



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taft Union High School District

CDS Code: 15638180000000

School Year: 2024-25

LEA contact information:

Dr. Jason Hodgson

Superintendent

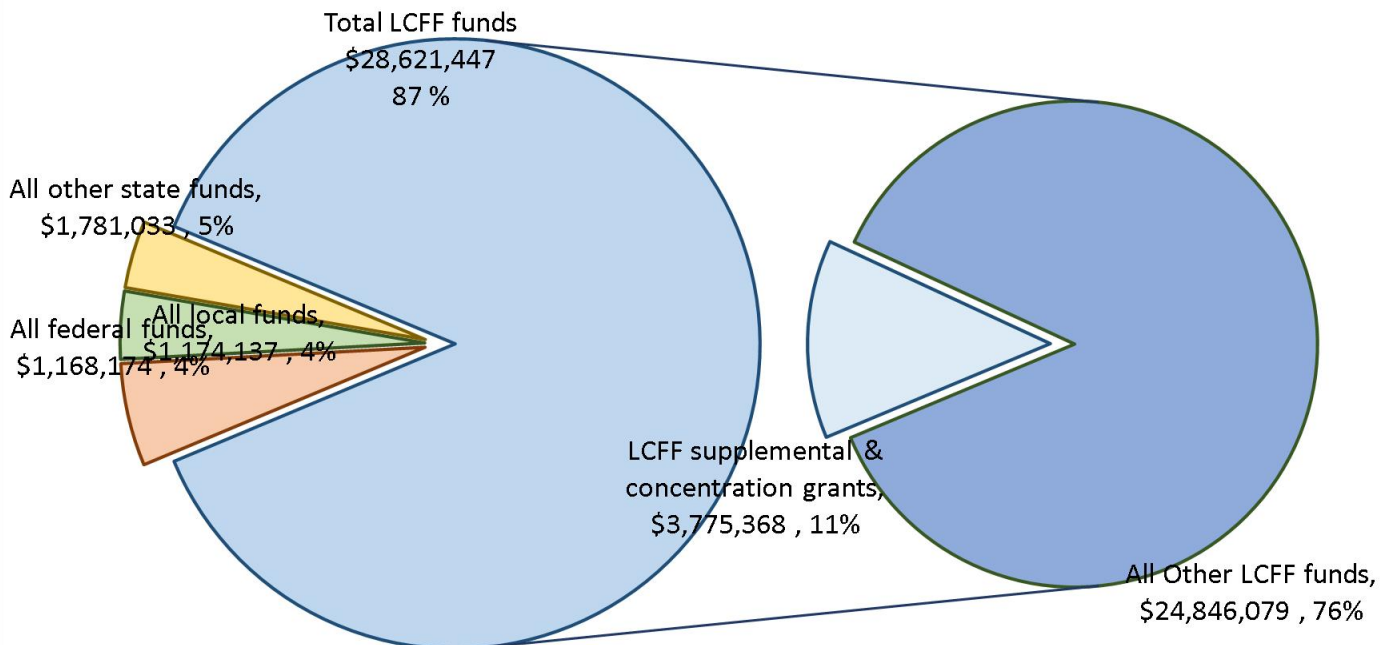
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(661) 763-2300, extension 337

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

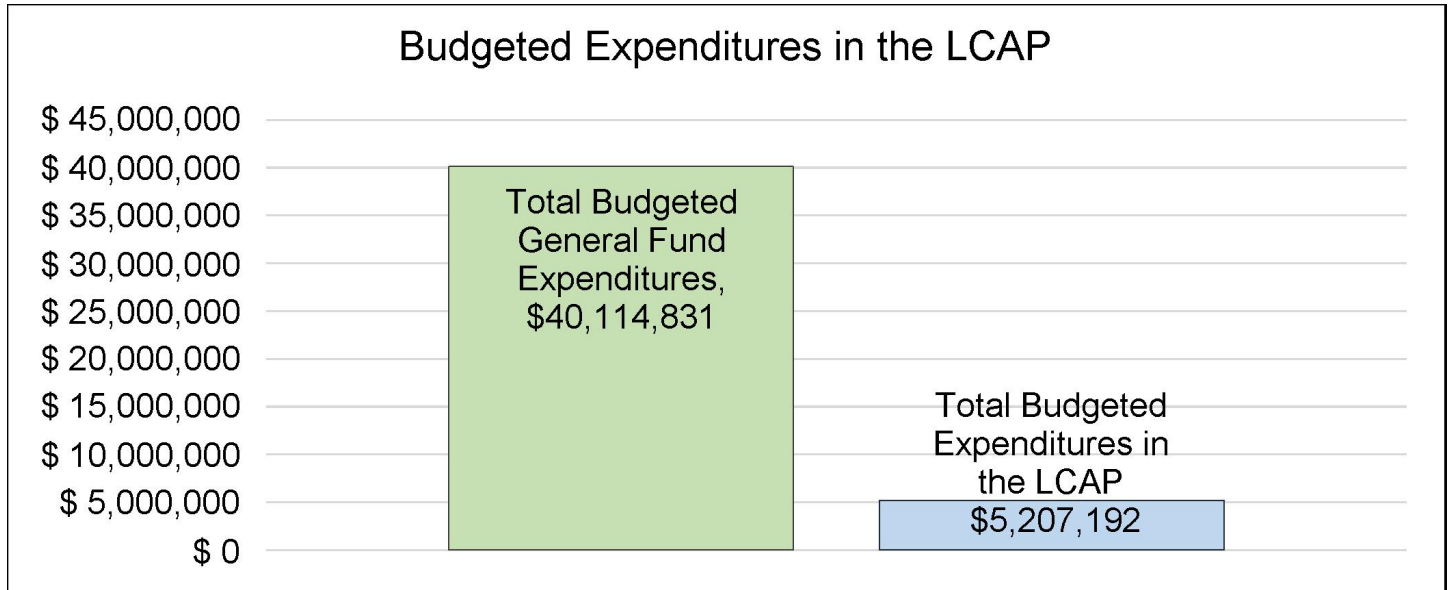


This chart shows the total general purpose revenue Taft Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taft Union High School District is \$32,744,791, of which \$28621447.00 is Local Control Funding Formula (LCFF), \$1781033.00 is other state funds, \$1174137.00 is local funds, and \$1168174.00 is federal funds. Of the \$28621447.00 in LCFF Funds, \$3775368.00 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 Union High 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 Union High School District plans to spend \$40114831.25 for the 2024-25 school year. Of that amount, \$5207192.00 is tied to actions/services in the LCAP and \$34,907,639.25 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

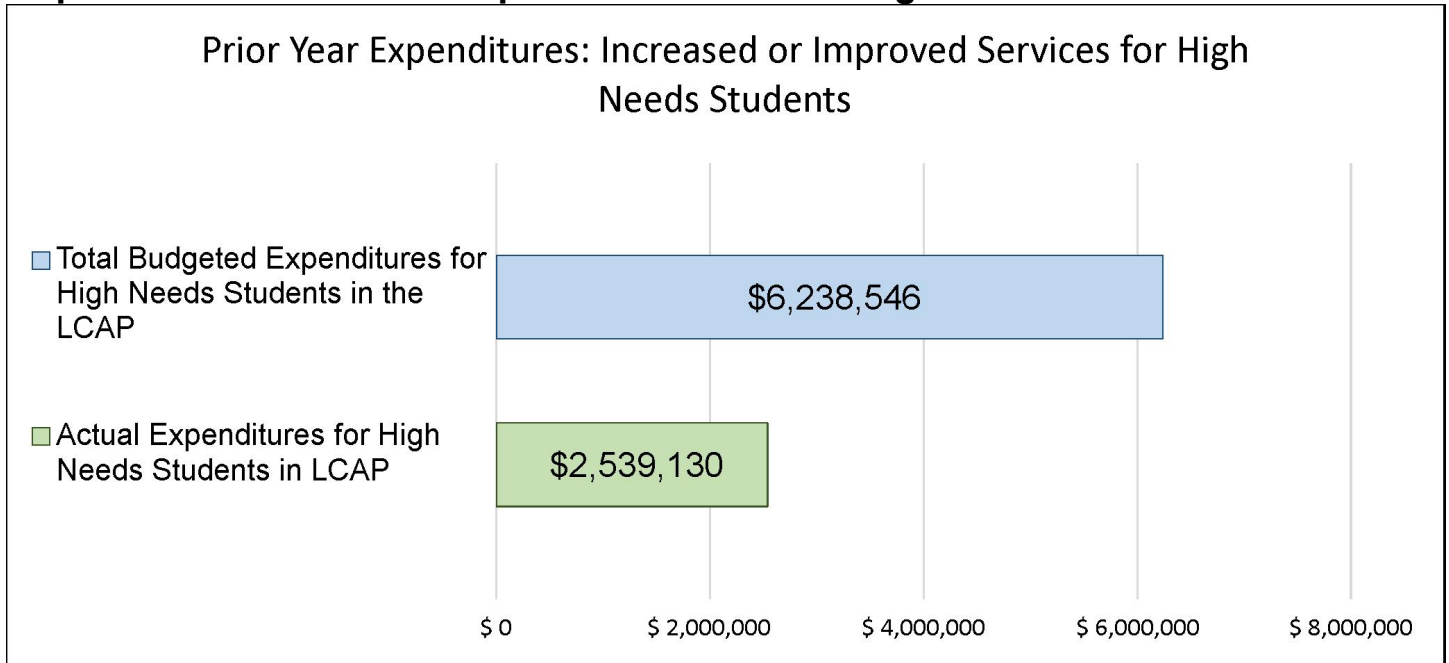
All other general, routine operational expenses (and transfers out to other funds) serving all District students, staff, faculty, and community.

