff turnover is beginning to slow with many staff reporting that the additional pay is a factor. This slowing of turnover also supports our new staff with better access to seasoned teachers as mentors and models.

3.1 No substantive difference in this action

3.2 No substantive difference in this action

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.

Overall, there was not a material difference in the planned and actual expenditures for Goal 3.
Action 3.1 (Induction and Teacher Mentor) - Expenditures were slightly overestimated.
Action 3.2 - (Teacher/Support Pay) - No material differences.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The Taft City School District takes great pride in the range of staff. It is critical that students access the SBE adopted standards and training and support is key to this end. Goal 3 and both action 3.1 and 3.2 move our staff and those they serve to more positive outcomes. Trained staff in the Taft City School District 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 2023-24. There is a tremendous need to continue the practices utilized to achieve this goal. The effectiveness of this goal and actions are evidenced, in part, by the capacity of teachers through training appropriate to meet the needs of special populations of students. With the appropriate teaching staff in place, the district has made some progress with all students in most areas of the California Dashboard as well as English Learner Progress. However, in both ELA and Math, our English Learners indicators show that the fall in the red band. Students with disabilities and white students additionally will require that teachers worked toward forming productive and caring relationships with students in order to foster positive student outcomes based on street data that includes the implementation moving forward of data chats and goal setting.

Additionally, the Taft City School District was listed on the 2023 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 2022-23 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 2023 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 2022-23 according to 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 2022-23 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. We are effective in the implementation and outcomes of these actions because the staff create the atmosphere necessary to do so both aesthetically as well as competently. This comes with fostering a physical as well as educational learning environment where students feel comfortable. This goal is effective because it allows teachers to use strategies that appropriately address the unique needs of special populations scoring in the red band on the 2023-2024 dashboard. Designated and Integrate ELD

techniques require specific training in addition to the development of a ideology that allows teachers to understand why the strategies are necessary to increase student access.

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.

There is a tremendous need to continue the practices utilized to achieve this goal. The effectiveness of this goal and actions are evidenced by the capacity of teachers through training appropriate to meet the needs of special populations of students. However, there are special populations in the Taft City School District whose scores indicate that a red flag on the California Dashboard warrants specific interventions. Moving forward the district will be providing English Learner Instruction training to meet specific needs related to targeted approaches that identify street data in addition to satellite and map data that show gaps in English Learner and Long Term English Learner progress. Specifically, staff will identify through data chats and data analysis students in these populations that in addition to target approaches relating to grade level content receive these strategies using instructional strategies and activities (as described in the English Learner Road Map) that target the need for instruction rich in vocabulary development and concept schema. The district has made progress with all students in most areas of the California Dashboard to include English Learner Progress, however in both ELA and Math our English Learners indicators show that the fall in the red band in Math as well. A multi tiered system of supports will be used to both identify those English Learners who require additional strategies to those used to address concept attainment such as lessons rich with realia, concept schema, and scaled age appropriate/grade appropriate lessons that facilitate access to learning. A similar strategy will be implemented with our Students with disabilities, socioeconomically Disadvantaged, and Hispanic Students as our district works on developing more effective relationships between caring staff and students in addition to meeting the student where they are, setting goals for positive student outcomes, and implementing instructional strategies based the unique circumstances that are impeding student progress. T.O.S.A.s will work closely with teachers to develop unique was to make an impact on student learning within the structure of the intervention Tier 2 or Tier 3 structure based on need or in some cases as outlined in IEPs. Student instruction will consider both content and developmental needs of the student to achieve the best student outcome. White students additionally will require that teachers work toward forming productive and caring relationships with students in order to foster positive student outcomes based on street data this will includes the implementation moving forward of data chats and goal setting.

Another focal area for the 2024-2025 school year will be the reduction of suspensions. These strategies will be applied district wide with unique approaches utilized with students with disabilities and white students. We feel that by training staff on approaches that increase caring relationships that allow them to provide targeted and specified strategies for each child that attendance will increase especially as it relates to suspension. This will include the adoption of social emotional curriculum and streamlining it to school and district wide Positive Behavior Intervention Strategies.

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.

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 has not been successful as LCAP Survey completion rate for parents was only 5% for the 2022-2023 school year.	Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites has not been successful as LCAP Survey completion rate for parents was only approximately 6% for the 2023-2024 school year on both the Implementation of Goals rating as well as the LCAP Impact Survey.	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.
Priority 3(b) Parent Involvement: How district promotes participation of parents for unduplicated pupils	Based on Virtual Back to School night signs for parents indicate a total attendance of 1062 parents in 2020-21 as	The TCSD parental involvement in activities and collaboration that is responsive to the families in our	The TCSD parental involvement in activities and collaboration that is responsive to the families in our	The TCSD parental involvement in activities and collaboration that is responsive to the families in our	Priority 3(b) Parent Involvement: How district promotes participation of parents for unduplicated pupils

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p>	<p>community has increased by 40% for the 2021-22 as follows: Jefferson- 208 parents in attendance, Taft Primary-145 parents in attendance, Parkview- 291 parents in attendance, Roosevelt- 491 parents in attendance, Conley- 291 parents in attendance, Lincoln- 551 parents in attendance.</p>	<p>community has decreased by 5% for 2022-23 as follows: Jefferson- 152 parents in attendance, Taft Primary-143 parents in attendance, Parkview- 268 parents in attendance, Roosevelt- 466 parents in attendance, Conley- 159 parents in attendance, Lincoln- 695 parents in attendance.</p>	<p>community has stayed consistent from 2022-2023 to 2023-2024 as follows: Jefferson- 125 parents in attendance, Taft Primary-143 parents in attendance, Parkview- 254 parents in attendance, Roosevelt- 444 parents in attendance, Conley- 161 parents in attendance, Lincoln- Approximately 690 parents in attendance.</p>	<p>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.</p>
Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for	Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for	Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for	Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for	Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for	Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
individuals with exceptional needs.	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.	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.	individuals with exceptional needs. Based on local indicators the Taft City School District achieved 66% parent participation in programs in 2022-23.	individuals with exceptional needs. Based on local indicators the Taft City School District achieved approximately 60% parent participation in programs in 2022-23, but 99.6% in IEPs	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

Goal Analysis

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.

4.1 Parent focused events were held on a more limited basis in the 2022/23 school year. Focus meetings were not held at all sites. Required parent meetings for DLAC, Migrant Education, and SSC were held.

4.1 Parent focused events were held on a larger scale during the 2022/23 school year. Events included Back to School Night, Open House, parent advisory committees, awards assemblies, PTO, SSC, parent conferences, migrant committees, parent advisories, book fair, and Math and ELA Night for Migrant Families.

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.

Action 4.1 (Parent Activities) - Expenditures were overestimated. The district was able to incorporated finances to address the action outlined.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Involving parents in the education of their children can yield powerful results with students. Building capacity that relate to school-wide and district-wide initiatives can increase the likelihood of positive outcomes. Based on the approximate 5% decrease in parent feedback on the LCAP Survey, the attendance at virtual parent meetings that is less than approximately 75% 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 we have not meet our effectiveness goals. Based on this data, this action was not as effective towards the overall goal as we had planned. However, we feel as though the actions are evolving as we better understand the needs of our students and their family through a Multi-Tiered System of Supports. The increase in parent engagement activity opportunities resulted in a significant increase in family participation in school events and school awareness. Some activities, such as SSC, PTO, and ELAC have lower attendance. While the more public events that celebrate students' success and achievement are well attended to at least the level of attendance of pre-pandemic levels. Families are indicating anecdotally that they are excited to be back on campus and involved in the school community. This increased engagement has supported positive student outcomes as a result of increased family involvement to support TCSDs Goal #4.

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.

After completing the LCAP reflection process, including a review of the effectiveness towards the desired outcomes for the action, the following adaptations were made to the 2023/24 LCAP to best meet student/community needs and maximize the use of fiscal resources:

- Non-negotiable Events: All schools will hold a series of events for families at all sites through the year to ensure that all families are invited frequently to participate in school events and governance
- Communication System: The district will upgrade the family communication system and use one platform for all needed communication
- Parent Education Classes: Two schools will pilot a monthly series of parent courses based on parent interest

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and 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 [2024-25]

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 four TK-3 school sites, 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 Acres 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 2,444 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 46% that are English Learners, 85% that are socioeconomically disadvantaged, and the 0.05% that are foster youth. The Taft City School Districts student population ethnicity is made up of 0.7% African American, 0.2% American Indian/Alaskan Native, 0.5% Asian, .02% Filipino, 72% Hispanic, .3% Pacific Islander 25% White, .40% two or more races and .5% 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, Educational Learner Partner feedback and districtwide 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 Educational Learning Partners for the purpose of direction.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Taft City School District scored Standard Met on all local indicators. The overall student results on the State Indicators demonstrates that the TCSD is putting in place strategies to meet the needs of all students post pandemic. The only school receiving the lowest performance level was Lincoln in Mathematics. Specifically, English Learners (147.1 points below standard), Hispanic (117.5 points below standard) and Socioeconomically Disadvantaged (111.2 points below standard) in Mathematics. Two student groups, English Learners (88.6 points below the standard) and Students With Disabilities (119.3 points below the standard) scored at the lowest performance level on English Language Arts. Taft City School District's English Learners also scored 107.5 points below the standard on the state indicator for Mathematics. In Mathematics this reflects a need to continue targeted intervention that moves students from Tiers 2 and 3 into Tier 1. Actions 1.10 and 1.11 assist the district in monitoring student progress and responding to the needs of our students. Actions 1.1-1.9 reflect the transition of the Taft City School District to a Multi-Tiered System of Supports. We feel that the actions listed effectively allow us to more accurately meet the individual needs of our students through technology, training and materials necessary to move to our target goal. We are especially proud that the following actions included in the LCAP to meet the changing needs of all students and all student groups in the Taft City School District performing below expectations has resulted in 50.7% of our English Learners "Making Progress" and an increase of 3.5% over all in the performance of our English Learner Subgroup. The district will incorporate required actions at Lincoln Junior High School in English Language Arts for English Learners and Students with Disabilities, as well as, for Hispanic Students at Taft Primary and Students with Disabilities at Roosevelt in the area of English Language Arts. This same approach will be utilized at Lincoln Junior High School for English Learners, Hispanic, and Socioeconomic students in the area of mathematics whereby using a multi tiered system of strategies that identifies how these students will progress and provide unique and targeted approaches using Intervention curriculum and techniques. Finally, while we recognize that there are required actions necessary to address our suspension rate within in grades 4th and 5th (Roosevelt Elementary) as these rates pertain to special populations, there are strategies in place that allow the various Educational Learning Partners to work together to identify specific student needs through a multiple tiered system of strategies using iReady and other intervention and curricular organizational tools in addition to school wide programs designed to achieve positive student outcomes. Based on low performance on the

California Dashboard, we have enhanced specific actions around ELA, Math and Suspension to address the low performance as described below.

- 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 district has formed Equity Teams that reflect a focused exploration of root causes of groups indicated on the California Dashboard as in need of required actions or enhancements in order to promote more positive outcomes. Specifically, Action 1.15 addresses unique ELA supplemental curricular needs that provide for a more tiered approach to providing access to instruction for English Learners, Hispanics, and Students with Disabilities. To address the unique needs of English Learners, Hispanic Students and Socio economically disadvantaged students based on low performance on the California Dashboard in Math the district will strengthen its MTSS process to better specify the provision for accessibility to content through Action 1.7. which is supported by the MTSS Initiative. Finally for students with Disabilities and White students who are identified as requiring specific intervention based on low performance in suspension on the California Dashboard , Action 2.4 will be a focus group under the MTSS/PBIS support model.
- The Taft City School District is now using the 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.
- The District is using iReady, as well as, other local measures for MTSS to provide comprehensive instruction for 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 to support 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 data to target student needs and identify tiered intervention strategies.
- 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.
- Actions 1.1- 1.3 also provide for training so that our teachers learn specific strategies that are designed to lend data gathering techniques and diverse approaches that allow us to address the needs of students who scored in the Red Band on the California State Dashboard.

While the outcomes for students on the 2023 California School Dashboard were not as positive as we have hoped in some areas, we have achieved some distinct positive student outcomes related to English Learner Progress as well as Chronic Absenteeism. After a thorough review of the LCAP and the work to support student learning recovery post-pandemic, we have high trust that the system in place is making a difference and the student outcomes will continue to improve over time as we enhance our strategies to meet the needs of our community. This includes using both the required actions noted as well as other actions that work together as a system for the improvement of all students in achieving positive outcomes.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Taft City School District is not eligible for Technical Assistance based on the 2023 Dashboard.

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.

Not Applicable (N/A)

Support for Identified Schools

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

Not Applicable (N/A)

Monitoring and Evaluating Effectiveness

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

Not Applicable (N/A)

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Councils	<p>Each year the site Principal reviews the plan and asks for feedback and suggestions on how to achieve target goals. This is an ongoing process.</p> <p>Conley 10/02 and 10/19 80% parent participation Jefferson 09/21, 10/19, 11/16 75% parent participation Parkview 10/12, 11/2, 12/07 75% parent participation Taft Primary 10/12 and 12/14 73% parent participation Roosevelt 11/15 76% parent participation Lincoln 10/25 69%parent participation</p>
English Learner Advisory Committee	<p>Each year the site Principal reviews the plan and asks for feedback and suggestions on how to achieve target goals. This is an ongoing process. A vote was taken at each site to combine E.L.A.C. with School Site Council.</p>
District English Learner Advisory Committee	<p>The superintendent meets with committee twice a year and reviews the planned objectives/goals listed in the LCAP and asks for feedback to incorporate in the revision.</p> <p>D.E.L.A.C. 11/28 50% Participation</p>
<p>LCAP Equity Lens Teams:</p> <ul style="list-style-type: none"> • English Learner Lens • Facilities Lens • Parent Involvement Lens 	<p>The individuals are involved with the subgroup lens they represent as well as those outside of the subgroup. Members of the Executive Board for the two collective bargaining associations represented by our district were invited to participate on the Equity Teams. Parents</p>

Educational Partner(s)	Process for Engagement
<ul style="list-style-type: none"> • Technology Lens • MTSS Lens • Library Services Lens • Professional Learning/Collaboration Lens • Communication Lens • Pre-Kindergarten Lens • Student Health and Safety (Well-Being) Lens • Enrichment Lens (Before/During/After school) <p>These teams consist of: Each team is constructed with individuals, to include parents, teachers, other classified staff, principals, and other administrators who serve as advocates representing an equity lens</p>	<p>and students are also included in these groups in order to meet a standard that respects and incorporates a diverse gathering of perspectives. These teams evolve the data that supports the actions in the LCAP while determining revisions to the plan that result from observations related to trends and student data providing insight on both the impact and level of implementation from a variety of lenses. Introductory meeting 2/15/24. Teams used a worksheet containing existing baseline data, goals and actions, Implementation Level critiques and feedback lines. The teams are encouraged to input data and observations based on outcomes and impressions into the spreadsheet so that the administrative team can effectively weave into the plan diverse perspectives on how to address data points and other observable outcomes for the purpose of evolving strategies to address performance on each goal.</p>
<p>Parent Teacher Organizations</p>	<p>Each year the site Principal reviews the plan and asks for feedback and suggestions on how to achieve target goals. This is an ongoing process. The following dates reflect when input was gathered and information based on site data was presented:</p> <p>Conley 09/25 Jefferson 11/30 Parkview 10/09 Taft Primary 12/4 Roosevelt 10/05 and 10/14 Lincoln 09/08 and 12/06</p>
<p>All Parents</p>	<p>Information related to the LCAP Survey for parents was emailed as well as shared out at Back To School Nights through a QR code. Additionally the Survey is found on the district and school site websites. Responses are collected to provide insight on both suggestions, feedback on implementation, as well as perceived implementation of LCAP goals as seen by the parents.</p>
<p>All Students</p>	<p>Students grades 3-8 take a survey that relates to the goals named in the LCAP. Students also participate on the LCAP Equity Teams when this is available and appropriate.</p>

Educational Partner(s)	Process for Engagement
SELPA Administrator	Collaborative planning and LCAP Development between TCSD and SELPA occurred in February 2024.

A description of how the adopted LCAP was influenced by the feedback provided by 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, 93% of the students feel that the school provides a good education for students. 81% of the students feel that the school prepares students for future college or career paths. Approximately 83% of the students feel that the school contacts their parents/guardian if they are often late to school or absent. 62% say that they look forward to coming to school each day. Approximately 71% 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. 66% of the students feel that their teacher calls or writes to their parents/guardian when they are having trouble learning. Approximately 40% of the students feel that their school is clean, safe and in good condition, (such as the bathrooms and drinking fountains). 92% 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. 76% 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 (Action 1.7) will meet the needs of all students based on their perspective, resources and existing attitudes toward learning.

Approximately 89% of the parents feel that the school fosters a safe environment. 74% feel that their child's school seeks parent input. 75% of the parents feel that their child's school welcomes parents to participate in activities at school. 91% of the parents feel that their child's school focuses on improving student attendance. Approximately 83% of the parents feel that their child's school provides a high quality education. 79% of the parents feel that their child's school effectively communicates with them. Approximately 71% of the parents feel that their child's school offers student academic support that promotes improved student achievement. 80% of the parents feel that their child's school effectively communicates. 84% of the parents in the Taft City School District feel that their child's school keeps me well-informed about all school activities. Approximately, 52% of the parents feel that extending the school day will increase student performance and close learning gaps, while 71% feel that a learning hub creating collaboration in achieving district wide goals would be useful. These actions are found primarily in Goal 2 specifically in Actions 2.4, 2.5, 2.6 and 2.7.

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. (Many aspects of this are found under Action 4.1)

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, the district ensures 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. (Specific Actions addressing equity live in Actions 1.7 and 2.4 as it relates to Students With Disabilities.)

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 86% of the staff feels that the district provides high quality education for our students. Approximately 77% of the staff feel that the district has adequate instructional supplies to support student learning. 64% of the staff feel that the English learner program is helping English learners to learn English as quickly as possible. 69% of the district's staff feel that the district is preparing students for future college or career paths. These actions are found primarily in Goal 2 specifically in Actions 2.4, 2.5, 2.6 and 2.7.

Approximately 78% of the staff feel that the district effectively addresses attendance, dropout, and absenteeism issues. About 76% of the district's staff feels that the students look forward to attending school each day. Around 80% of the staff feel that the students and staff are safe while at school. 26% of the staff feel that extending the school day to enhance student performance and close learning gaps is a priority. 82% of the school district values parents/guardians as important partners in their child's education. About 58% of the staff within the district feel that they have enough opportunities to take part in decisions made within the district. Finally 66% 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 more quality PD which includes breaking down standards, analyzing standardized test results and planning across grade levels. 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. Actions related to improvement in the area of attendance live in Goal 2. specifically Actions 2.1 ad 2.5.

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

For the 2023 California Accountability System the English Learners in the Taft City School District scored 88.6 points below the standard in ELA a decline of 5.3 points from the previous year. Even though all students in this category scored 53.5 points below standard and were considered to have maintained -0.2 points from the previous year. Those students who are reclassified English Learners scored 16.4 points above the standard, an increase of 29.7 points from the previous year. While students who speak English only scored 30.8 points below the standard which indicates on the dashboard that they maintained by scoring a 0.3 differential from the previous year.

All students in the Taft City School District scored 82.6 points below the standard in Mathematics despite an increase of 5.7 points from the previous year. The subcategory of students of focal concern are Students with Disabilities and English Learners who performed in the red performance indicator. Students in need of strategic intervention oversight are Hispanic Students, Socioeconomically Disadvantaged Students and White Students who all performed in the orange Performance indicator. Reclassified English Learners increased by 29.7 points 16.4 points above the standard and English Only Students scored 30.8 points below the standard and maintained by scoring a differential of 0.3 points from the previous year on the Mathematics portion of the 2023 CAASPP.