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Taft Union High School District is projecting it will receive \$3775368.00 based on the enrollment of foster youth, English learner, and low-income students. Taft Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Taft Union High School District plans to spend \$4144750.00 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 Union High 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 Union High 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 Union High School District's LCAP budgeted \$6238546.00 for planned actions to increase or improve services for high needs students. Taft Union High School District actually spent \$2539129.96 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$3,699,416.04 had the following impact on Taft Union High School District's ability to increase or improve services for high needs students:

In 2022-23 and 2023-24, planned multi-million dollar capital investment projects delayed due to administrative backlogs at DSA. At this time, it is anticipated those projects will be completed in 2024-25.



## 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 Union High School District	Dr. Jason Hodgson Superintendent	<a href="mailto:jhodgson@taftunion.org">jhodgson@taftunion.org</a> (661) 763-2300, extension 337

# Goals and Actions

## Goal

Goal #	Description
1	The district will provide rigorous and relevant instruction that prepares students to be college, career, and future ready and all students will demonstrate academic growth.

## 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. Data Source: Human Resources Data	During the 2019-2020 school year, 96% of teachers are fully credentialed.	During the 2020-2021 school year, 96% of staff was fully credential and appropriately assigned.	During the 2021-2022 school year, 96% of staff was fully credential and appropriately assigned.	During the 2023-2024 school year, 96% of staff is currently fully credential and appropriately assigned.	Maintain or increase the percent of fully credentialed teachers to stay at or above 96%
Priority 1(b): Basic Services: Pupils access to standards-aligned materials using the Instructional Materials Williams Reporting? Data Source: School Accountability Report Card and Williams Visits	100% of pupils have access to standards-aligned materials and materials are appropriately aligned, per state adoption availability.	100% of pupils had access to standards-aligned materials and materials were appropriately aligned, per state adoption availability for 2020-21.	100% of pupils had access to standards-aligned materials and materials were appropriately aligned, per state adoption availability for 2021-22.	100% of pupils had access to standards-aligned materials and materials were appropriately aligned, per state adoption availability. 2023-24	100% pupils to continue to have access to standards-aligned materials and materials are appropriately aligned, per state adoption availability.
Priority 1(c): Basic Services: School	Maintain an overall rating of "GOOD" on all facilities as	Maintained an overall rating of "GOOD" on all facilities as	Maintained an overall rating of "GOOD" on all facilities as	Maintained an overall rating of "GOOD" on all facilities as	Maintain or exceed an overall rating of "GOOD" on all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
facilities maintained in good repair. Data Source: FIT Report	indicated on the FIT report	indicated on the FIT report for 2020-2021	indicated on the FIT report for 2021-2022.	indicated on the FIT report for 2023.	facilities as indicated on the FIT report. Work to improve aging facilities and make a more equitable learning environment.
Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards. Data Source: Faculty Survey-Teaching Efficacy	100% of teachers across curricular areas will substantially to fully implement CCSS and substantially implement ELD standards as reported on faculty survey.	The survey question was changed in 21-2022 school year with the implementation of a new survey platform that compares our data nationally: How thoroughly do you feel that you know all the content you need to teach?  Survey responses show 87% of teachers feel they know all the content they need to teach.  Common assessments are beginning to be implemented across campus	2022-23 Survey responses show 81% of teachers feel they know all the content they need to teach. This is a slight decrease from last year due to a deeper dive into standards and clarity.  Common assessments are beginning to be implemented across campus and we have been looking closely at standards to provide clarity to the teacher and the students.	2023-24 Survey responses show 88% of teachers feel they know all the content they need to teach. This is a slight increase from last year due to a deeper dive into standards and clarity.	100% of teachers across curricular areas have fully implemented CCSS and implemented ELD standard as reported on a faculty survey
Priority 2(b): Continue to implement State Standards:	100% of courses are implementing California State Standards. Continue	100% of the courses taught implemented California State Standards in 2021-22.	100% of the courses taught implemented California State Standards in 2022-23.	100% of the courses taught implementing California State Standards in 2023-24.	100% of courses are implementing California State Standards. Continue