The suspension rate for 2023 declined which means that our performance indicator moved from orange to yellow signaling a decrease in the number of suspensions by 1.5% from the previous year. 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 and all students that are reflected in a Multi Tiered System of Supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Percent of teachers appropriately credentialed and assigned</p> <p>Percent of mis-assignments of Teachers of English Learners</p> <p>Source: Data Quest, Local Data, CA Dashboard</p> <p>Priority 1(a) Basic Services: Teachers Appropriately assigned and fully credentialed</p>	<p>100% of TCSD teachers being appropriately assigned and 65.2% fully credentialed for their assignment in 2022-23.</p> <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 Of Teachers Of English Learners 0%</p> <p>2023-24 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)</p> <p>Total Teachers- 112 (California Dashboard,2023) Intern 14% (Data Quest,2023) Out-of-Field 2.9% (Data Quest,2023) Ineffective 12.4% (Data Quest,2023)</p>			<p>Based on local indicators teachers appropriately assigned and fully credentialed for assignment based on local indicators are 100% of TCSD teachers being appropriately assigned and 80% fully credentialed for their assignment.</p> <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 Of Teachers Of English Learners 0%</p> <p>2027 Teaching Assignment Monitoring Outcomes:</p> <p>Total Teachers- 112</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Intern 10% Out-of-Field 1% Ineffective 5%	
1.2	<p>Percent of students having access to standards-aligned materials.</p> <p>Source: LCFF Self-Reflection Tool, Local Data</p> <p>Priority 1(b) Basic Services: Pupil access to standards aligned materials</p>	<p>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>2023CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator</p>			<p>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 will be 0%: on the 2027 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator</p>	
1.3	<p>Percent of facilities with a rating of "Good" or better</p> <p>Source: FIT report, CA Dashboard</p>	<p>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</p>			<p>School facilities maintained In good repair TCSD will maintain a 100% rating of "Good" or "Exemplary" as indicated on The FIT report for all</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Priority 1(c) Basic Services: School facilities maintained In good repair</p>	<p>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 Extreme Deficiencies) 0: 2023/2024 CA Dashboard</p>			<p>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 will 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 Extreme Deficiencies) 0: 2026/2027 CA Dashboard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	<p>Percent of grade level leads receiving CCSS professional development</p> <p>Percent of academic subjects at full implementation or sustainability</p> <p>Source: Self Rating Tool, Local Data</p> <p>Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards</p>	<p>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>Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: 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>2023/2024 CA Dashboard</p>			<p>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>Taft City maintains full implementation for all baseline curriculum and remains in the previous level in all other curriculum not in full implementation. This includes: 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>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					World Language Exploration and Research Phase 2026/2027 CA Dashboard	
1.5	<p>Percent of the district's EL students receive no less than 30 minutes of Designated ELD instruction daily.</p> <p>Source: Lesson Plans Reviews, Classroom Observations</p> <p>Priority 2(b): Implementation CCSS: Programs/ Services enable ELs to access CCSS and ELD standards for academic content knowledge and English Language Proficiency.</p>	<p>TCSD local indicators maintain and provide that 100% of the district's EL students receive no less than 30 minutes of Designated ELD instruction daily. This will be reflected by observed teacher lesson plans and daily classroom schedules. (Principal observation data collection, Kern Integrated Data).</p>			<p>TCSD local indicators maintain and provide that 100% of the district's EL students receive no less than 30 minutes of Designated ELD instruction daily. This will be reflected by observed teacher lesson plans and daily classroom schedules. (Principal observation data collection, Kern Integrated Data).</p>	
1.6	<p>Priority 4(a) Student Achievement: Statewide assessments</p> <p>CAASP ELA, CAASPP Math, and CA Science Test (CAST)</p>	<p>Comparison CAASPP data in ELA and Math</p> <p>As reported in the 2023 Ca Dashboard English Language Arts Indicator was:</p>			<p>Comparison CAASPP data in ELA and Math</p> <p>2026 CA Dashboard English Language Arts Indicator will be:</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>All students, the average distance from standard was -53.3 English Learners were -88.6 Students with Disabilities -119.3 SED -59.9</p> <p>As reported in the 2023 Ca Dashboard In Mathematics Indicator was:</p> <p>All students, -82.6 English Learners were -107.5 Students with Disabilities -130.6 Socioeconomically Disadvantaged was -87.6</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% SWD 2.44% SED 13.32% EL 2.94% Hispanic 11.88% White 30.19%</p>			<p>All students, the average distance from standard was -40 English Learners were -50 Students with Disabilities -70 SED -40</p> <p>2026 CA Dashboard In Mathematics Indicator will be:</p> <p>All students, -40 English Learners were -80.5 Students with Disabilities -100 Socioeconomically Disadvantaged was -50</p> <p>CAST 2027 (% met or exceeded standard) All Students 10% SWD 1% SED 10% EL 2% Hispanic 10% White 20%</p>	
1.8	Priority 4(e) Student Achievement:	Statewide assessment Comparison data using			Statewide assessment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>Percentage of EL pupils making progress toward English Proficiency- (CA Dashboard) (Kern Integrated Data Systems)</p>	<p>Kern Integrated Data Systems indicated that Overall Performance on the ELPAC for 2022-2023 shows that the estimated English Learner Progress Indicator(ELPI) is 58.59% In 2022-2023 the percentage of students Making Progress was 11% and the number of students declining dropped from 14% to 5%.</p> <p>The California Dashboard for 2023 shows that 50.7% of the English Learners in Taft City are making progress toward English language proficiency (An Increase of 3.5%). Specifically, 3.7% fewer English Learner students Decreased at Least One English Proficiency Level, .1% fewer maintained at Proficiency Levels 1,2, or 3,. There were 1.7 fewer students who maintained at English Proficiency Level 4, and there were 5.5% of the English Learners in Taft</p>			<p>Comparison data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC for 2026-2027 will show that the estimated English Learner Progress Indicator(ELPI) is 60% The comparison is as follows: 2026-2027 will show 50% of the English Learners were making progress, 20% were maintaining at a Proficiency Level 4, 30% of our English Learners were maintaining at a Level 1-3 and 20% will be declining. According to the 2026-2027 Dashboard: 60% of students will be making progress, 20% will be Maintaining at a Level 4, 15% are maintaining at a</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		City that progressed at least one English Language Proficiency Level.			Level 1-3, 5% are declining.	
1.9	Priority 4(f) Student Achievement: English Learner Reclassification Rate (Kern Integrated Data and CA Dashboard)	Statewide assessment data using Kern Integrated Data Systems indicated that Overall Performance on the ELPAC TCSD has a Reclassification Rate of 2.41% (KIDS, /2022/2023).			Statewide assessment data using Kern Integrated Data Systems will indicate that Overall Performance on the ELPAC TCSD has a Reclassification Rate o 5%. For 2026 80 English Learner students will move from a English Language Fluency Level of 3 to 4 and 19 students will maintain a Fluency Level of 4. This is significant as Level 4 is the level necessary for reclassification consideration.	
1.13	Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220	Based on local indicators: ELA iReady Fall 2023			Based on local indicators: ELA iReady Fall 2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>32.53% of All Students scored 3 or more grade levels below.</p> <p>However, 35.35% of the Unduplicated students scored 3 or more grade levels below which shows a differential which necessitates a specific and targeted intervention.</p> <p>In addition 40.71% of the EL students in the Taft City School District scored 3 or more grade levels below the standard. 65% of Students with Disabilities scored 3 or more grade levels below. 35.16% of the Hispanic Students in the Taft City School District scored 3 or more grade levels below.</p> <p>Based on local indicators: Math iReady Fall 2023</p> <p>27.38% of All Students scored 3 or more grade levels below.</p>			<p>The goal is for 20% of all students at mid or above grade level.</p> <p>Based on local indicators: Math iReady Fall 2026</p> <p>The goal is for 20% of all students at mid or above grade level.</p> <p>Physical Education baseline is set at 40% of the students performing in the average range on the PPT .</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>However, 30.22% of the Unduplicated students scored 3 or more grade levels below which shows a differential which necessitates a specific and targeted intervention.</p> <p>In addition 33.17% of the EL students in the Taft City School District scored 3 or more grade levels below the standard. 61.5% of Students with Disabilities scored 3 or more grade levels below. 28.59% of the Hispanic Students in the Taft City School District scored 3 or more grade levels below.</p> <p>Physical Education baseline is set at 40% of the students performing in the average range on the PPT .</p> <p>And finally, Based on local indicators:</p> <p>ELA iReady - Baseline Fall:</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		KG 3 or More Grade Levels Below - 2 Grade Levels Below - 1 Grade Level Below 85% Early On Grade Level 13% Mid or Above Grade Level 2% 1st Grade 3 or More Grade Levels Below - 2 Grade Levels Below- 16% 1 Grade Level Below 79% Early On Grade Level 3% Mid or Above Grade Level 1.57% 2nd Grade 3 or More Grade Levels Below - 2 Grade Levels Below 40% 1 Grade Level Below 41% Early On Grade Level 12% Mid or Above Grade Level 6% 3rd Grade				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>3 or More Grade Levels Below 26%</p> <p>2 Grade Levels Below 28%</p> <p>1 Grade Level Below 22%</p> <p>Early On Grade Level 19%</p> <p>Mid or Above Grade Level 5%</p> <p>4th Grade</p> <p>3 or More Grade Levels Below 31%</p> <p>2 Grade Levels Below 12%</p> <p>1 Grade Level Below 44%</p> <p>Early On Grade Level 7%</p> <p>Mid or Above Grade Level 6%</p> <p>5th Grade</p> <p>3 or More Grade Levels Below 36%</p> <p>2 Grade Levels Below 27%</p> <p>1 Grade Level Below 25%</p> <p>Early On Grade Level 9%</p> <p>Mid or Above Grade Level 3%</p> <p>6th Grade</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>3 or More Grade Levels Below 46%</p> <p>2 Grade Levels Below 19%</p> <p>1 Grade Level Below 20%</p> <p>Early On Grade Level 8%</p> <p>Mid or Above Grade Level 7%</p> <p>7th Grade</p> <p>3 or More Grade Levels Below 59%</p> <p>2 Grade Levels Below 13%</p> <p>1 Grade Level Below 13%</p> <p>Early On Grade Level 8%</p> <p>Mid or Above Grade Level 7%</p> <p>8th Grade</p> <p>3 or More Grade Levels Below 70%</p> <p>2 Grade Levels Below 5%</p> <p>1 Grade Level Below 11%</p> <p>Early On Grade Level 9%</p> <p>Mid or Above Grade Level 4%</p> <p>MATH iReady - Baseline Fall:</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>KG 3 or More Grade Levels Below - 2 Grade Levels Below - 1 Grade Level Below 93% Early On Grade Level 5% Mid or Above Grade Level 2.27%</p> <p>1st Grade 3 or More Grade Levels Below - 2 Grade Levels Below- 42% 1 Grade Level Below 76% Early On Grade Level 2% Mid or Above Grade Level .39%</p> <p>2nd Grade 3 or More Grade Levels Below - 2 Grade Levels Below 42% 1 Grade Level Below 53% Early On Grade Level 2.72% Mid or Above Grade Level 2.33%</p> <p>3rd Grade</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>3 or More Grade Levels Below 16%</p> <p>2 Grade Levels Below 36%</p> <p>1 Grade Level Below 44%</p> <p>Early On Grade Level 4%</p> <p>Mid or Above Grade Level -</p> <p>4th Grade</p> <p>3 or More Grade Levels Below 22%</p> <p>2 Grade Levels Below 30%</p> <p>1 Grade Level Below 39%</p> <p>Early On Grade Level 7%</p> <p>Mid or Above Grade Level 2%</p> <p>5th Grade</p> <p>3 or More Grade Levels Below 37%</p> <p>2 Grade Levels Below 20%</p> <p>1 Grade Level Below 34%</p> <p>Early On Grade Level 7%</p> <p>Mid or Above Grade Level 1.96%</p> <p>6th Grade</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		3 or More Grade Levels Below 41% 2 Grade Levels Below 25% 1 Grade Level Below 28% Early On Grade Level 6% Mid or Above Grade Level - 7th Grade 3 or More Grade Levels Below 51% 2 Grade Levels Below 13% 1 Grade Level Below 31% Early On Grade Level 5% Mid or Above Grade Level .75% 8th Grade 3 or More Grade Levels Below 64% 2 Grade Levels Below 12% 1 Grade Level Below 21% Early On Grade Level 3% Mid or Above Grade Level - 0% (iReady, 2024)				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.15	Priority 8: ELD Professional Development (Content Specific Professional Development based on data) (Meeting verification of training data) (Implementation Level Survey)	<p>Implementation Level Survey</p> <ul style="list-style-type: none"> • HR-Other Health-Excellent • TOSAs 50% - Poor /Fair • Students-90.5% feel that the needs of • ALL Students are met <p>4 Professional Development Offerings</p> <ul style="list-style-type: none"> • Explicit Direct Instruction • Wonders Intervention • Wednesdays • ELD <p>Current Dates</p> <ul style="list-style-type: none"> • iReady 08/23 • KiDS 10/26 • iReady Summit • iReady Coach 11/01 <p>Staff/TOSA Feedback Survey</p> <p>MTSS Data</p> <ul style="list-style-type: none"> • Data Meetings • Staff Meetings • Grade Level: meet with 			<p>Implementation Level Survey</p> <ul style="list-style-type: none"> • HR-Other Health-Maintain Excellent • TOSAs 75% - Poor /Fair • Students-95% feel that the needs of • ALL Students are met <p>Provide at a minimum Professional Development Offerings to include:</p> <ul style="list-style-type: none"> • Explicit Direct Instruction • Wonders Intervention • Wednesdays • ELD <p>Use Educational Learning Partner data to evolve the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>each grade level per site to go over iReady resources, data, etc.</p> <ul style="list-style-type: none"> • Data Chats: support • Lesson Alerts: support • Develop and meet with strategic groups 			<p>offerings.</p> <p>Tentative PD Dates</p> <ul style="list-style-type: none"> • iReady 08/26 • KiDS 10/26 • iReady Summit • iReady Coach 11/01 <p>Staff/TOSA Feedback Survey</p> <p>MTSS Data</p> <ul style="list-style-type: none"> • Data Meetings • Staff Meetings • Grade Level: meet with each grade level per site to go over iReady resources, data, etc. • Data Chats: support 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> Lesson Alerts: support Develop and meet with strategic groups 	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development and Support	This action, in addition to providing Professional Development support in textbook alignment with Common Core State Standards units in ELA and mathematics, will assist in the districtwide implementation of research	\$512,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		based ELA and mathematics instructional strategies used district wide to include districtwide ELD materials encompassing best practices from Kevin Clark and Educeri's Launch and Link to Literacy. Additionally, this action will 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. The subcategory of students of focal concern are Students with Disabilities and English Learners who performed in the red performance indicator, as did Lincoln Jr High (Math). Students in need of strategic intervention oversight are Hispanic Students, Socioeconomically Disadvantaged Students and White Students who all performed in the orange Performance indicator.		
1.2	Supplemental ELD instruction and Resources	Provide supplemental ELD instructional support by Clark Consulting, Educeri 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. This goal will play a role in differentiating between Tier 2 Core Student needs that include specifically addressing the needs of long term English learners who need ELD support in order to progress through the various tiered supports. These strategies will include the implementation of strategic one on one input, Designated and Integrated ELD and instructional techniques that incorporate the extension of language development.	\$711,070.00	Yes
1.3	ELD Professional Development/ Districtwide ELD TOSA	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. These actions will be supported and facilitated by a districtwide ELD TOSA.	\$196,958.00	Yes
1.4	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	\$103,170.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 2024-2027 as evidenced in Lead teacher training and collaboration district wide. Funds pay for stipends and hours necessary to coordinate and oversee.		
1.5	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	ELA TOSAs one at Roosevelt and one at Lincoln will use the Satellite and Map data to determine the need for specific interventions and then use Street data to provide specific strategies that provide more meaningful learning experiences and providing positive student outcomes. These TOSAs are 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. In addition to these special populations, this goal is in place to facilitate the collection of street data and integrate the findings with satellite and map data in order to specify meaningful strategies using intervention materials and activity design that appeals to the student and better targets their need to achieve accessibility to concept attainment.	\$261,937.00	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.	\$79,003.00	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 who are prioritized to receive Multitiered supports as appropriate which includes the use of iReady to provided Individualized Learning Plans and	\$555,760.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>the use of regular screeners indicating a need for responsive adjustments to instructional strategy. Four TOSAs are utilized in the implementation of MTSS in grades TK-3 in the support of MTSS implementation. This goal will include more intensive examination of student data from Long Term English Learners, English Learners, Students with Disabilities, Hispanic Students, Socioeconomically Disadvantaged, and White Students, who provide the district with data indicating specific intervention as flagged on the California Dashboard. The collection of street data integrated with satellite and map data in order to specify meaningful strategies using intervention materials and activity design that appeals to the student and better targets their need to achieve accessibility to concept attainment is the primary target of this. Action pays for TOSAs and supporting supplies.</p>		
1.8	Web Based Diagnostic Assessments	<p>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. The information produced by these assessments will allow staff to identify the specific needs of the students and the type of interventions that may provide for positive student outcomes. These tools and the staff who use them will allow for more specified strategies based on the students academic needs. This information will then be considered with other information related to goal setting conversations, data chats and other street data that makes learning meaningful and considers individual scaled growth.</p>	\$5,005.00	Yes
1.9	Library Services	<p>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.</p>	\$306,236.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	Technology Assistant Positions	Maintain Technology Assistant positions (2.5 FTE) 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.	\$236,896.00	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 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 2024-2025.	\$357,301.00	Yes
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.	\$308,003.00	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 2024-2025. 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