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Programs/Services to enable English Learners access to CCSS and ELD standards Data Source: Faculty Survey</p>	<p>to maintain ELD services for EL levels 1, 2 &amp; 3 in English and sheltered academic instruction, as well as provide the support of bilingual instructional assistants in other academic areas as measured by classroom observations and staff surveys.</p>	<p>Continued to increase the knowledge of teachers and aides on how to effectively provide ELD services and supports for EL levels 1, 2 &amp; 3 in English and sheltered academic instruction.</p>	<p>Continued to increase the knowledge of teachers and aides on how to effectively provide ELD services and supports for EL levels 1, 2 &amp; 3 in English and sheltered academic instruction.</p>	<p>Professional development for Instructional Bilingual aides was provided to support students in the classroom. Professional development to increase the knowledge of teachers and aides on how to effectively provide ELD services and supports for EL levels 1, 2 &amp; 3 in English and sheltered academic instruction is currently in the planning stages.</p>	<p>to increase the knowledge of teachers and aides on how to effectively provide ELD services and supports for EL levels 1, 2 &amp; 3 in English and sheltered academic instruction  Expand designated and integrated supports to EL levels 1, 2, and 3 &amp; maintain bilingual instructional aides in other academic areas.</p>
<p>Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: Ed-Data</p>	<p>Students scoring met or exceeded standard 32.6% Subgroups: White 6.02% Hispanic or Latino 6.57% SED 27% EL 0% SWD 0%</p>	<p>During CAASPP testing for the 2020-21 school year. Students scoring met or exceeded standard 44.5%  Subgroups: White: 43.5% Hispanic or Latino: 43% SED: 42% EL: 0% SWD: 15%</p>	<p>During CAASPP testing for the 2021-22 school year. Students scoring met or exceeded standard 35.5%  Subgroups: White: 42.2% Hispanic or Latino: 30.4% SED: 34.5% EL: 0% SWD: 8.7%</p>	<p>CAASPP testing for the 2022-23 school year. Students scoring met or exceeded standard in English Language Arts was 30%  Subgroups: White: 36% Hispanic or Latino: 24% SED: 29% EL: 4%</p>	<p>40% or more of students scoring met or exceeded the standard Subgroups: White 12% Hispanic or Latino 13% SED 32% EL 10% SWD 7%  Based on a review of assessment data the</p>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				SWD: 3%	<p>desired outcomes for 2023-2024 where nearly met in year 1. As a result, this desired outcome has been revised to include a more rigorous target.</p> <p>Revised Desired Outcome:            50% or more of students scoring met or exceeded the standard            Subgroups:            White 50%            Hispanic or Latino 50%            SED 50%            EL 30%            SWD 30%</p>
Priority 4(a): CAASPP- Overall Achievement in Math Data Source: Ed-data	Students scoring met or exceeded standard 12% Subgroups: White 3.66% Hispanic or Latino 0.72% SED 11% EL 0% SWD 0%	Students scoring met or exceeded standard 7.8% in the 2020-21 school year. Subgroups: White: 10% Hispanic or Latino: 3.8 SED: 4.5% EL: 0%	Students scoring met or exceeded standard 7.9% in the 2021-22 school year. Subgroups: White: 9% Hispanic or Latino: 6.3% SED: 5.8% EL: 0%	Students scoring met or exceeded standard 6% in the 2022-23 school year. Subgroups: White: 7% Hispanic or Latino: 5% SED: 6% EL: 2.5% SWD: 3%	20% or more of students scoring met or exceeded Subgroups: White 8.66% Hispanic or Latino 8% SED 20% EL 8% SWD 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		SWD: 0%	SWD: 0%		<p>Based on a review of assessment data the desired outcomes for 2023-2024 were not met in year 1 we believe due to the pandemic and student learning loss. This desired outcome has been revised slightly to include a more rigorous target.</p> <p>Revised Outcome: 30% or more of students scoring met or exceeded</p> <p>Subgroups: White 8.66% Hispanic or Latino 8% SED 20% EL 8% SWD 7%</p>
<p>Priority 4(b): Percentage of pupils who have successfully completed A-G courses. Data Source: California Dashboard - Add'l Reports</p>	74% of all students are prepared in A-G completion.	24.6% of students met A-G criteria with a grade of C or better in the 2020-21 school year.	17.6% of students met A-G criteria with a grade of C or better in the 2021-22 school year. We have a 2 year math requirement and A-G is a 3 year math requirement.	21% of students met A-G criteria with a grade of C or better in the 2022-23 school year.	Maintain at least 80% of students graduating A-G prepared.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses	63.6% of all students completed CTE Pathway.	44.5% of students completed at least 1 CTE Pathway during 2020-21	38.7% of students completed at least 1 CTE Pathway during 2021-22	46.8% of students completed at least 1 CTE Pathway during 2022-23	Maintain at least 66% of students completing a CTE Pathway.
Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses	12.5% of students successfully completed both A-G and CTE courses	12.7% of students successfully completed both A-G criteria with a C or better and CTE pathway with a C- or better during 2020-21.	12.1% of students successfully completed both A-G criteria with a C or better and CTE pathway with a C- or better during 2021-22.	15% of students successfully completed both A-G criteria with a C or better and CTE pathway with a C- or better during 2022-23.	15% of students successfully completed both A-G and CTE courses
Priority 4(e): Pupil Achievement: ELPAC Progress. Data Source: California Dashboard	34.9% of students are making progress toward English language proficiency .	The data was not available on the California Dashboard for the 2020-21. Local data from our KiDS dashboard shows 26% of students making progress and 57% maintaining their current level.	According to the California Dashboard for 2022 30% of students are making progress toward English language proficiency .  Local data from our KiDS dashboard for ELPI Growth Summary shows 38% of students making progress (moving up a level) between the 2021-2022 school year and 43% maintaining their current level	According to the California Dashboard for 2023 28% of students are making progress toward English language proficiency.  Local data from our KiDS dashboard for ELPI Growth Summary shows 27% of students making progress (moving up a level) between the 2022-2023 school year and 56% maintaining their current level	40% or more of students are making progress toward English language proficiency.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(f): Pupil Achievement EL Reclassification Rate. Data Source: Ed-data	14% of students were redesignated FEP.	6% of students were redesignated as Fluent English Proficient better during 2020-21.	Students redesignated as Fluent English Proficient better during 2021-22 were not available on the state site. California's accountability rate is using a new calculation (July 1- June 30).  According to our KiDs local data the estimated reclassification rate for 2022-2023 will be 11.59%. The accountability rate for previous years will not align to old calculations.	Students redesignated as Fluent English Proficient better during 2022-23 were not available on the state site. California's accountability rate is using a new calculation (July 1- June 30).  According to our KiDs local data the estimated reclassification rate for 2023-2024 will be 11.59%.	Maintain or exceed 20% of students redesignated to FEP.
Priority 4(g): Pupil Achievement Percentage of Pupils passing AP exam with a 3 or higher: Data Source: KiDs	14% of students scored 3 or higher on the AP tests in 2019.	13% of our of total AP students with scores of 3 or higher better during 2020-21.	77% of our of total AP students with scores of 3 or higher better during 2021-22.	77% of our of total AP students with scores of 3 or higher better during 2021-22.	Maintain or exceed 30% of students passing AP tests with a score of 3 or higher.
Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and	Class of 2019: Prepared: 37.2% Approaching Prepared: 35.3%	This data is no longer a part of the California Dashboard. Cohort graduates meeting	Cohort graduates meeting UC/CSU requirements was 20.3% for 2021-22	Cohort graduates meeting UC/CSU requirements was 23.5% for 2022-23	Increase the number of students scoring prepared on the California School Dashboard by 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
demonstrate college preparedness.  Data Source: Ed Data		UC/CSU requirements was 29% for 2020-21.			
Priority 5(a): Pupil Engagement: School attendance rates Data Source: Ed-data-ADA/Census Enrollment	Attendance rate in 2019-20 school year was 94.6%	The attendance rate for 2020-21 was 91.2%	The attendance rate for 2021-22 was 85%	The attendance rate for 2022-23 was 92% and current attendance rate is 92%.	Maintain or exceed current 94.6% attendance rate
Priority 5(b): Pupil Engagement: Chronic Absenteeism rates Data Source: Ed-data	16.7% Chronic Absenteeism rate	53% Chronic Absenteeism rate during 2020-21.	45.5% Chronic Absenteeism rate during 2021-22.	26.4% Chronic Absenteeism rate during 2022-23. Current rate is 21% for the 2023-24 school year.	Decrease chronic absenteeism rate to 11%
Priority 5(c): Pupil Engagement: Middle School Dropout rate	N/A	N/A	N/A	NA	N/A
Priority 5(d): Pupil Engagement: High School Dropout rate	The dropout rate for the 2019-20 school year was 6%.	The cohort dropout rate for the 2020-21 school year was 3.1%	The cohort dropout rate for the 2021-22 school year was 6.9%	The cohort dropout rate for the 2022-23 school year was 5.3%	Decrease dropout rate to below 5%
Priority 5(e): Pupil Engagement: Graduation Rate	89.3% of our Cohort graduates.	88.5% of our Cohort graduated in the 2020-21 school year.	90.2% of our Cohort graduated in the 2021-22 school year.	92.4% of our Cohort graduated in the 2022-23 school year.	Increase to more than 93% of our Cohort graduates.
Priority 7 (a) Course Access: Extent to	Enrollment in UC A-G Coursework: 25%	Enrollment in UC A-G Coursework eliminated and cohort	Enrollment in UC A-G Coursework eliminated and cohort	Enrollment in UC A-G Coursework eliminated and cohort	Increase cohort graduates meeting

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>which pupils have access to and are enrolled in a broad course of study Data Source: Ed-data/CalPads 3.14</p>	<p>Cohort Graduates meeting UC/CSU Course Requirements: 28.7</p> <p>AP Courses Offered: 3 courses offered</p> <p>AP Enrollment Rate: 2.4% of students were enrolled in AP courses in the 2020-2021 School year.</p> <p>Dual Enrollment Courses: 2 courses offered</p> <p>Concurrent Courses: 23 courses offered</p> <p>11 CTE Pathways</p> <p>CTE Completers: 165</p> <p>100% of students with special needs were provided access to and were enrolled in specially designed instructional settings.</p>	<p>graduates meeting UC/CSU requirements will only be used from this year forward.</p> <p>In the 20-21 school year</p> <p>Cohort Graduates meeting UC/CSU Course Requirements: 29%</p> <p>AP Courses Offered: 2 courses offered</p> <p>1.4 AP Enrollment Rate: 2.1% of students were enrolled in AP courses in the 2020-2021 School year.</p> <p>Dual Enrollment Courses: 10 courses offered</p> <p>Concurrent Courses: 23 courses offered</p> <p>11 CTE Pathways</p> <p>CTE Completers: 169</p>	<p>graduates meeting UC/CSU requirements will only be used from this year forward.</p> <p>In the 21-22 school year</p> <p>Cohort Graduates meeting UC/CSU Course Requirements: 20.3%</p> <p>AP Courses Offered: 2 courses offered</p> <p>AP Enrollment Rate: 1.9% of students were enrolled in AP courses in the 2021-2022 School year.</p> <p>Dual Enrollment Courses: 12 courses offered</p> <p>Concurrent Courses: 23 courses offered</p> <p>11 CTE Pathways</p> <p>CTE Completers: 167</p> <p>100% of students with special needs were</p>	<p>graduates meeting UC/CSU requirements will only be used from this year forward.</p> <p>In the 22-23 school year</p> <p>Cohort Graduates meeting UC/CSU Course Requirements: 23.5%</p> <p>AP Courses Offered: 2 courses offered</p> <p>AP Enrollment Rate: 1.4% of students were enrolled in AP courses in the 2022-2023 School year.</p> <p>Dual Enrollment Courses: 14 courses offered</p> <p>Concurrent Courses: 23 courses offered</p> <p>11 CTE Pathways</p> <p>CTE Completers: 165</p> <p>100% of students with special needs were</p>	<p>UC/CSU A-G Course requirements to 30%</p> <p>Maintain or increase AP course offerings, concurrent or dual enrollment offerings by 3%.</p> <p>Maintain 11 CTE Pathways</p> <p>Increase the number of students completers by 10 students in CTE pathways each year.</p> <p>Maintain 100% of all students with special needs being provided access and enrolled in specially designed instructional settings.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		100% of students with special needs were provided access to and were enrolled in specially designed instructional settings.	provided access to and were enrolled in specially designed instructional settings.	provided access to and were enrolled in specially designed instructional settings.	
Priority 7 (b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:	<p>100% of district Freshmen have access to Success 101.</p> <p>100% of Sophomores and Juniors will receive instruction in Career Choices follow-up modules</p> <p>Maintain access for 100% of students with special needs in specially designed instructional settings.</p>	<p>100% of district Freshmen have access to Success 101 in the 2020-2021</p> <p>100% of Sophomores and Juniors will receive instruction in Career Choices follow-up modules</p> <p>Maintain access for 100% of students with special needs in specially designed instructional settings.</p>	<p>100% of district Freshmen have access to Success 101 in the 2021-22 school year.</p> <p>100% of Sophomores and Juniors will receive instruction in Career Choices follow-up modules</p> <p>Maintain access for 100% of students with special needs in specially designed instructional settings.</p>	<p>100% of district Freshmen have access to Success 101 in the 2022-23 school year.</p> <p>100% of Sophomores and Juniors will receive instruction in Career Choices follow-up modules</p> <p>Maintain access for 100% of students with special needs in specially designed instructional settings</p> <p>23-24 is in progress and currently 100% of the students maintain access to Success 101 and Career Choices follow-up.</p>	Maintain 100% enrollment, placement and instruction in courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 (c): Course Access: Exceptional Needs Access	Maintain access for 100% students with special needs in specially designed instructional settings.	Maintained access for 100% students with special needs in specially designed instructional settings during the 2020-21 school year	Maintained access for 100% students with special needs in specially designed instructional settings during the 2021-22 school year	Maintained access for 100% students with special needs in specially designed instructional settings during the 2022-23 school year and is currently in progress to be the same for the 23-24 school year.	Maintain access for 100% students with special needs in specially designed instructional settings.
Priority 8: Other Student Outcomes: Physical Fitness Test NGSS Science Test Data Source: Ed-Data	Percent of students scoring in the healthy fitness zone on the physical fitness exam for grade 9 for 2018-19: Ab Strength 95% Aerobic Capacity 58% Body Composition 56% Flexibility 95% Trunk Extensions 99% Upper Body Strength 83%  NGSS Science Test for 2019: Percent not met Standards: 21% Percent Nearly Met Standards: 66% Percent Met Standards: 11%	Most recent available results are from 2018-2019:  Ab Strength 95% Aerobic Capacity 58% Body Composition 56% Flexibility 95% Trunk Extensions 99% Upper Body Strength 83%  NGSS Science Test for 2020-21: Percent not met Standards: 10.5% Percent Nearly Met Standards: 71% Percent Met Standards: 16.5% Percent Exceeded Standards: 2%	The 2019-20 Physical Fitness Exams were placed on hold due to the COVID-19 pandemic and schools are no longer required to report these data.	No test results are available after 2018-19	Increase physical fitness results for Aerobic Capacity and Body Composition to 65%. Maintain all other physical fitness scores in the 65% or above.  Increase percent of students meeting and exceeding standards to 15%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Percent Exceeded Standards: 1.2%				

## 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.

Action 1.1: Partially effective-The district maintained appropriately assigned and credentialed staff above at 96%. Class sizes are small at an average of 23 students. Student outcome data shows the District is Red in both English Language Arts and Math. English Learner Progress is also in the red but making progress.

Action 1.2 Partially effective. Teacher professional development on standards and training on English Learner strategies were completed, however, current staff surveys reflect the need for additional support and training.

Action 1.3 Effective- The district was partially successful in the implementation of software and English content pacing guide revisions. Additional work is needed to build skill, time, and competency around data analysis of State and Benchmark assessments.

Action 1.4 Effective- Bilingual support and software to monitor ELs was fully implemented giving students supports for language acquisition.

Action 1.5 Effective;- School attendance was fully implemented and there is a decrease in chronic absenteeism.

Action 1.6 Effective- The software will continue to be used by teachers to support monitoring and student learning of the content standards.

Action 1.7 Implementation standards align instructional materials were successfully implemented.

Action 1.8 Homeless/Foster youth supports were successfully implemented and partial credit is offered when appropriate. AB 167/216 graduation qualifications are also utilized when requirements are met.

Action 1.9 Special Education support for training of case managers to double-check placement and monitor goals with teachers was successfully implemented. Two additional instructional aides were hired.

Action 1.10 Student supports were successfully implemented with the 24/7 hour tutoring and increased counselor time at Buena Vista.

Action 1.11 Partially effective. Some of the classroom cooling systems have been installed and the remainder are scheduled but not fully completed. Work on the remaining cooling systems will be continuing this year.

Action 1.12 Effective - The access to electronic platforms of Canvas and G-Suite will continue along with the use of the district cell tower to provide Internet to students in the Taft area who do not have access to Internet at home.

Action 1.13 Effective and the district increased the dual enrollment opportunities for students.

Action 1.14 Partially effective. The Special Projects Coordinator was hired and shortly after took another position in the district that was higher paying. The position was filled but there was a lapse of time where the position was empty.

Action 1.15 Effective - part of the MOT manager's salary was used for them to serve as a project manager for the many projects currently in process.

Action 1.17 Effective. The van was purchased and utilized to provide additional transportation opportunities for students attending tutoring.  
Action 1.18, 1.19, and 1.20 Partically effective -The plans are still with DSA and pending approval so the actions of the new culinary classroom, replacement of the PE gym floor, and woodshop classroom roof replacement have not been finalized.

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.

Capital expenditures were a challenge since they were large projects to be done in a short period of time. Working to get plans created and approved was difficult since many had to go through the DSA project. With the school being over 100 years old, challenges in building projects continually appear and need to be resolved. The following actions were not fully completed and are in various stages.  
Action 1.11 Cooling systems support was budgeted for 2,576,000 and to date only 645,750 has been spent.  
Action 1.18 \$450,000 for the relocation of the foods classroom was not spent but is still planned, pending DSA approval  
Action 1.19. \$400,000 Gym flooring not spent but still in the plans pending DSA approval  
Action 1.20. \$325,000 roof replacement not completed due to DSA approval still pending.

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

Action 1.1-Effective The district was able to maintain credentialed staff.  
Action 1.2 Partially Effective-additional need for training is required and planned.  
Action 1.3 Partially effective. The use of the platforms was effective but monitoring the data and disaggregating the data require more department time and training.  
Action 1.4 Partially effective. While implementing this action the district became aware of additional training needs to serve English Learners.  
Action 1.5 Effective in that attendance rates have increased and are close to pre-pandemic levels.  
Action 1.6 Effective Software is being used and is impacting student learning in the classes where it is used.  
Action 1.7 Effective but requires additional training according to department self-reflections.  
Action 1.8 Effective and implemented fully  
Action 1.9 Effective-100% participation in IEPs and case workers checking placements resulted in less errors of student placement at the beginning of the year.  
Action 1.10 Effective -tutoring has been helpful to the students attending and helped with their grades.  
Action 1.11 Effective for the classes where they have been installed. Students can focus on classwork.  
Action 1.12 Effective Software will continue to be used.  
Action 1.13 Effective -Increase the number of dual enrollment classes and the students taking the classes.  
Action 1.14 Ineffective since the position was vacant for part of the year.  
Action 1.15 Effective- Projects are all in process for a better instructional environment  
Action 1.16 N/A

Action 1.17 Effective transportation van allows for students to stay after school for tutoring and still be transported home. Actions 1.18-1.20 had requirements for approval that have delayed the start of the projects and expenditures were not made as planned.

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.

Additional training for 1.2 to assist in better understanding of content standards, 1.3 and 1.4 additional time for implementation and training for teachers in ELD instructional strategies and student engagement is needed to increase student learning metrics. Actions have been created in the new LCAP to reflect training, time and goals to increase student learning for Goal 1. 1.11 additional cooling systems will be replaced completing the project and will make the goal effective. 1.14 the position has been filled

**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	To develop personal awareness skills so that students and staff actively practice the skills and demonstrate growth by contributing to a positive and collaborative learning/work environment. The skills will be measured by local survey data relating to social-emotional learning. Students will further demonstrate growth by attending school regularly, being engaged in their classes, and applying the knowledge, skills and attitudes to develop and manage their thoughts and emotions. The intended outcome for the district is making connections with staff and other students which will increase attendance and reduce suspensions.

## 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. Data Source: Ed-data (Average Daily Attendance/Enrollment)	Attendance rate in 2019-20 school year was 94.6%	Attendance rate in 2020-21 school year was 91.2%	Attendance rate in 2021-22 school year was 85%	Attendance rate for 2022-23 was 92% and is currently trending at 93% for 2023-24.	Maintain or exceed 95%
Priority 5(b): Pupil Engagement: Chronic Absenteeism rates. Data Source: Ed-data	The chronic absenteeism rate for 2018-19 was 16.7%.	The chronic absenteeism rate for 2020-21 was 53.1%.	The chronic absenteeism rate for 2021-22 was 44.5%.	Chronic Absenteeism rate for 2022-23 was 25.5% and is currently trending at 21.3%	Reduce chronic absenteeism rate to 11% or less
Priority 5(c): Pupil Engagement: Middle School Dropout rate	N/A	N/A	N/A	N/A	N/A
Priority 6 (a): School Climate: Pupil suspension rate	The suspension rate in 2018-19 was 8.2% which dropped to	The suspension rate in 2020-21 was 0%	The suspension rate in 2021-22 was 3.4	The suspension rate in 2022-23 was	Decrease and maintain a suspension