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The current 2023-2024 TCSD Year-to-Date Chronic Absenteeism rate of all students is 17% with the current rate of 10% of students Nearly Chronically Absent, 14% trending toward chronic absenteeism and 59% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-2024 are as follows: Males: 17.21%, Females:16.23%, Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 25.51%, Black (Non-Hispanic): 20.83%, Hispanic: 13.77%, English Learner: 9.99%, SED: 16.44%, SPED: 25.08%. 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. (Kern Integrated Data Systems, 2024) While the district is indicated in the yellow band on the CA Dashboard our chronically absenteeism has declined by 33% and our Suspension Rate has declined by 1.5% (CA Dashboard, 2023)

In 2023-2024 on the California Healthy Kids Survey (CHKS) with regard to School Connectedness the following: Grade 6: 53% and Grade 7: 34%, Caring Adult Relationships: Grade 6: 66% and Grade 7: 47%,and Feel Safe at School: Grade 6: 3% and Grade 7: 4%

In 2023-2024 data on the CHKS indicated a drop in participation and school connectedness, However, the same survey showed a slight increase in caring adult relationships. The number of students who do not feel these connections are on average between 40%-60%. The overall lowest percentage for all groups and all years was consistently Feeling Safe at School with a range from 54%-31%. A growing concern is the number of students who lack Academic motivation. The overall highest percentage varies by year and student group. This goal in part is designed to address the climate reflected by this survey data and aims to improve school connectedness, student-adult relationships, feeling safe at school, academic motivation, in addition to many other categories of social emotional development. (CHKS,2023-2024)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5(a) Pupil Engagement: School attendance rates School Attendance Rates (Kern Integrated Data Systems, 2024)	<p>Based on the Kern Integrated Data Systems TCSD Year-to-Date for the 2023-2024 school year the attendance rate is 92.85.</p> <p>There are 46 student participating in the School Attendance Review Board for the 2023-2024 school year:</p> <ul style="list-style-type: none"> • Kindergarten 1 student • First Grade 3 students • Second Grade 2 students • Third Grade 5 students • Fourth Grade 9 students • Fifth Grade 5 students • Sixth Grade 7 students • Seventh Grade 8 student • Eight Grade 6 students 			<p>Based on the Kern Integrated Data Systems TCSD Year-to-Date for the 2026-2027 school year the attendance rate is 95%.</p> <p>There will be no more than 20 students participating in the School Attendance Review Board for the 2026-2027 school year:</p> <ul style="list-style-type: none"> • Kindergarten 0 student • First Grade 1 students • Second Grade 1 students • Third Grade 2 students • Fourth Grade 5 students • Fifth Grade 2 students • Sixth Grade 4 students 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> • Seventh Grade 4 student • Eight Grade 4 students 	
2.2	Priority 5(b) Pupil Engagement: Chronic absenteeism rates CA School Dashboard (Kern Integrated Data System,2024) (A2A)	<p>2023 CA School Dashboard - 18.6%</p> <p>The current 2023-24 TCSD Year-to-Date Chronic Absenteeism rate of all students is 15% with the current rate of 8% of students Nearly Chronically Absent, 12% trending toward chronic absenteeism and 64% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-24 as of 03/07/2024 are as follows: Males: 16.07%, Females: 14.87%, Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 23.47%, Black (Non-Hispanic): 20.83%, Hispanic: 12.85%, SED:15.24%</p>			<p>2026 CA School Dashboard - 9%</p> <p>For the 2026-27 TCSD Year-to-Date Chronic Absenteeism rate of all students will be 5% with 5% of students Nearly Chronically Absent, 8% trending toward chronic absenteeism and 25% of students with No Absence Issues. The demographics of students who are chronically absent in 2026-2027 will be follows: Males: 10%, Females: 10%, Foster: 25%, Homeless: 25%, White (Non-Hispanic): 15%,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 24.76%, and EL: 9.22% (A2A, 2024)			Black (Non-Hispanic): 15%, Hispanic: 10%, SED:10% SWD: 20%, and EL: 5% (A2A, 2024)	
2.3	Priority 5(c) Pupil Engagement: Middle school dropout rates (AERIES)	TCSD has maintained a 0% middle school dropout rate.(AERIES, 2024)			TCSD will maintain a 0% middle school dropout rate.(AERIES, 2024)	
2.4	Priority 6(a) School Climate: Pupil suspension rates (CA Dashboard, KIDS)	<p>2023 CA School Dashboard - 4.1%</p> <p>Student populations in the Taft City School District scoring in the Red Band related to suspensions on the CA State Dashboard require specific and target intervention based on the following:</p> <ul style="list-style-type: none"> The number of Students with Disabilities who were suspended during the 2022-2023 school year in (grades 4th-5th) (consisting of 79 students) 			<p>2026 CA Dashboard</p> <p>All Students: 2% SWDs: 5% White: 5%</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>within the total student body) increased by 5.4% from the previous year (8.9% of the students in student group were suspended at least one day).</p> <ul style="list-style-type: none"> White Students (grades 4th-5th grade 136 students within the total student body) increased by 3.5% from the previous year (8.8% of the students in this student group were suspended at least one day). 				
2.5	Priority 6(b) School Climate: Pupil expulsion rates (Kern Integrated Data Systems)	Based on local data the current 2022-23 expulsion rate is 0% (Kern Integrated Data Systems, 2024)			Based on local data in 2026-2027 the expulsion rate will be 0% (Kern Integrated Data Systems, 2027)	
2.6	Priority 6(c) School Climate: Other local measures and sense of	34% of 7th grade students surveyed feel connected to school			80% of 7th grade students surveyed will feel connected	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	safety and school connectedness. (California Healthy Kids Survey, and LCAP Survey)	according to CHKS survey results. 25% of 7th Grade students surveyed perceive their school as very safe or safe according to the 2024 LCAP Survey.			to school according to CHKS survey results. 50% of 7th Grade students surveyed will perceive their school as very safe or safe according to the 2027 LCAP Survey.	
2.7	Priority 7(a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study. (Williams Report and student schedules).	Based on local indicators 100% of TCSD students have been granted access and enrolled in a broad course of study in 2023-24 as documented by student placements and schedules.			Based on local indicators 100% of TCSD students will be granted access and enrolled in a broad course of study in Priority 8(a) Other Student Outcomes: Pupil outcomes in subjects described in 51210/51220 as documented by student placements and schedules.	
2.8	Priority 7(b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated students. (Williams Report and student schedules).	Based on local indicators, 100% of TCSD students have been granted access and enrolled in programs/services for unduplicated services in 2023-2024			Based on local indicators, 100% of TCSD students will have complete access and enrolled in programs/services for unduplicated	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					services in 2026-2027	
2.9	Priority 7(c) Course Access: Extent to which pupils have access to and are enrolled in programs/services for students with special needs (Williams Report and student schedules).	Based on local indicators 100% of TCSD students with exceptional needs have been granted access and enrolled in programs/services documented in AERIES.			Based on local indicators 100% of TCSD students with exceptional needs will be granted access and enrolled in programs/services documented in AERIES.	
2.12						

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student to Teacher Ratio	By providing additional staff, we 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.	\$2,676,515.00	Yes
2.2	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 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 (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. 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	\$900,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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	MTSS/PBIS Support	Maintain 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. Additionally, facilitate an Alternative to Suspension Program that integrates MTSS and PBIS in more strategic ways for students who require intervention in the area of attendance and behavior, specifically those students who are chronically absent from school. 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.	\$290,228.00	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. 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	\$1,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.	\$883,646.00	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.	\$1,066,209.00	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 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.	\$339,849.00	Yes
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	\$434,815.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 2023-2024 school year as evidenced by local data from physical education data. 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. By providing the comprehensive fitness needs of our students, we expect attendance rates to improve and suspension rates to decrease for all students, especially our unduplicated pupils.</p>		

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)

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 2023-24. There is a tremendous need to continue the practices utilized to achieve this goal. Additionally, the Taft City School District was listed on the 2023 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 2022-23 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 2023 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 2022-23 according to 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 2022-23 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 1(a)Basic Services: Teachers Appropriately assigned and fully credentialed for assignment (Williams Report)	Based on local indicators 100% of TCSD Teachers are appropriately assigned and 72.6% are fully credentialed for their assignment in 2023-24. The following information for the Taft City School District was listed on the 2023 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%			Based on local indicators 100% of TCSD Teachers are appropriately assigned and 80% are fully credentialed for their assignment in 2026-27. The following information for the Taft City School District will be listed on the 2026-27 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%	
3.2	Priority 1(b)Basic Services: Pupil access to standards aligned materials (Williams Report)	Based on local indicators 100% of TCSD students had access to SBE adopted standards aligned materials in 2023-24. The following information for the Taft City School District was listed on the 2023 CA			Based on local indicators 100% of TCSD students had access to SBE adopted standards aligned materials in 2026-27. The following information for the Taft City School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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>District will be listed on the 2026-27CA 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>	
3.3	<p>Priority 1(c)Basic Services: School facilities maintained In good repair (Williams Report)</p>	<p>TCSD maintained a 100% rating of "Good" or "Exemplary" as indicated on The FIT report for all school sites in 2022-23. The following information for the Taft City School District was listed on the 2023 CA Dashboard under Conditions and Climate as reported by the Taft City School District's local indicator as follows:</p>			<p>TCSD maintained a 100% rating of "Good" or "Exemplary" as indicated on The FIT report for all school sites in 2026-27. The following information for the Taft City School District will be listed on the 2026-27CA Dashboard under Conditions and Climate as reported by the</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies) 0			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	
3.4	Priority 2(a) Implementation CCSS: Implementation of CA academic and performance standards (Professional Development Schedule)	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 2022-23 according the TCSD Professional Development schedule and calendar.			Based on local indicators TCSD will maintain a 100% participation rate of Grade Level Lead teachers to have received CCSS professional development training in ELA and Mathematics in 2026-27 according the TCSD Professional Development schedule and calendar.	
3.5	Priority 2(b) Implementation CCSS: Programs/Services enable ELs to access CCSS and ELD standards for academic	Based on local indicators TCSD maintained and provided that all EL students received 30 minutes of Designated			Based on local indicators TCSD maintained and provided that all EL students received 30	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	content knowledge and English Language Proficiency (Williams Report)	<p>ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2022-23 according to teacher lesson plans and daily classroom schedules.</p> <p>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 though observation data.</p>			<p>minutes of Designated ELD instruction daily, and also provided ELA interventions to meet the individual needs of EL students based on assessment data in 2026-27 according to teacher lesson plans and daily classroom schedules.</p> <p>Based on local indicators TCSD will maintain and provide 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. The average baseline data on CAASSPP for all ELs on is as follows: Math 70% Standard Not Met, 30% Standard</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Nearly Met, 10% Standard Met, and 5% Standard Exceeded - ELA 70% Standard Not Met, 30% Standard Nearly Met, 10% Standard Met, and 5% Standard Exceeded.(Kern Integrated Data System, 2022-23)	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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 ESSA in the District's ability to address and support the teacher workforce, including all inexperienced and uncredentialed teachers in the district annually.	\$42,670.00	Yes
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>	\$1,602,271.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