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Ed-data/California School Dashboard	3.4% in 2019-20 but the school was closed in March. Students with Disabilities, Socioeconomically Disadvantaged, and White student groups scored in the red performance level on the California Dashboard.			4.75%. 2023-24 is currently 1.3%	rate to 5% or less for all student groups.
Priority 6 (b): School Climate: Pupil expulsion rate	Expulsion rate in 2019-20 was 0% but the school was closed in March.	Expulsion rate in 2020-21 was 0%	Expulsion rate in 2021-22 was 0.2%	Expulsion rate in 2022-23 was 0.32% 2023-24 is currently 0.08%.	Maintain expulsion rate under 1%
Priority 6 (c): Staff and students treat each other with respect.  Data source: District annual surveys	73% scoring 4 or higher on staff survey 58% scoring 4 or higher on student survey 72% scoring 4 or higher on parent survey	The District switched to a new survey platform in 2021-22 The question changed to How respectful are the relationships between staff and students. 79% responded favorably.  21-22: 53% of teachers/staff reported professional development	How respectful are the relationships between staff and students. 60% responded favorably.  22-23: 54% of teachers/staff reported professional development opportunities as "somewhat to extremely" valuable	How respectful are the relationships between staff and students. 60% responded favorably.  23-24: 52% of teachers/staff reported professional development opportunities as "somewhat to extremely" valuable	79% or higher of all groups stated they agreed or strongly agreed when asked if Staff and students treated other with respect.  Desired Outcome has been revised to align to new survey.  90% of staff will respond favorably to the District survey question: How

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>opportunities as "somewhat to extremely" valuable</p> <p>81% of teachers reported it being "somewhat to extremely" easy to think of another approach when their teaching strategy fails to work for a group of students</p> <p>55% of teachers reported being "somewhat to extremely" confident that they can engage students were are not typically motivated.</p>	<p>67% of teachers reported it being "somewhat to extremely" easy to think of another approach when their teaching strategy fails to work for a group of students</p> <p>56% of teachers reported being "somewhat to extremely" confident that they can engage students were are not typically motivated.</p>	<p>79% of teachers reported it being "somewhat to extremely" easy to think of another approach when their teaching strategy fails to work for a group of students</p> <p>54% of teachers reported being "somewhat to extremely" confident that they can engage students were are not typically motivated.</p>	<p>respectful are the relationships between staff and students.</p> <p>70% of teachers/staff reporting professional development opportunities as "somewhat to extremely" valuable to</p> <p>95% of teachers reported it being "somewhat to extremely" easy to think of another approach when their teaching strategy fails to work with a group of students.</p> <p>80% of teachers reported being "somewhat to extremely" confident that they can engage students were are not typically</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					motivated.
Priority 6(c) Social Emotional Learning Data Source: Staff and student survey	79.2% of staff believed social-emotional learning was implemented to provide supports to students and rated the topic with a 4 or 5 on the District survey. 70% of parents 70% of students	The survey was changed in 2021-22 and the new question reads: How concerned are you about your own emotional well-being this school year?  Staff 58% responded that they were concerned or quite concerned.  42% of students responded favorably that they were confident that they knew where to go to get the help needed.  Add a social worker at each site with the community schools partnership grant to assist students in crisis in addition to the 2 intervention specialists.	2022-23 Survey questions  83% responded that when faced with challenges at work, they felt supported by school leaders. 59% responded favorably to staff-leadership relationships  20% of students responded favorably that they mattered to others at this school. and 23% felt connected to the adults at the school.  Continue with a social worker at each site with the community schools partnership grant to assist students in crisis in addition to the 2 intervention specialists and school counselors .	2023-24 Survey questions  67% responded that when faced with challenges at work, they felt supported by school leaders. 63% responded favorably to staff-leadership relationships  66% of students responded favorably that they mattered to others at this school. and 70% felt connected to the adults at the school.  Continue with a social worker at each site with the community schools partnership grant to assist students in crisis in addition to the 2 intervention specialists and school counselors .	Maintain social-emotional learning in the curriculum with 75% or more of staff, students, and parents rating it as agree or strongly agree on the District survey.  An additional desired outcome has been added to align the new survey.  80% of students reported being "somewhat to extremely" confident that they know where to go to get the help they need it.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Climate: Other local measures (surveys): Focus Questions: Student accountability Data Source: District annual survey	Survey discontinued. Replaced with Panorama survey	Survey discontinued in 2020-21. In 2021-22 it was replaced with a series of questions on school climate where 53% of the staff responded favorably. 46% of families responded favorably to the school climate questions and 45% of the students.	2022-23 Survey questions  47% of the staff responded favorably. 51% of families responded favorably to the school climate questions and 47% of the students. Students and families that responded favorably increased.	2023-24 Survey questions  52% of the staff responded favorably. 54% of families responded favorably to the school climate questions and 46% of the students. Students and families that responded favorably increased.	Continue to increase student accountability through academic supports, clear behavioral expectations, and attendance interventions with all groups scoring 75% or better in agree or strongly agree on the District survey.  Desired outcome has been revised to align to new climate survey.  Continue to increase school climate to have 60% of students, staff and families favorably respond to the climate in the District.

## 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.

Action 2.1. Professional Development in Social Emotional activities was successful this year. The district work to implement training to encourage student-teacher and student-student relationships through classroom engagement strategies and activities.  
Action 2.2 was partially successful. Alternative placements for students and PAC classrooms provided a learning environment for students who were not succeeding in the traditional classrooms. Suspensions and expulsions remain low for the district.



Action 2.3 Intervention specialists have been successful in the district. Participating in scanning students on and off campus and building relationships with students has helped decrease absenteeism as have the home visits.

Action 2.4 Student leadership has been successful as measured by the student's survey results. Students increasingly feel like they belong at the school/

Action 2.5 Attendance supports have been successful in the district as seen by our increase in attendance rates.

Action 2.6 was successful as a district. Supports for students are in place and continue to build each year. New Vision Recovery worked with both campuses to serve students struggling with substance abuse. The electronic systems maintain safety was also impactful. Students used the Say Something Anonymous system consistently throughout the year to identify and intervene on behalf of peers. This helped keep the students and the campus safe.

Action 2.7. was implemented as planned. Supports for implementation of the apps were successful and communication was enhanced.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

Chronic absenteeism rates have declined showing progress due to action 2.3 and action 2.5. Action 2.2, 2.4, and 2.9 were deemed to be effective as students were placed appropriately and into the Alternative to Suspension Program and Personalized Academic Center. This kept students engaged and kept suspension rates low. Student feedback on the district survey showed favorably a sense of belonging which was attributed to the Human Element Course, ASB, and Wildcat to Watch activities. Action 2.7 was effective, school climate has increased and the use of the apps has been successful. Action 2.1 was effective, school climate survey increased for students showing they were connected with students at school. Action 2.6 was also effective, monitoring of the number of students helped by New Vision Recovery shows this system is effective in helping many students.

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 need to continue with our two social workers funded through the Community Schools grant to meet the needs of students in crisis and support action 2.6. In addition we will continue to focus on school culture with systems noted in 2.6 including focusing on substance abuse needs and positive feedback and praise for 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
3	To increase parent and community communications and involvement in school activities in order to further solidify the partnership with the district and schools in supporting student success.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making.</p> <p>Data Source: District Survey</p>	<p>School Site Council participation of at least 10 parents</p> <p>68% of parents agreed or strongly agreed by rating a 4 or higher on the District survey question "The District reaches out to me frequently asking for my input on school-related topics."</p>	<p>During the 20-21 school year we maintained monthly School Site Council meetings with 10+ participants attending. Spring convening of DLT with 16 people attending. Annual Back to School Night with approx. 50% attendance of parents</p>	<p>During the 21-22 school year we maintained monthly School Site Council meetings with 10+ participants attending. Spring convening of DLT with 16 people attending. Annual Back to School Night with approx. 65% attendance of parents</p>	<p>During the 22-23 school year we continued to maintain 10+ participants at school site council. The DLT met four times with at least 85% participation of the 18 people. Back to school night was well attended my parents with about 65% attendance. The 23-24 school year had about the same number of parents in attendance.</p>	<p>Maintain the School Site Council attendance rate of at least 10 parents.</p>
<p>Priority 3(b): Parental Involvement: Participation of Parents of Unduplicated Pupils</p> <p>Data Source: Attendance Records</p>	<p>166 Parents attended DELAC meetings for the 19-20 school year.</p>	<p>20-21: Re-established quarterly DELAC meetings with 30+ parents</p>	<p>21-22 6 Regular DELAC meetings held with 30+ parents attending</p>	<p>During the 22-23 school year we have had 2 meetings so far and each have had over 30 parents in attendance.</p>	<p>Increase the number of parents attending DELAC meetings to 170 parents.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(c): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs by increasing the number of parents of pupils with exceptional needs participating in the IEP process. Data Source: Attendance Records	Parent participation in the IEP process for the 2019-20 school year was 100%	Parent participation in the IEP process for the 2020-21 school year was 100%	Parent participation in the IEP process for the 2021-22 school year was 100%	Parent participation in the IEP process for the 2022-23 school year continued to be 100%	Maintain 100% parent participation in the IEP development process.
College Bound Parent Meeting  Data Source: Attendance Records	Engage all parents of students preferenced in AP/A-G level courses. This meeting includes an explanation of the College Bound Contract and information delivered by teachers of the courses for the upcoming school year. The College Bound Meeting had 245 parents in attendance with their students for the 2019-20 school year.	The meeting was not held in 2020-21 due to COVID but is planned to resume next year.	The meeting was not held in 2021-22 but written information was sent home and A-G was explained by counselors at registration, during scheduling, and bi-annual one-on-one meetings with students and school counselors.	There was not a parent meeting held this year but the TUHS principal visited each English classroom talking with students on A-G requirements. In addition, the counselors go over the requirements during scheduling one-on-one meetings with students. The TUHS principal also visited the incoming 8th graders to explain the requirements and high school	Continue with annual parent meetings of at least 250 parents attending. This number may vary slightly with enrollment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				expectations as they transition to Taft Union High.	
Social Media Use: Website, Facebook, Instagram Data Source: Social Media and Website Reports	The District Website has 26,249 views this past year. 2019-20 Facebook posts reach 7,266 people with 1,720 total page likes between April and May. The District Instagram was just started this year and gained 828 followers with 100 posts for the first year.	District Website has 50,071 page views during 2020-21.  2021-22 Facebook posts reached 24,471 people and our Instagram had 18,167 profile visits.	District Website had 70,306 page views during 2021-22.  2022-23 Facebook posts reached 26,179 people and our Instagram had 17,297 profile visits	District Website had 60,871 page views during 2022-23.  2023-24 Facebook posts reached 21,200 people with 2.3 K followers and our Instagram had 5,200 profile visits with 1.44 K followers.	Maintain website views of over 25,000. Increase the Facebook and Instagram followers to 1000.
Parent University	Partner with Fresno State's Parent University program to teach digital literacy, English language comprehension, parenting skills, social and emotional wellness and financial literacy.	During the 2021-22 school year we partnered with Fresno State to offer Digital literacy and Social and Emotional Wellness classes in bother English and Spanish. These courses were not well attended by parents. The feedback from the parents was that they preferred face-to-face classes. We had 18 parents enrolled but only 2 completed the	During the 2022-23 school year we partnered with Fresno State to offer Digital literacy and Social and Emotional Wellness classes in bother English and Spanish. These courses were not well attended by parents. The feedback from the parents was that they preferred face-to-face classes. We had 18 parents enrolled but only 9 completed the	During the 2023-24 school year we continued to partner with Fresno State to offer many online courses to parents. These course continue to be utilized by parents and we have had 19 parents receive certificates for completing so far this year.	20 parents will complete the 4 week cohort.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		courses they enrolled in.	courses they enrolled in.		

## 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.

Action 3.1 was successful. The district works diligently to increase parent participation and are happy to have many of our parents join us during parent meetings and school functions.

Action 3.2. was successful, we had 100% of our parents participate in IEPs and provide input on strengths and growth opportunities for their students.

Action 3.3 was partially successful. The district did not hold a college bound meeting to engage parents, but many smaller meetings were done where the A-G requirements were discussed and training/support for FASFA was provided during Cash-for-College nights.

Action 3.4 was successful. Continued coordinations with the West Kern Adult Educational Network assists with helping our parents and students who can't be served at the high schools in our district complete their education.

Action 3.5 was successful as shown by parent use and feedback on survey regarding the various communication systems used within the district.

Action 3.6 was successful. Various parent meetings, and programs included the opportunity to teach and train parents on requirements, plans and systems used within the district.

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

There is a material difference resulting from Action 3.3  
A-G grant is still in the planning and roll out phases and the money was not spent during this plan. \$169,849.10  
A-G Learning Loss Mitigation money will continue to be used to fund future summer school opportunities. The money is planned to be expended within the next two years. \$95,612

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

Action 3.1 Effective We have an increased number of parents attending the school site council and DELAC meetings.

Action 3.2 Effective Parent attendance at IEPs was 100%

Action 3.3 Ineffective-College bound meeting was not held but alternate activities were done to assist parents. There is still a request by parents for more training and information.

Action 3.4 Effective Continued coordination with the West Kern Adult Educational Network assists with helping our parents and students who can't be served at the high schools in our district complete their education.

Action 3.5 Effective The Cal-Soap advisor worked closely with families through nights like Cash for College to help parents understand FASFA and how to fund college during the first two years.

Action 3.6 Effective The online communication of Parent Square, Facebook, Instagram, and the Website was well received by parents and the surveys indicate that we are making progress toward our goal of increasing parent/community communication and strengthening existing partnerships,

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

The district did not hold planned college bound parent meeting (Action 3.3) to engage all parents of students participation in AP/A-G level courses this will be continued into the next LCAP as part of the educational partner feedback received.. Counselors met with parents and students during registration to explain A-G requires. Cash for College nights were held with translators to assist parents in understanding of the FASFA and A-G requirements. An increase in dual and concurrent classes with the 2-year colleges in our area created a decline in the number of students wishing to take AP classes. Alignment with the 2-year colleges to assist students in obtaining a 2-year degree while in high school are beginning to happen and will continue. Parent involvement and support to understand these changes will be needed.

**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](mailto: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 Union High School	Jason Hodgson, Superintendent	jhodgson@taftunion.org 661.763.2300

## Plan Summary 2024 - 2025

### General Information

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

The Taft Union High School District is characterized by a diverse and inclusive approach in service of four communities: Elk Hills, McKittrick, Midway, and Taft City. As an educational institution founded in 1912, the district is responsible for maintaining and administering the operations of Taft Union High School (TUHS) and Buena Vista Continuation/Alternative High School (BVHS). Providing education to students from the 9th to the 12th grade is its primary function. A geographic area of 362 square miles falls under the purview of the district. This region represents a community largely reliant on the industries of petroleum, natural gas production, and agriculture. A diverse range of services are provided by the district to facilitate the educational and social development of its students. In the academic year 2022-23, the services of the district were utilized by 1,268 students, indicating a marked increase from preceding years. Among this total, 61% of the students qualified for free or reduced meals, 11% utilized Special Education services, 17% were identified as English learners, and 7% fell under the Migrant classification. Less than 1% of these students were either foster children or homeless. The student body demonstrated diversity with 59% Hispanic/Latino, 37% White, and 4% representing other ethnicities. With regards to staffing, the district employs a team of 64 teachers, 4 counselors, 7 Certificated Management personnel (which include a school nurse, a school psychologist, and a speech-language pathologist). In addition to these, 78 individuals form the classified staff, 6 assume Classified Management roles, and 6 Confidential employees. The Career Technical Education Center (CTEC) forms an integral component of the district's structure, offering courses in eleven distinct career pathways. This includes courses endorsed by the Perkins Grant 2023-24, CTEIG Grant 2023-24, K-12 Strong Workforce Project Grant 2023-24. The Taft Union High School District adheres to three overarching goals: the provision of rigorous and relevant instruction to facilitate student's academic growth; the nurturing of personal awareness skills among both students and staff for enriching the learning and work environments; and enhancing parent and community involvement to bolster the preparation of students for their forthcoming professional and educational journeys. Both BVHS and TUHS have been commended by the Kern County Superintendent of Schools for their efforts in student welfare, with an acknowledgment for BVHS's low suspension rate in the 21-22 academic year and TUHS's efforts to reduce chronic absenteeism rates in the 2023-24 academic year. The Local Control and Accountability Plan (LCAP) is utilized by the Taft Union High School District to develop a robust support framework. The district's operations pivot on active family and community involvement, as evidenced by community participation in internships, advisory committees, and district events. The intense focus on community engagement reflects the school district's commitment to create a nurturing, engaging, and stimulating academic environment for all its students. Buena Vista School will be receiving multiplier funds.

## Reflections: Annual Performance

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

In the preceding year, it was noted that Taft Union High District demonstrated a low performance among all district schools on the California Dashboard. Both the District and Taft Union High School primary student groups identified as underperforming were English Learners, socioeconomically disadvantaged students, along with Hispanic and White students. The requirement for targeted actions to uplift the academic standing of these specific demographics was accentuated by the recorded performance metrics throughout the year. On the California Dashboard many White, Hispanic and Low Income were reported as 'Red', for both English Language Arts and Mathematics, the lowest performance level. Additionally, Socioeconomically Disadvantaged students were assigned 'Red' scores in both English Language Arts and Math, indicating academic performance struggles. Both Hispanic and White students were also reported to have received 'Red' scores in English Language Arts and Math, implying academic challenges at Taft Union High School. Buena Vista was identified as a red indicator on the California Dashboard in the areas of College Career Index for socioeconomically disadvantaged students.