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 approximate 5% decrease in parent feedback on the LCAP Survey, the attendance at virtual parent meetings that is less than approximately 75% 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. By providing the action included within this goal and monitoring parent involvement of all students, unduplicated students, and students with disabilities, we expect to make meaningful progress towards the stated goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 3(a) Parent Involvement: Efforts to seek parent input in making decisions for district and school sites (TCSD Survey Data/Equity Teams Input)	Efforts to seek parent input in making decisions for district and school sites is at 12% completion rate on LCAP Surveys.			The goal is 75% parent participation on surveys and attendance at feedback sessions held during SSC, Parent Engagement Meetings, and PTO Meetings.	
4.2	Priority 3(b) Parent Involvement: How district promotes participation of	Based on Back to School night attendance the parent participation			Based on Back to School night attendance the	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>parents for unduplicated pupils (TCSD Survey Data/Equity Teams Input)</p>	<p>rate was 65%.</p> <p>TCSD Parental Involvement at all events includes translators and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes, and phone calls) Meeting participation for the 2023-2024 is reflected as follows:</p> <p>SSC: /ELAC 2023/2024</p> <ul style="list-style-type: none"> • Conley 10/02 and 10/19 80% • Jefferson 09/21, 10/19, 11/16 75% • Parkview 10/12, 11/2, 12/07 75% • Taft Primary 10/12 and 12/14 73% • Roosevelt 11/15 76% • Lincoln 10/25 69% 			<p>parent participation rate should increase to 75%.</p> <p>TCSD Parental Involvement at all parent events includes translators and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes, and phone calls) Meeting participation for the 2023-2024 is reflected as follows:</p> <p>SSC: /ELAC 2026/2027</p> <ul style="list-style-type: none"> • Conley 10/02 and 10/19 85% • Jefferson 09/21, 10/19, 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>D.E.L.A.C. 11/28</p> <ul style="list-style-type: none"> • 50% Participation I.E.P.s <p>P.T.O.</p> <ul style="list-style-type: none"> • Conley 09/25 and 11/30 • Jefferson - Monthly • Parkview 10/09 and 12/4 Taft Primary • Roosevelt 10/05 and 10/14 >1% <p>Lincoln 09/08 and 12/06</p> <p>Parent Engagement Events:</p> <p>09/21 Conley 7%, Jefferson 18.4% 10/19 Conley 18%, Jefferson 10% 11/16 Conley 10%, Jefferson 10%</p> <p>Additionally, there were a total of 29% of parents participated in Family Math/ELA Nights</p>			<p>11/16 85%</p> <ul style="list-style-type: none"> • Parkview 10/12, 11/2, 12/07 85% • Taft Primary 10/12 and 12/14 85% • Roosevelt 11/15 85% • Lincoln 10/25 80% <p>D.E.L.A.C. 11/28</p> <ul style="list-style-type: none"> • 75% Participation on I.E.P.s <p>P.T.O. Regular Monthly Meetings</p> <p>Parent Engagement Events:</p> <p>09/21 Conley 7%, Jefferson 20% 10/19 Conley 18%, Jefferson 20% 11/16 Conley 10%,</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>Jefferson 20%</p> <p>Roosevelt, Lincoln, Taft Primary, and Parkview will be added as facilitators of these events.</p> <p>Additionally, there were a total of 40% of parents participated in Family Math/ELA Nights</p>	
4.3	<p>Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>Priority 3(c) Parent Involvement: How the school district will promote parental participation in programs for individuals with exceptional needs.</p> <p>Based on local indicators the Taft City School District achieved no less than 50% parent participation in programs in 2023-24.</p> <p>TCSD Parental Involvement at all events includes ADA compliant devises, accommodations, and</p>			<p>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 75% parent participation in programs in 2026-27.</p> <p>TCSD Parental Involvement at all</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>other assistive devices to increase accessibility and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes, communication modes and phone calls) Meeting participation for the 2023-2024 is reflected as follows:</p> <p>IEP: System Improvement Leads Indicator 8 100% Parent Involvement as of 05/28/2024.</p>			<p>events includes ADA compliant devices, accommodations, and other assistive devices to increase accessibility and a variety of invitation methods to include identifying methods of delivery that increase accessibility (examples of methods include, zoom, meeting notes, communication modes and phone calls) Meeting participation for the 2026-27 will be reflected as follows:</p> <p>IEP: Maintain 100% on System Improvement Leads Indicator 8 100% Parent Involvement as of 05/28/2024.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

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 2024-2025 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 demographics were used to make parents	\$19,000.00	Yes

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$10,076,216	\$1,305,071

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
41.345%	0.000%	\$0.00	41.345%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development and Support</p> <p>Need: The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for</p>	Based on implementation of CA Content standards, there is an expectation that over time the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. It is expected that ongoing professional development and the allotted time for PLCs will assist teachers in designing targeted lessons and intervention activities/groups to improve CAASPP outcomes.	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Socioeconomically Disadvantaged students it was -59.9.</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Homeless - Not reported due to small population</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard)</p> <p>All Students 16.55%</p> <p>SWD 2.44%</p> <p>SED 13.32%</p> <p>EL 2.94%</p> <p>Hispanic 11.88%</p> <p>White 30.19%</p> <p>Homeless - Not reported due to small population (caaspp-elpac.ets.,2023)</p> <p>Professional Development and Support, feedback from educational partners emphasizes the need for ongoing training and support for teachers to effectively implement the California Common Core State Standards and address the diverse needs of all students,</p>	<p>This action is provided LEA-wide to ensure that all teachers are equipped with the necessary skills and knowledge to implement the California Common Core State Standards effectively, thereby improving the quality of education for all students. It is intended to improve outcomes for unduplicated student groups by addressing their specific educational needs through differentiated instruction and targeted support.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ensuring high-quality education across the district.</p> <p>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: Grade Level Lead Teachers</p> <p>Need: The Taft City School Districts employs a multi-tiered system of supports that is contingent upon strategic and targeted core lessons that drive technique and content used. Lead teachers provide informed vertical and horizontally aligned lessons that are based on California State Standards. Data from local assessments (e.g., iReady) as well as state assessments (e.g., CAASPP) shows that our unduplicated students are not performing as well as all students.</p> <p>Educational partners, including teachers and administrators, have highlighted the importance of having trained grade level leads to facilitate consistent academic focus, collaborative planning, and effective implementation of Common Core standards across the district.</p> <p>Scope: LEA-wide</p>	<p>Lead Teachers provide common lesson plans for all levels that incorporate grade level standards as well as ELD standards in daily lessons that include targeted strategies for designated and targeted ELD.</p> <p>This action is provided LEA-wide to promote consistent academic focus and effective implementation of Common Core standards across all grades. It is intended to improve outcomes for unduplicated student groups by ensuring that all teachers receive the support and collaboration necessary to address diverse student needs.</p>	<p>Lesson Plan Reviews and Teacher Observation</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>1.5</p>	<p>Action: ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School</p> <p>Need: Providing a Multiple Tiered System of Supports to all students requires that personnel be available to assist in both the identification of the student need as well as the materials and strategies necessary to provide each student with an appropriate response. Data from local assessments (e.g., iReady) as well as state assessments (e.g., CAASPP) shows that our unduplicated students are not performing as well as all students</p> <p>Educational partners have indicated that having dedicated ELA TOSAs at key schools will provide targeted support and intervention for students, particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students, thereby improving their academic outcomes and accessibility to learning.</p> <p>Scope: Schoolwide</p>	<p>Lead Teachers provide common lesson plans for all levels that incorporate grade level standards as well as ELD standards in daily lessons that include targeted strategies for designated and targeted ELD.</p> <p>This action is provided LEA-wide to offer targeted support and intervention in English Language Arts, ensuring that all students, especially those who are English Learners, Foster Youth, and Socioeconomically Disadvantaged, receive the necessary resources and strategies to succeed academically.</p>	<p>LCAP Survey Data and Equity Team Feedback</p>
<p>1.6</p>	<p>Action: AVID Support Services</p> <p>Need: Providing a Multiple Tiered System of Supports to all students requires that</p>	<p>AVID recruits first generation college students who are largely represented in the unduplicated student groups to provide additional structure, support, and teaching strategies to close the achievement gap.</p>	<p>CAASPP ELA and Math and iReady Data; Metric 1.13</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>personnel be available to assist in both the identification of the student need as well as the materials and strategies necessary to provide each student with an appropriate response. In addition to identifying the various tiers of instruction AVID provides students with a level of application and standard that allows them to prepare for future learning.</p> <p>The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% SED 13.32% EL 2.94%</p>	<p>This action is provided LEA-wide to enhance college readiness and academic support for all 4th to 8th grade students, with a particular focus on supporting English Learners, Foster Youth, and Socioeconomically Disadvantaged students, thus narrowing achievement gaps and promoting equity.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>ELA</p> <p>Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following:</p> <p>English Learner Students districtwide (653 students) scored 88.6 points below the standard. This a -5.3 point drop from the previous year.</p> <p>Students with Disabilities districtwide (219 students) scored 119.3 points below the standard. This a -10.4 point drop from the previous year.</p> <p>All Students districtwide (1443 students who tested in the 2022-2023 academic year) scored 53.3points below the standard. This is considered Maintained, none the less is a -0.2 point drop from the previous year.</p> <p>EL Students (6th-8th grade consisting of 300 students) scored 108.3 points below the standard. This a -25.5 point drop from the previous year.</p> <p>Students with Disabilities (6th-8th grade consisting of 112 students) scored 88.6 points below the standard. This a -10.6 point drop from the previous year.</p> <p>Math</p> <p>Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following:</p> <p>EL Students districtwide (653 students) scored 107.5 points below the standard. This is</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>considered Maintained, none the less is a -0.9 point drop from the previous year. EL Students (grades 6th-8th grade 300 students) scored 147.1 points below the standard. This a -21.9 point drop from the previous year. Hispanic Students (grades 6th-8th grade 507 students) scored 117.5 points below the standard. This a -8.5 point drop from the previous year. Social Economically Disadvantaged Students (grades 6th-8th grade 652 students) scored 111.2 points below the standard. This a -6.9 point drop from the previous year. All Students (grades 6th-8th grade 732 students) scored 106 points below the standard. This a -7.2 point drop from the previous year.</p> <p>Feedback from educational partners underscores the value of the AVID program in providing crucial academic support and college readiness strategies for 4th to 8th grade students, especially benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students.</p> <p>Scope: Schoolwide</p>		
1.7	<p>Action: MTSS Intervention Model in Grades TK-3</p> <p>Need:</p>	<p>MTSS provides tiered interventions attached to iReady results. The program is managed by TOSAs who support the teacher to identify students in flexible groups by need for targeted short term intervention.</p>	<p>iReady Data; Metric 1.13</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Providing a Multiple Tiered System of Supports to all students requires that personnel be available to assist in both the identification of the student need as well as the materials and strategies necessary to provide each student with an appropriate response.</p> <p>The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% SED 13.32% EL 2.94%</p> <p>ELA</p>	<p>This action is provided LEA-wide to implement a Multi-Tiered System of Supports (MTSS) across all early grades, ensuring that all students receive timely and effective interventions in Reading Language Arts and Mathematics. It is particularly aimed at improving outcomes for unduplicated student groups by addressing their specific academic challenges early on.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following:</p> <p>English Learner Students districtwide (653 students) scored 88.6 points below the standard. This a -5.3 point drop from the previous year.</p> <p>Students with Disabilities districtwide (219 students) scored 119.3 points below the standard. This a -10.4 point drop from the previous year.</p> <p>All Students districtwide (1443 students who tested in the 2022-2023 academic year) scored 53.3points below the standard. This is considered Maintained, none the less is a -0.2 point drop from the previous year.</p> <p>EL Students (6th-8th grade consisting of 300 students) scored 108.3 points below the standard. This a -25.5 point drop from the previous year.</p> <p>Students with Disabilities (6th-8th grade consisting of 112 students) scored 88.6 points below the standard. This a -10.6 point drop from the previous year.</p> <p>Math</p> <p>Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following:</p> <p>EL Students districtwide (653 students) scored 107.5 points below the standard. This is considered Maintained, none the less is a -0.9 point drop from the previous year.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL Students (grades 6th-8th grade 300 students) scored 147.1 points below the standard. This a -21.9 point drop from the previous year.</p> <p>Hispanic Students (grades 6th-8th grade 507 students) scored 117.5 points below the standard. This a -8.5 point drop from the previous year.</p> <p>Social Economically Disadvantaged Students (grades 6th-8th grade 652 students) scored 111.2 points below the standard. This a -6.9 point drop from the previous year.</p> <p>All Students (grades 6th-8th grade 732 students) scored 106 points below the standard. This a -7.2 point drop from the previous year.</p> <p>Educational partners, including parents and teachers, have expressed strong support for the implementation of a Multi-Tiered System of Supports (MTSS) to provide early and targeted interventions in Reading Language Arts and Mathematics, particularly benefiting English Learners, Foster Youth, and Socioeconomically Disadvantaged students.</p> <p>Scope: LEA-wide</p>		
1.8	<p>Action: Web Based Diagnostic Assessments</p> <p>Need: Providing a Multiple Tiered System of Supports to all students requires that</p>	<p>MTSS provides tiered interventions attached to iReady results. The program is managed by TOSAs who support the teacher to identify students in flexible groups by need for targeted short term intervention.</p>	iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>appropriate diagnostic programs be available to provide a tool that assists in the identification of the student's needs as well as provide insight into what materials and strategies are necessary to provide each student with an appropriate response.</p> <p>The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% SED 13.32% EL 2.94%</p> <p>ELA</p>	<p>This action is provided LEA-wide to establish a robust assessment system that monitors student progress and informs instructional practices for all students. It is intended to improve outcomes for unduplicated student groups by ensuring that interventions are data-driven and tailored to their unique learning needs.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following:</p> <p>English Learner Students districtwide (653 students) scored 88.6 points below the standard. This a -5.3 point drop from the previous year.</p> <p>Students with Disabilities districtwide (219 students) scored 119.3 points below the standard. This a -10.4 point drop from the previous year.</p> <p>All Students districtwide (1443 students who tested in the 2022-2023 academic year) scored 53.3points below the standard. This is considered Maintained, none the less is a -0.2 point drop from the previous year.</p> <p>EL Students (6th-8th grade consisting of 300 students) scored 108.3 points below the standard. This a -25.5 point drop from the previous year.</p> <p>Students with Disabilities (6th-8th grade consisting of 112 students) scored 88.6 points below the standard. This a -10.6 point drop from the previous year.</p> <p>Math</p> <p>Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following:</p> <p>EL Students districtwide (653 students) scored 107.5 points below the standard. This is considered Maintained, none the less is a -0.9 point drop from the previous year.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EL Students (grades 6th-8th grade 300 students) scored 147.1 points below the standard. This a -21.9 point drop from the previous year.</p> <p>Hispanic Students (grades 6th-8th grade 507 students) scored 117.5 points below the standard. This a -8.5 point drop from the previous year.</p> <p>Social Economically Disadvantaged Students (grades 6th-8th grade 652 students) scored 111.2 points below the standard. This a -6.9 point drop from the previous year.</p> <p>All Students (grades 6th-8th grade 732 students) scored 106 points below the standard. This a -7.2 point drop from the previous year.</p> <p>Feedback from educational partners highlights the need for a robust assessment system to regularly monitor student progress and inform instructional practices, ensuring that interventions are data-driven and effectively meet the diverse needs of all students.</p> <p>Scope: LEA-wide</p>		
1.9	<p>Action: Library Services</p> <p>Need: In addition to the time during the day that students are given to participate in strategic intervention above first best instruction in order not to supplant core and/or grade level</p>	<p>To give students access to materials support, and tutoring, all libraries are now open extended hours to allow for students to receive additional support outside the school day.</p> <p>This action is provided LEA-wide to enhance library services, thereby supporting literacy and providing all students with access to diverse and</p>	CAASPP ELA and Math and iReady Data; Metric 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>instruction support services in the way of access to materials support, and tutoring libraries are open for extended hours.</p> <p>The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% SED 13.32% EL 2.94%</p> <p>ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following:</p>	<p>high-quality reading materials. It aims to improve outcomes for unduplicated student groups by fostering a love for reading and addressing literacy gaps.</p>	