In the year 2023, as observed on the California Dashboard, select areas of the school district experienced notable enhancements. The suspension rate amongst students with disabilities was registered to have substantially declined compared to the prior academic year, resulting in a yellow performance level. The graduation rates for both socioeconomically disadvantaged students and white students witnessed considerable escalation, while the graduation rate for Hispanic students maintained stability. It was also reported that the overall graduation percentage in the TUHSD was high, approximately 92%, for all student groups excluding English Learners. English Learners exhibited an improved performance in English Language Arts, advancing them to the yellow performance level. From the annual challenges faced by the school district, the escalation in the suspension rate of English Learners and socioeconomically disadvantaged groups was notably highlighted. The increase currently stands at orange on the California Dashboard for 2023. Consistent low status in English Language Arts and Math was persistent throughout the district, affecting all subgroups.

While areas for continued growth remain, including English Learners' and socioeconomically disadvantaged students' suspension rates, TUHSD is committed to ongoing improvement. The district's proactive identification of challenges and dedication to targeted interventions demonstrate a commitment to ensuring that all students have the opportunity to succeed. TUHSD is poised to build on the progress made in 2023 and continue fostering a positive trajectory of academic achievement and well-being for all students.

On the California Dashboard for Taft Union High District : College Career at the district level is red for English Learners, Homeless and students with disabilities. English Language Arts and Mathematics which are addressed in Goal 1 action 11, action 12 and action 15.

Taft Union High School have Red indicators are English Learner Progress which is addressed in Goal 1 action 10 and also Goal 4 action 1, English Language Arts Hispanic and Students with Disabilities. Mathematics red indicators for English Learners, Hispanic, Socioeconomically Disadvantaged and Whites, which are addressed in Goal 1 action 11, action 12 and action 15. College and Career Indicators for English Learners and Students with Disabilities.

Buena Vista High School shows very low (Red) on the College/Career Indicators for socioeconomically disadvantaged, all students and Hispanic which is addressed in Goal 1 Metric 18.

Goal 1 Action 8,9, 10 and 14 specifically address Differentiated Assistance work as well as Goal 5 Action 1.

## Reflections: Technical Assistance

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

In light of academic performance concerns within the district, technical assistance has been previously sought. Such a requirement arises from the English Learners subgroup's scores for the California Assessment of Student Performance and Progress (CAASPP), the English Learner Progress Indicator (ELPI) scores, and the College Career Index (CCI) scores. The initiation of this technical assistance is through the Kern County Superintendent of Schools. There has been the commencement of supportive meetings between the schools in the district and the Kern County Superintendent. New systems and data analysis procedures have been set in place to monitor

progress on the ELPI and CCI scores. Emphasis continues to be on the precision of instructional standards and the promotion of student involvement. Regular assessments and data analyses are conducted within each department and at all school sites. Educator training, vital for English Learners' support, is set to commence in the 2024-25 school year. Provision has also been made for the ongoing additional training of assessment teams, teacher clarity, student engagement, and English Learner Standards.

## 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.

Taft Union High

### ***Support for Identified Schools***

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

The school district identifies schools in need of support through a partnership with the Kern County Superintendent of School Continuous Improvement Process. This partnership incorporates a comprehensive root cause analysis, which commenced in the 2022-23 school year prior to the district's temporary exit from Comprehensive Support and Improvement (CSI) and then returned during the 2023-24 school year. The district team has been established and has completed the root cause analysis as well as a planning map. Additionally, ongoing evaluations and approvals of A-G courses are in process. Planned training sessions have been organized to further support the schools in addressing identified needs of teaching English Learners. These strategies are integral in systematically identifying and addressing schools that require additional support. The District did the California Collaborative for Educational Excellence Levers for System CCEE LEVERS) Change in February of 2024 and as a result implemented the evidence-based Trust-based Observation observe and continue to build effective instructional strategies in the classroom.

### ***Monitoring and Evaluating Effectiveness***

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

The school district identifies schools in need of support through comprehensive monitoring strategies. These strategies include evaluating academic performance based on local and state assessments, with particular emphasis on 9th-graders and class pass rates. Chronic absenteeism rates are closely monitored, and efforts are made to decrease these rates. Additionally, teachers are trained to support English Learners in the classroom, which is verified through professional development and classroom Trust-based Observations. Courses listed or approved as A-G are also verified to ensure alignment with state education requirements. These strategies collectively provide a comprehensive view of each school's performance, enabling the district to identify and support schools that may be struggling and require additional resources or interventions.

## 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. 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
Students	<ul style="list-style-type: none"> <li>• Annually conduct surveys to collect feedback from students in Fall and Spring, with the final survey completed in March 2024. [March]</li> <li>• Scheduled principal meetings named "Pizza with the Principal" to obtain additional student feedback throughout the year. Feedback was gathered during these events on 2/24 and 4/26. [February/April]</li> <li>• Received student feedback from OilTech Academy as part of the American Association of Drilling Engineers Student Section Steering Committee on multiple dates, including 8/22/23, 11/9/23, 2/12/24, 2/15/24, 3/8/24, and 4/09/24. [August/November/February/March/April]</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Surveys administered to teachers three times a year to gather feedback on various aspects of educational engagement and district goals [August, October, March].</li> <li>• Monthly school leadership team meetings were conducted to facilitate continuous communication and gather additional input from teachers regarding ongoing educational initiatives [8/15/23, 10/16/23, 3/18/24].</li> <li>• Quarterly district learning team meetings were scheduled to provide a structured environment for teachers to discuss and offer feedback on district-wide educational strategies [8/15/23, 10/16/23, 3/18/24].</li> <li>• Additional feedback sessions were organized during the monthly school leadership team meetings to address immediate concerns and incorporate teacher insights into decision-making [August, October, March].</li> <li>• Data from these various feedback mechanisms were reviewed periodically to ensure comprehensive teacher engagement and representation in the district's educational planning [August, October, March].</li> </ul>
Administrators including Principals	<ul style="list-style-type: none"> <li>• Produced surveys to gather feedback from administrators and staff three times a year in August, October, and March [8/15/23, 10/16/23, 3/18/24].</li> <li>• Conducted meetings with administrators to review survey findings and discuss areas of improvement [August, October, March].</li> <li>• Scheduled events to facilitate open dialogue between administrators and the school district to ensure goals alignment [August, October, March].</li> <li>• Compiled and analyzed data obtained from the surveys and meetings to inform decision-making and strategic planning [August, October, March].</li> <li>• Provided regular updates to administrators on survey results and subsequent actions taken to address identified needs [August, October, March].</li> <li>• Equity Multiplier money was discussed at executive meetings.</li> </ul>
Staff	<ul style="list-style-type: none"> <li>• Conducted surveys with staff three times a year to gather input on various issues including student needs, potential actions, and updates to district plans [August/October/March].</li> <li>• Scheduled meetings with staff to present survey results and discuss feedback for the improvement of educational strategies and policies [August/October/March].</li> <li>• Produced comprehensive surveys to ensure broad participation and representation across different staff groups, facilitating more inclusive feedback [August/October/March].</li> <li>• Analyzed survey data for trends and actionable insights, followed by targeted outreach to address any underrepresented voices among staff [August/October/March].</li> <li>• Reviewed and incorporated staff feedback into district planning processes, ensuring that staff perspectives are considered in decision-making [August/October/March].</li> <li>• Face-to-face school meetings were used to discuss the equity multiplier money.</li> </ul>

Educational Partner(s)	Process for Engagement
Parents	<ul style="list-style-type: none"> <li>• Conducted annual surveys with parents to gather feedback on school performance and areas of improvement [Spring].</li> <li>• Organized school site council meetings where parents were invited to provide their input on educational policies and initiatives monthly</li> <li>• Scheduled quarterly DELAC meetings that included opportunities for parents to discuss and share their perspectives on district-wide educational strategies</li> <li>• Analyzed feedback from surveys and meetings to ensure comprehensive parental input was incorporated into LCAP decision-making processes [ February].</li> <li>• Engaged parents through multiple channels to collect diverse viewpoints and address any concerns raised by the community throughout the year.</li> </ul>
LEA Bargaining Units	<ul style="list-style-type: none"> <li>• Conducted surveys with bargaining units as part of our staff surveys to collect input from staff and teachers. [August, October and March]</li> <li>• Included bargaining unit feedback through a survey administered to ensure teacher and staff perspectives are considered. [October 16, 2023]</li> <li>• Produced a follow-up survey to gather additional insights from the bargaining units for planning purposes. [March 18, 2024]</li> </ul>
Community Service Groups	<ul style="list-style-type: none"> <li>• Conducted surveys with community service groups to gather input and feedback pertinent to the school district's goals and initiatives. [Spring]</li> <li>• Produced and distributed surveys to the Kiwanis community service group and analyzed their responses for inclusion in district planning initiatives. [April 4, 2024]</li> <li>• Scheduled and conducted feedback sessions with the Rotary community service group to examine their input on district objectives. [May 1, 2024]</li> <li>• Reviewed and consolidated data received from community service groups to assess their perspectives and needs, enabling informed decision-making in the district. [Spring]</li> <li>• Engaged in follow-up discussions with community service organizations to clarify and delve deeper into survey responses, ensuring comprehensive community representation in the district's annual plans. [Spring]</li> </ul>
Businesses	<ul style="list-style-type: none"> <li>• Conducted Advisory Committee Meetings and carried out a California Local Needs Assessment to gather feedback from business partners, particularly focusing on their input and contributions to the district's goals [April].</li> <li>• Scheduled specific meetings with the American Association of Drilling Engineers to engage with industry professionals and understand the employment needs and educational requirements for future workers [November, January, April].</li> <li>• Reviewed data gathered from these business interactions to assess the alignment of educational programs with local job market demands and skills gaps [January].</li> <li>• Requested feedback targeted at business partners to request detailed feedback on industry trends, necessary competencies, and how the school curriculum could be adapted to meet these requirements during advisory meetings.</li> <li>• Coordinated follow-up sessions with business leaders to discuss survey results and refine educational strategies based on industry insights and recommendations [February].</li> </ul>
Buena Vista School Site Committee	<ul style="list-style-type: none"> <li>• Met with teachers, parents and student representatives on needs of the campus on several occasions between March and May related to student performance, the greatest areas of need and ways the needs could be addressed using the equity multiplier money.</li> </ul>