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	<p>English Learner Students districtwide (653 students) scored 88.6 points below the standard. This a -5.3 point drop from the previous year.</p> <p>Students with Disabilities districtwide (219 students) scored 119.3 points below the standard. This a -10.4 point drop from the previous year.</p> <p>All Students districtwide (1443 students who tested in the 2022-2023 academic year) scored 53.3points below the standard. This is considered Maintained, none the less is a -0.2 point drop from the previous year.</p> <p>EL Students (6th-8th grade consisting of 300 students) scored 108.3 points below the standard. This a -25.5 point drop from the previous year.</p> <p>Students with Disabilities (6th-8th grade consisting of 112 students) scored 88.6 points below the standard. This a -10.6 point drop from the previous year.</p> <p>Math</p> <p>Student populations in the Taft City School District scoring in the Red Band in Math on the CA State Dashboard require specific and target intervention based on the following:</p> <p>EL Students districtwide (653 students) scored 107.5 points below the standard. This is considered Maintained, none the less is a -0.9 point drop from the previous year.</p> <p>EL Students (grades 6th-8th grade 300 students) scored 147.1 points below the standard. This a -21.9 point drop from the previous year.</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Hispanic Students (grades 6th-8th grade 507 students) scored 117.5 points below the standard. This a -8.5 point drop from the previous year.</p> <p>Social Economically Disadvantaged Students (grades 6th-8th grade 652 students) scored 111.2 points below the standard. This a -6.9 point drop from the previous year.</p> <p>All Students (grades 6th-8th grade 732 students) scored 106 points below the standard. This a -7.2 point drop from the previous year.</p> <p>Educational partners, including parents and staff, have expressed the need for enhanced library services to support literacy and provide students with access to diverse and high-quality reading materials, fostering a love for reading and improving overall academic achievement?</p> <p>Scope: LEA-wide</p>		
1.10	<p>Action: Technology Assistant Positions</p> <p>Need: Interventions and assessments to identify specific student needs and allow for timely interventions is key in meeting the diverse needs of our students. The personnel that provide support so that all students have access to these programs is critical.</p>	<p>Technology assistants assist the teachers in completing online interventions and assessments to identify specific student needs and allow for timely interventions. Supporting technology allows TCSD to ensure that students have access at school and at home to devices to participate in coursework and interventions.</p> <p>This action is provided LEA-wide to support the integration and effective use of technology in classrooms, ensuring that all students have</p>	CAASPP ELA and Math and iReady Data; Metric 1.13

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	<p>The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% SED 13.32% EL 2.94%</p> <p>Educational partners, including teachers and administrators, have emphasized the importance of having technology assistants to support the integration and effective use of technology in classrooms, ensuring that students have access to the necessary tools and resources to enhance their learning.</p>	<p>access to the necessary tools and resources. It is intended to improve outcomes for unduplicated student groups by enhancing their learning experiences and digital literacy.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.11</p>	<p>Action: Technology Infrastructure Refresh Cycle</p> <p>Need: Interventions and assessments to identify specific student needs and allow for timely interventions is key in meeting the diverse needs of our students. The technology that provides support so that all students have access to these programs is critical. The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard)</p>	<p>Technology assistants assist the teachers in completing online interventions and assessments to identify specific student needs and allow for timely interventions. Refreshing technology allows TCSD to ensure that students have access at school and at home to devices to participate in coursework and interventions.</p> <p>This action is provided LEA-wide to regularly update the district's technology infrastructure, ensuring that all students benefit from reliable and up-to-date technological resources. It aims to improve outcomes for unduplicated student groups by providing them with the necessary technology to support their learning.</p>	<p>CAASPP ELA and Math and iReady Data; Metric 1.13</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>All Students 16.55% SED 13.32% EL 2.94%</p> <p>ELA Student populations in the Taft City School District scoring in the Red Band in ELA on the CA State Dashboard require specific and target intervention based on the following:</p> <p>English Learner Students districtwide (653 students) scored 88.6 points below the standard. This a -5.3 point drop from the previous year. Students with Disabilities districtwide (219 students) scored 119.3 points below the standard. This a -10.4 point drop from the previous year. All Students districtwide (1443 students who tested in the 2022-2023 academic year) scored 53.3points below the standard. This is considered Maintained, none the less is a -0.2 point drop from the previous year. EL Students (6th-8th grade consisting of 300 students) scored 108.3 points below the standard. This a -25.5 point drop from the previous year. Students with Disabilities (6th-8th grade consisting of 112 students) scored 88.6 points below the standard. This a -10.6 point drop from the previous year.</p> <p>Math Student populations in the Taft City School District scoring in the Red Band in Math on the</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CA State Dashboard require specific and target intervention based on the following: EL Students districtwide (653 students) scored 107.5 points below the standard. This is considered Maintained, none the less is a -0.9 point drop from the previous year. EL Students (grades 6th-8th grade 300 students) scored 147.1 points below the standard. This a -21.9 point drop from the previous year. Hispanic Students (grades 6th-8th grade 507 students) scored 117.5 points below the standard. This a -8.5 point drop from the previous year. Social Economically Disadvantaged Students (grades 6th-8th grade 652 students) scored 111.2 points below the standard. This a -6.9 point drop from the previous year. All Students (grades 6th-8th grade 732 students) scored 106 points below the standard. This a -7.2 point drop from the previous year.</p> <p>Feedback from educational partners underscores the necessity of regularly updating the district's technology infrastructure to ensure reliable and up-to-date technological resources, which are essential for effective teaching and learning in today's digital age.</p> <p>Scope: LEA-wide</p>		
1.12	Action: Enrichment Activities	To support children's exposure to a wide variety of experiences including music, science, day camps,	LCAP Survey Data and Equity Team Feedback

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	<p>Need: TCSD has an SED student rate of 85%. Based on research we know that lower SED families struggle to provide enriching experiences for students in addition to meeting basic needs. One of the key challenging elements is reliable transportation to experience cultural and unique events not regularly offered in Taft. As a rural city, families must travel to experience some of these cultural events.</p> <p>Educational partners, including parents and students, have highlighted the importance of providing a variety of enrichment activities to enhance students' educational experiences, promote engagement, and support the development of well-rounded individuals.</p> <p>Scope: LEA-wide</p>	<p>and recreational activities, TCSD will continue to fund these activities including music, clubs and Camp KEEP.</p> <p>This action is provided LEA-wide to offer a variety of enrichment activities that enhance educational experiences and promote student engagement for all students. It is intended to improve outcomes for unduplicated student groups by supporting their overall development and providing opportunities for broader learning experiences.</p>	
2.1	<p>Action: Student to Teacher Ratio</p> <p>Need: Attendance rates for 2023-24 TCSD Year-to-Date Chronic Absenteeism rate of all students is 15% with the current rate of 8% of students Nearly Chronically Absent, 12% trending toward chronic absenteeism and 64% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-24 as of 03/07/2024 are as follows: Males: 16.07%, Females: 14.87%,</p>	<p>To address these evidenced needs of each of the unduplicated student groups, TCSD will support the following actions; lower student: teacher ratios to allow for teachers to have more time with individual students to build relationships; Continue to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical</p>	<p>LCAP Survey Data, California Healthy Kids Survey, and Equity Team Feedback</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 23.47%, Black (Non-Hispanic): 20.83%, Hispanic: 12.85%, SED:15.24% SWD: 24.76%, and EL: 9.22%.</p> <p>Educational partners, including teachers and administrators, have highlighted the importance of providing additional staff to improve the staff to student ratio to foster greater connection and maintain consistency in learning.</p> <p>Scope: LEA-wide</p>	<p>exercise with a certificated PE teacher and aide to improve mental health and student self image.</p> <p>These LEA-wide supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL, and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.</p>	
2.2	<p>Action: Facilities Upkeep</p> <p>Need: Attendance rates for 2023-2024 for all students is 95%, however Foster Youth is at 93%, SED students are at 95%, Foster Youth is at 93%, homeless youth are at 95%, and English Learners are at 96%. The Suspension rate for 2023-24 shows that 1.88% of the students suspended are English Learners, 5.89% of those suspended are Students With Disabilities, 7.14% are Homeless, and 3.42% are Social Economically Disadvantaged students (Kern Integrated Data, 2024).</p> <p>Educational partners, including parents and staff, have stressed the importance of maintaining clean, safe, and well-maintained school facilities to create a conducive learning</p>	<p>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)</p> <p>This action is provided LEA-wide to ensure that all school facilities are clean, safe, and well-</p>	California Healthy Kids Survey, LCAP Surveys, Equity Teams Feedback

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>environment and ensure the health and safety of all students.</p> <p>Scope: LEA-wide</p>	<p>maintained, creating a conducive learning environment for all students. It aims to improve outcomes for unduplicated student groups by ensuring that their learning environments are healthy and supportive.</p>	
<p>2.3</p>	<p>Action: Computer Based Tracking/Parent Notification System</p> <p>Need: After completing a data analysis of the communication needs of the district and the need to improve two-way communication with families in order to reduce chronic absenteeism and improve daily attendance rates. Currently Attendance rates for 2023-24 for all students is 94.76%, however Foster Youth is at 93%, SED is at 95%, homeless youth are at 95%, and English Learners are at 96% (Kern Integrated Data, 2024).</p> <p>Educational partners have expressed a strong need for improved communication and tracking systems to keep parents informed about their child's attendance, academic progress, and important school updates, thereby enhancing parental engagement and support for student success.</p> <p>Scope: LEA-wide</p>	<p>We will implement with consistency across the district a single multi-media two-way communication system to improve communication and connection with families to build relationships and improve attendance. We expect that this effort will reduce chronic absenteeism and improve daily attendance.</p> <p>This action is provided LEA-wide to enhance communication and tracking systems, ensuring that all parents are informed about their child's attendance, academic progress, and important school updates. It aims to improve outcomes for unduplicated student groups by increasing parental engagement and support for student success.</p>	<p>Kern Integrated Data Systems Attendance Analysis</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.4</p>	<p>Action: MTSS/PBIS Support</p> <p>Need: Attendance rates for 2023-2024 for all students is 95%, however Foster Youth is at 93%, SED students are at 95%, Foster Youth is at 93%, homeless youth are at 95%, and English Learners are at 96%. The Suspension rate for 2023-24 shows that 1.88% of the students suspended are English Learners, 5.89% of those suspended are Students With Disabilities, 7.14% are Homeless, and 3.42% are Social Economically Disadvantaged students (Kern Integrated Data, 2024).</p> <p>Educational partners, including parents, teachers, and administrators, have highlighted the importance of implementing a comprehensive Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) to address students' academic and behavioral needs, ensuring a positive and supportive learning environment?</p> <p>Scope: LEA-wide</p>	<p>To allow for teachers to have more time with individual students to build relationships; Continue to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical exercise with a certificated PE teacher and aide to improve mental health and student self image.</p> <p>By providing these LEA-wide, the supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL, and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.</p>	<p>California Healthy Kids Survey, LCAP Surveys, Equity Team Feed back, and Kern Integrated Data Systems Attendance Analysis</p>
<p>2.5</p>	<p>Action: SARB process</p> <p>Need: Attendance rates for 2023-24 TCSD Year-to-Date Chronic Absenteeism rate of all students</p>	<p>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</p>	<p>Metric 2.2 Chronic Absenteeism Rates</p>

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	<p>is 15% with the current rate of 8% of students Nearly Chronically Absent, 12% trending toward chronic absenteeism and 64% of students with No Absence Issues. The current demographics of students who are chronically absent in 2023-24 as of 03/07/2024 are as follows: Males: 16.07%, Females: 14.87%, Foster: 50%, Homeless: 30.77%, White (Non-Hispanic): 23.47%, Black (Non-Hispanic): 20.83%, Hispanic: 12.85%, SED:15.24% SWD: 24.76%, and EL: 9.22%.</p> <p>Educational partners, including parents and staff, have identified the School Attendance Review Board (SARB) process as essential for addressing chronic absenteeism and supporting students in improving their attendance, which is critical for their academic success.</p> <p>Scope: LEA-wide</p>	<p>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. SARB allows a team consideration of the unique characteristics at a Street Level Data tier which includes those characteristics unique to various unduplicated populations, especially foster youth.</p> <p>This action is provided LEA-wide to implement the School Attendance Review Board (SARB) process, addressing chronic absenteeism and supporting improved attendance for all students. It is particularly aimed at improving outcomes for unduplicated student groups who may face higher absenteeism rates.</p>	
2.6	<p>Action: School Psychologist/Counselors</p> <p>Need: Attendance rates for 2023-2024 for all students is 95%, however Foster Youth is at 93%, SED students are at 95%, Foster Youth is at 93%, homeless youth are at 95%, and English Learners are at 96%. The Suspension rate for 2023-24 shows that 1.88% of the students suspended are English Learners, 5.89% of those suspended are Students With</p>	<p>Meetings with students using qualified personnel to address the unique characteristics leading to chronic absenteeism and suspension rate allow trained staff to support students with issues and provide guidance and pathways that lead to successful student outcomes.</p> <p>This action is provided LEA-wide to ensure that all students have access to mental health support, addressing their social-emotional needs and promoting their overall well-being. It aims to improve outcomes for unduplicated student groups</p>	Metric 2.6 Suspension Rates and Metric 2.1 Attendance Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Disabilities, 7.14% are Homeless, and 3.42% are Social Economically Disadvantaged students (Kern Integrated Data, 2024).</p> <p>Educational partners have emphasized the vital role of school psychologists and counselors in providing mental health support, addressing social-emotional needs, and promoting the overall well-being of students, which is crucial for their academic and personal success.</p> <p>Scope: LEA-wide</p>	<p>by providing targeted support to those who may have greater social-emotional challenges.</p>	
<p>2.7</p>	<p>Action: Student Safety and Well-Being</p> <p>Need: Attendance rates for 2023-2024 for all students is 95%, however Foster Youth is at 93%, SED students are at 95%, Foster Youth is at 93%, homeless youth are at 95%, and English Learners are at 96%. The Suspension rate for 2023-24 shows that 1.88% of the students suspended are English Learners, 5.89% of those suspended are Students With Disabilities, 7.14% are Homeless, and 3.42% are Social Economically Disadvantaged students (Kern Integrated Data, 2024).</p> <p>Educational partners, including parents and staff, have highlighted the importance of ensuring a safe and supportive school environment to foster student well-being and</p>	<p>To address these evidenced needs of each of the unduplicated student groups, TCSD will support the following actions; lower student: teacher ratios to allow for teachers to have more time with individual students to build relationships; Continue to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical exercise with a certificated PE teacher and aide to improve mental health and student self image.</p> <p>These LEA-Wide supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL,</p>	<p>Student Health Services Logs and Attendance Rates; See Metric 2.1</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>create a positive atmosphere conducive to learning.</p> <p>Scope: LEA-wide</p>	<p>and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.</p>	
<p>2.8</p>	<p>Action: Additional Custodial Support</p> <p>Need: Goal 2 Action 8 is added in response to state guidance for acceptable uses. This 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. Kern Integrated Data Systems (2024). Specifically, attendance rates for 2023-2024 for all students is 95%, however Foster Youth is at 93%, SED students are at 95%, Foster Youth is at 93%, homeless youth are at 95%, and English Learners are at 96%.</p> <p>Feedback from educational partners have underscored the need for additional custodial staff to maintain a clean and hygienic school environment, which is essential for the health and safety of students and staff.</p> <p>Scope: LEA-wide</p>	<p>This action will provide students with the best environment in which to learn and ensure future growth relating to learning in an environment conducive to learning that provides for risk free, collaborative, coordinated, access to learning advantage rather than disadvantage.</p> <p>This action is provided LEA-wide to maintain a clean and hygienic school environment, ensuring the health and safety of all students and staff. It aims to improve outcomes for unduplicated student groups by providing a healthy learning environment that supports their overall well-being.</p>	<p>Lesson Plan Reviews, Student LCAP Survey, and Teacher Observation, Attendance Rates (Metric 2.1)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p>2.9</p>	<p>Action: Comprehensive Student Fitness</p> <p>Need: Attendance rates for 2023-2024 for all students is 95%, however Foster Youth is at 93%, SED students are at 95%, Foster Youth is at 93%, homeless youth are at 95%, and English Learners are at 96%. The Suspension rate for 2023-24 shows that 1.88% of the students suspended are English Learners, 5.89% of those suspended are Students With Disabilities, 7.14% are Homeless, and 3.42% are Social Economically Disadvantaged students (Kern Integrated Data, 2024).</p> <p>Our educational partners, including parents and educators, have advocated for comprehensive fitness programs to promote physical health, well-being, and active lifestyles among students, which are essential for their overall development and academic performance.</p> <p>Scope: LEA-wide</p>	<p>To address these evidenced needs of each of the unduplicated student groups, TCSD will support the following actions; lower student: teach ratios to allow for teachers to have more time with individual students to build relationships; Continue to develop Tiers 1-3 behavioral supports to meet needs and teach appropriate behavior and restorative practices; Support improved attendance with resource connection in SARB; increased access to counseling services; increased behavioral specialists and campus supervision to improve students feeling of safety; and more rigorous and intentional physical exercise with a certificated PE teacher and aide to improve mental health and student self image.</p> <p>Provided LEA-wide, these supports are available to all students and will both improve all students outcomes and accelerate the success of SED, EL, and Foster Youth to improve attendance, reduce chronic absenteeism and suspension.</p>	<p>California Healthy Kids Survey, LCAP Surveys, Equity Teams Feedback; Attendance, Chronic Absenteeism, Suspension Rates</p>
<p>3.1</p>	<p>Action: KCSOS Induction and Teacher Mentor Program</p> <p>Need: The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District</p>	<p>Based on implementation of CA Content standards, there is an expectation that over time the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. Having fully credentialed teachers leading all classrooms will assist in this goal. Additionally, retaining experienced and veteran staff to lead and mentor</p>	<p>CAASPP ELA and Math and iReady Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows: CAST 2022-23 (% met or exceeded standard) All Students 16.55% SED 13.32% EL 2.94%</p> <p>Our educational partners, including teachers and administrators, support the induction and mentorship programs as they are crucial for enhancing teacher effectiveness, professional growth, and retention of high-quality educators.</p> <p>Scope: LEA-wide</p>	<p>new teachers and support Standards implementation is an industry best practice to support these actions and the goal.</p> <p>By providing this action LEA-wide, we will see improvement for all students in ELA and Math as well as accelerated achievement for the unduplicated student groups to close the achievement gap.</p>	
3.2	Action: Teacher/Support Salary	Based on implementation of CA Content standards, there is an expectation that over time	CAASPP ELA and Math and iReady Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6, for Students with Disabilities it was -119.3, and for Socioeconomically Disadvantaged students it was -59.9 .</p> <p>Similarly, The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5, for Students with Disabilities the distance from the standard is -130.6 , and for Socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% SED 13.32% EL 2.94%</p> <p>Educational partners, including teachers, administrators, and parents, have emphasized the importance of offering competitive salaries to attract and retain high-quality educators and support staff, ensuring stability and excellence in education.</p>	<p>the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. Having fully credentialed teachers leading all classrooms will assist in this goal. Additionally, retaining experienced and veteran staff to lead and mentor new teachers and support Standards implementation is an industry best practice to support these actions and the goal.</p> <p>By providing LEA-wide, we will see improvement for all students in ELA and Math as well as accelerated achievement for the unduplicated student groups to close the achievement gap.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.1</p>	<p>Action: Parental Activities</p> <p>Need: parent and family participation in the annual TCSD LCAP family survey has increased slightly from 2022-2023 from 5% to 11% participation. Additionally, families of unduplicated students have continued to slow participation in school events and surveys at an even higher rate according to site sign in data. Data from families was collected at the sites through SSC, ELAC, and other school groups and through open ended comments on the annual LCAP survey, indicated a need for additional community activities (Kern Integrated Data, 2024)</p> <p>TCSD educational partners, particularly parents, have expressed a strong desire for increased opportunities for parental involvement in school activities and decision-making processes, which are essential for fostering a collaborative and supportive school community.</p> <p>Scope: LEA-wide</p>	<p>To re-engage families in a welcoming manner to support increased involvement in their children's education. We expect by funding additional community activities, that family participation in events and annual surveys will increase to better inform the district to meet community needs.</p> <p>This action is provided LEA-wide to increase opportunities for parental involvement in school activities and decision-making processes, fostering a collaborative and supportive school community for all students. It aims to improve outcomes for unduplicated student groups by enhancing the engagement and support of their parents.</p>	<p>California Healthy Kids Survey, LCAP Surveys, Equity Teams Feedback</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>1.2</p>	<p>Action: Supplemental ELD instruction and Resources</p> <p>Need: The California Dashboard for 2023 shows that 50.7% of the English Learners in Taft City are making progress toward English language proficiency (An Increase of 3.5%). Specifically, 3.7% fewer English Learner students Decreased at Least One English Proficiency Level, .1% fewer maintained at Proficiency Levels 1,2, or 3,. There were 1.7 fewer students who maintained at English Proficiency Level 4, and there were 5.5% of the English Learners in Taft City that progressed at least one English Language Proficiency Level. On the Alternate ELPAC 66.7% of the English Learners did not progress, 25% of the students taking the Alternate ELPAC Maintained at a Level 3, and 8.3% progressed on the Summative Alternate ELPAC. (2023/2024 CA Dashboard)</p> <p>Educational partners, including teachers and parents, have highlighted the necessity of providing additional ELD instructional support and resources to ensure that English Learners achieve English proficiency and succeed academically.</p> <p>Scope:</p>	<p>This goal will play a role in differentiating between Tier 2 Core Student needs that include specifically addressing the needs of long term English learners who need ELD support in order to progress through the various tiered supports. These strategies will include the implementation of strategic one on one input, Designated and Integrated ELD and instructional techniques that incorporate the extension of language development.</p>	<p>Metric 1.8 EPAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.3	<p>Action: ELD Professional Development/ Districtwide ELD TOSA</p> <p>Need: The California Dashboard indicator for CAASPP ELA scores for All students taking the assessment in the Taft City School District reflects an average distance from standard of -53.3, for English Learners the distance from the standard was -88.6</p> <p>Similarly, The California Dashboard indicator for CAASPP Math. All students showed a distance of -82.6 from the standard, for English Learners the distance from the standard is -107.5.</p> <p>Other factors that are reflect the need for teacher capacity are as follows:</p> <p>CAST 2022-23 (% met or exceeded standard) All Students 16.55% EL 2.94%</p> <p>Feedback from educational partners stresses the importance of comprehensive professional development for teachers on ELD standards and language proficiency to enable English Learners to access the Common Core State Standards effectively and improve their academic outcomes.</p>	Based on implementation of CA Content standards, there is an expectation that over time the results on CAASPP ELA and Math will improve for all students as well as close the achievement gap for our unduplicated student groups. It is expected that ongoing professional development and the allotted time for PLCs will assist teachers in designing targeted lessons and intervention activities/groups to improve CAASPP outcomes.	CAASPP ELA and Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.13	<p>Action: Camp KEEP Program</p> <p>Need: The California Dashboard indicator for CAASPP Math All students showed a distance of -82.6 from the standard, for socioeconomically Disadvantaged students this gap is -87.6.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>TCSD has an SED student rate of 85%. Based on research we know that lower SED families struggle to provide enriching experiences for students in addition to meeting basic needs. One of the key challenging elements is reliable transportation to experience cultural and unique events not regularly offered in Taft. As a rural city, families must travel to experience some of these cultural events.</p> <p>Educational partners, including parents and educators, have emphasized the value of experiential learning opportunities like Camp KEEP to enhance students' understanding of environmental science, foster a connection with nature, and support their overall academic and personal growth?</p>	LCAP Survey Data and Equity Team Feedback

For any limited 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, as applicable.

Not applicable.

Additional Concentration Grant Funding

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	1:35
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:19

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	24,371,064	10,076,216	41.345%	0.000%	41.345%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$10,743,179.00	\$0.00	\$0.00	\$1,182,501.00	\$11,925,680.00	\$10,068,204.00	\$1,857,476.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$512,200.00	\$262,200.00			\$250,000.00	\$512,200.00	
1	1.2	Supplemental ELD instruction and Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$676,070.00	\$35,000.00	\$711,070.00				\$711,070.00	
1	1.3	ELD Professional Development/ Districtwide ELD TOSA	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$196,958.00	\$0.00	\$99,907.00			\$97,051.00	\$196,958.00	
1	1.4	Grade Level Lead Teachers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$103,170.00	\$0.00	\$103,170.00				\$103,170.00	
1	1.5	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School		\$261,937.00	\$0.00	\$65,484.00			\$196,453.00	\$261,937.00	
1	1.6	AVID Support Services	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High		\$63,332.00	\$15,671.00	\$79,003.00				\$79,003.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
1	1.7	MTSS Intervention Model in Grades TK-3	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$555,760.00	\$0.00	\$138,940.00			\$416,820.00	\$555,760.00	
1	1.8	Web Based Diagnostic Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,005.00	\$5,005.00				\$5,005.00	
1	1.9	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$296,236.00	\$10,000.00	\$84,059.00			\$222,177.00	\$306,236.00	
1	1.10	Technology Assistant Positions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$236,896.00	\$0.00	\$236,896.00				\$236,896.00	
1	1.11	Technology Infrastructure Refresh Cycle	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$92,301.00	\$265,000.00	\$357,301.00				\$357,301.00	
1	1.12	Enrichment Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$248,003.00	\$60,000.00	\$308,003.00				\$308,003.00	
1	1.13	Camp KEEP Program	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Lincoln Jr. Highschool		\$0.00	\$5,600.00	\$5,600.00				\$5,600.00	
2	2.1	Student to Teacher Ratio	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,676,515.00	\$0.00	\$2,676,515.00				\$2,676,515.00	
2	2.2	Facilities Upkeep	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$900,000.00	\$900,000.00				\$900,000.00	
2	2.3	Computer Based Tracking/Parent Notification System	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	MTSS/PBIS Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$290,228.00	\$0.00	\$290,228.00				\$290,228.00	
2	2.5	SARB process	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,338.00	\$0.00	\$1,338.00				\$1,338.00	
2	2.6	School Psychologist/Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$883,646.00	\$0.00	\$883,646.00				\$883,646.00	
2	2.7	Student Safety and Well-Being	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,066,209.00	\$0.00	\$1,066,209.00				\$1,066,209.00	
2	2.8	Additional Custodial Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$339,849.00	\$0.00	\$339,849.00				\$339,849.00	
2	2.9	Comprehensive Student Fitness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$434,815.00	\$0.00	\$434,815.00				\$434,815.00	
3	3.1	KCSOS Induction and Teacher Mentor Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$42,670.00	\$0.00	\$42,670.00				\$42,670.00	
3	3.2	Teacher/Support Salary	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,602,271.00	\$0.00	\$1,602,271.00				\$1,602,271.00	
4	4.1	Parental Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$19,000.00	\$19,000.00				\$19,000.00	

2024-25 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
24,371,064	10,076,216	41.345%	0.000%	41.345%	\$10,743,179.00	0.000%	44.082 %	Total:	\$10,743,179.00
								LEA-wide Total:	\$9,782,115.00
								Limited Total:	\$816,577.00
								Schoolwide Total:	\$144,487.00

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	1.2	Supplemental ELD instruction and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$711,070.00	
1	1.3	ELD Professional Development/ Districtwide ELD TOSA	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$99,907.00	
1	1.4	Grade Level Lead Teachers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,170.00	
1	1.5	ELA Teachers On Special Assignment (TOSA) (1) Roosevelt and (1) Lincoln Junior High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School	\$65,484.00	
1	1.6	AVID Support Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Roosevelt and Lincoln Jr. High School	\$79,003.00	

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	1.7	MTSS Intervention Model in Grades TK-3	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$138,940.00	
1	1.8	Web Based Diagnostic Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,005.00	
1	1.9	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,059.00	
1	1.10	Technology Assistant Positions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,896.00	
1	1.11	Technology Infrastructure Refresh Cycle	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$357,301.00	
1	1.12	Enrichment Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$308,003.00	
1	1.13	Camp KEEP Program	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Lincoln Jr. Highschool	\$5,600.00	
2	2.1	Student to Teacher Ratio	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,676,515.00	
2	2.2	Facilities Upkeep	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	
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	MTSS/PBIS Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$290,228.00	
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	\$883,646.00	

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	\$1,066,209.00	
2	2.8	Additional Custodial Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$339,849.00	
2	2.9	Comprehensive Student Fitness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$434,815.00	
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,670.00	
3	3.2	Teacher/Support Salary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,602,271.00	
4	4.1	Parental Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$11,615,424.00	\$10,777,454.00

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	\$512,200.00	\$94,824
1	1.2	Instructional Calendar Days	No	\$275,200.00	\$275,200
1	1.3	Professional Development/PLC Minimum Days	Yes	\$254,000.00	\$254,000
1	1.4	District Wide Textbook Adoption and Purchase	No	\$210,000.00	\$277,676
1	1.5	ELA Lead Teachers (2) at Lincoln Junior High School	Yes	\$666,800.00	\$261,892
1	1.6	AVID Support Services	Yes	\$76,308.00	\$81,826
1	1.7	MTSS Intervention Model in Grades TK-3	Yes	\$513,704.00	\$276,589
1	1.8	Web Based Diagnostic Assessments	Yes	\$5,005.00	\$0
1	1.9	Library Services	Yes	\$103,011.00	313,555
1	1.10	Technology Assistant Positions	Yes	\$189,652.00	236,842
1	1.11	Technology Infrastructure Refresh Cycle	Yes	\$353,326.00	\$275,919

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	1.12	Enrichment Activities	Yes	\$294,730.00	\$301,243
1	1.13	Camp KEEP Program	Yes	\$5,600.00	\$11,400
1	1.14	Grade Level Lead Teachers	Yes	\$103,170.00	\$109,360
1	1.15	Supplemental ELD instruction and Resources	Yes	\$377,183.00	\$676,070
1	1.16	ELD Professional Development	Yes	\$62,702.00	\$196,888
2	2.1	Student to Teacher Ratio	Yes	\$2,572,284.00	\$2,668,700
2	2.2	Comprehensive Professional Development	No	\$0.00	\$0
2	2.3	Computer Based Tracking/Parent Notification System	Yes	\$30,000.00	\$0
2	2.4	MTTS/PBIS Support	Yes	\$150,122.00	\$321,814
2	2.5	SARB process	Yes	\$1,338.00	\$1,000
2	2.6	School Psychologist/Counselors	Yes	\$655,851.00	\$760,690
2	2.7	Student Safety and Well-Being	Yes	\$1,148,940.00	\$1,046,095
2	2.8	Additional Custodial Support	Yes	\$318,733.00	\$384,311

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)
2	2.9	Comprehensive Student Fitness	Yes	\$402,299.00	\$432,842
2	2.10	Facilities Upkeep	Yes	\$900,000.00	\$0
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	\$42,670.00	\$33,000
3	3.2	Teacher/Support Salary	Yes	\$1,371,596.00	\$1,485,718
4	4.1	Parental Activities	Yes	\$19,000.00	\$0

2023-24 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)
\$9,877,295	\$10,629,799.00	\$9,970,578.00	\$659,221.00	0.000%	0.000%	0.000%

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	\$262,200.00	\$94,824		
1	1.3	Professional Development/PLC Minimum Days	Yes	\$254,000.00	\$0		
1	1.5	ELA Lead Teachers (2) at Lincoln Junior High School	Yes	\$666,800.00	\$261,892		
1	1.6	AVID Support Services	Yes	\$76,308.00	\$81,826		
1	1.7	MTSS Intervention Model in Grades TK-3	Yes	\$263,279.00	\$276,589		
1	1.8	Web Based Diagnostic Assessments	Yes	\$5,005.00	\$0		
1	1.9	Library Services	Yes	\$103,011.00	\$313,555		
1	1.10	Technology Assistant Positions	Yes	\$189,652.00	\$236,842		
1	1.11	Technology Infrastructure Refresh Cycle	Yes	\$353,326.00	\$275,919		
1	1.12	Enrichment Activities	Yes	\$294,730.00	\$301,243		
1	1.13	Camp KEEP Program	Yes	\$5,600.00	\$11,400		
1	1.14	Grade Level Lead Teachers	Yes	\$103,170.00	\$109,360		
1	1.15	Supplemental ELD instruction and Resources	Yes	\$377,183.00	\$676,070		

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	1.16	ELD Professional Development	Yes	\$62,702.00	\$196,888		
2	2.1	Student to Teacher Ratio	Yes	\$2,572,284.00	\$2,668,700		
2	2.3	Computer Based Tracking/Parent Notification System	Yes	\$30,000.00	\$0		
2	2.4	MTTS/PBIS Support	Yes	\$150,122.00	\$321,814		
2	2.5	SARB process	Yes	\$1,338.00	\$1,000		
2	2.6	School Psychologist/Counselors	Yes	\$655,851.00	\$760,690		
2	2.7	Student Safety and Well-Being	Yes	\$1,148,940.00	\$1,046,095		
2	2.8	Additional Custodial Support	Yes	\$318,733.00	\$384,311		
2	2.9	Comprehensive Student Fitness	Yes	\$402,299.00	\$432,842		
2	2.10	Facilities Upkeep	Yes	\$900,000.00	\$0		
3	3.1	KCSOS Induction and Teacher Mentor Program	Yes	\$42,670.00	\$33,000		
3	3.2	Teacher/Support Salary	Yes	\$1,371,596.00	\$1,485,718		
4	4.1	Parental Activities	Yes	\$19,000.00	\$0		

2023-24 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)
\$24,113,018	\$9,877,295	0	40.963%	\$9,970,578.00	0.000%	41.349%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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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