Educational Partner(s)	Process for Engagement
Special Education Local Plan Area	<ul style="list-style-type: none"> <li>• Met with local SELPA in February to discuss LCAP goals and serving special education needs</li> </ul>

*Insert or delete rows, as necessary.*

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

**Based on the recommendation for continued improvement of information to parents on understanding the English Learner program and how to support their students, Taft Union High School District has developed the following actions:**

- Provide bilingual support to English learners and their parents.
- Conduct professional development on standards-aligned material and strategies for engaging English learners.
- Use Ellevation software to monitor academic progress.
- Allocate partial counselor time to support English learner students' needs and track graduation status.

**Based on the recommendation from parents asking for additional information on graduation requirements and dual enrollment and steps for funding and attending college, Taft Union High School District has developed the following actions:**

- Provide information sessions for parents of students enrolled in Advanced Placement (AP) and A-G level courses.
- Explain the College Bound Contract and the details of courses for the upcoming school year.
- Assist senior students with FAFSA applications through collaboration with CAL-Soap personnel.
- Utilize A-G grant projects and personnel to elevate participation in A-G courses.

**Based on the recommendation from parents wanting additional opportunities for students to attend dual enrollment and concurrent classes, Taft Union High School District has developed the feedback with the following actions:**

- Increase opportunities for a broad course of study by partnering with local community colleges.
- Provide necessary materials and rentals to support students in dual enrollment programs.

**Based on the recommendation for a continued focus on Career Technical Education Pathways and information to understand all the pathway requirements, Taft Union High School District has developed feedback with the following actions:**

- Enhance communication about Career Technical Education Pathways and their requirements.
- Provide detailed information sessions and materials about the various career pathways offered.
- Utilize the Career Technical Education Center (CTEC) to offer courses and opportunities aligned with industry standards.

**Based on the recommendation from students wanting classrooms with caring teachers who engage them in learning, Taft Union High School District has developed feedback with the following actions:**

- Conduct classroom observations and facilitate discussions on instructional strategies to improve teacher-student engagement using the Trust-based Observation system.
- Implement trust-based observations and reflective coaching conversations around pedagogy.
- Provide ongoing professional development for teachers focused on creating engaging and supportive classroom environments.
- Equity multiplier money will be used for collaborative classrooms and intervention tutoring

**Based on the recommendation from the Buena Vista site committee regarding the use of the Equity Multiplier funds the District has developed the following actions:**

- **Adding a staff member for classroom educational support**

- Update and provide tutoring software for the students
- Addition of collaborative furniture to make tutoring more collaborative.

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
1	The District aims to provide rigorous and relevant instruction to prepare students for college, careers, and the future while ensuring academic growth.	Broad

State Priorities addressed by this goal.

1. Basic (Conditions of Learning)
2. State Standards (Conditions of Learning)
4. Pupil Achievement (Pupil Outcomes)
7. Course Access (Conditions of Learning)
8. Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was crafted to cater to various facets of educational quality and equity, primarily focusing on ensuring that all teachers continue to be properly assigned and possess the requisite credentials. This was achieved by implementing qualification checks and providing comprehensive professional development opportunities aimed at aligning their skills with the state's educational standards. Moreover, the goal encompassed the provision of standards-aligned instructional materials, which plays a pivotal role in facilitating high-quality instruction. This was complemented by a commitment to maintain school facilities in good repair, thereby creating a learning environment that is both conducive and safe for students.

In addressing the Implementation of State Standards, the goal took a proactive approach by enforcing the rigorous implementation of California's content and performance standards. This initiative was especially targeted at ensuring equitable high-quality education for English learners, incorporating structured assessments designed to monitor and stimulate growth. Through these measures, the goal aimed to provide a consistent and effective curriculum across all educational levels.

When focusing on Pupil Achievement, the goal emphasized the importance of monitoring standardized test scores and college readiness metrics. This was done through the development and implementation of comprehensive assessment tools and feedback mechanisms. Such tools are designed to provide educators and policymakers with valuable insights into student performance, thereby enabling targeted interventions to ensure all students are adequately prepared for post-secondary success.

Furthermore, the goal increased Course Access by offering a broad and comprehensive curriculum. This initiative ensures that students have access to a diverse range of subjects and courses, thereby equipping them with the necessary skills and knowledge for their future careers. This broad curriculum also serves to stimulate student interest and engagement, encouraging lifelong learning and adaptability.

Lastly, in addressing Other Pupil Outcomes, the goal took a holistic view of student success beyond academic achievement. By monitoring pupil outcomes across a variety of subjects and extracurricular activities, the goal ensures that students not only acquire the necessary academic knowledge but also develop critical life skills. This



comprehensive approach prepares students for success in their personal and professional lives, beyond the confines of high school.

Through these integrated approaches, the goal establishes a robust educational framework that is closely aligned with state priorities, thus ensuring the delivery of a high-quality and equitable educational experience for all students.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas	During the 2022-23 school year, 94% of our teachers were appropriately assigned and fully credentialed for their assignment per CalSAAS			Maintain teachers appropriately assigned and fully credentialed for the assignment above 90%	
2	Priority 1(b): Basic Services: Pupils access to standards-aligned materials using the Instructional Materials Williams Reporting. Data Source: Textbook inventory	During the 2022-23 100% of pupils have access to standards-aligned materials that are appropriately aligned, or state adoption availability. Textbooks are reviewed and replaced on a 6-8 year cycle depending on the availability of the curriculum.			Maintain 100% of pupils have access to standards-aligned materials that are appropriately aligned, or state adoption availability.	
3	Priority 1(c): Basic Services: School facilities maintained in good repair. Data Source: FIT Report	During the 2022-23 Maintain an overall rating of "Good" on all facilities as indicated on the FIT report			Maintain or exceed an overall rating of "Good" on all facilities as indicated on the FIT report	
4	Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards. Data Source: Faculty Survey-Teaching Efficacy and the CDE Self-Reflection Survey from the CDE	During the 2023-24 Implementation of Common Core State Standards (CCSS) for all students as measured by teacher feedback on surveys and the Self-Reflection Tool. 88% of teachers feel they 'thoroughly know' all the content needed to be taught.			95% Full implementation or Full Implementation and Sustainability in all subject areas for instructional materials. Increase content standard knowledge of teachers to 95%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
5	Priority 2(b): Continue to implement State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards Data Source: CDE Self-Reflection Survey	During the 2023-24 60% of EL students are able to access the CCSS and ELD standards full implementation or full implementation and sustainability for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the Self-Reflection Tool.			75% Full implementation or Full implementation and sustainability as measured by the Self-Reflection Tool.	
6	Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP-Overall Achievement in English Language Arts. Data Source: California Dashboard	CAASPP English Language Arts Performance Level Distance from standard as measured on the 2023 California Dashboard All Students: 60 points below standard Hispanic: 73 Points below standard Socioeconomically Disadvantaged: 64.5 points below standard White: 45.6 points below standard English Learners: 136.5 points below standard Students with Disabilities: 165 points below standard Groups with less than 11 students do not display for privacy.			Increase Distance from standard by 15 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
7	Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard	CAASPP Math Performance Level Distance from standard as measured on the 2023 California Dashboard All Students: 155.4 points below standard Hispanic: 165.6 points below standard Socioeconomically Disadvantaged: 160.3 points below standard White: 144.3 points below standard English Learners: 202 points below standard Students with Disabilities: 216 points below standard Groups with less than 11 students do not display for privacy.			Decrease distance from standard by 15 points	
8	Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test: California Dashboard NGSS Science Test Data Source: Ed- Data	During the 2023-24 15% of students score Standard Met on the California Science Test.			20% of students will score, Standard Met or Standard Exceeded, on the California Science Test.	
9	Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard -College and Career	Percentage of students who met UC/CSU Requirements as measured on the 2023 California Dashboard in the combined four and five year graduation rate. All Students: 21% Hispanic: 19% Socioeconomically Disadvantaged: 19% White: 24% English Learners: 5% Students with Disabilities: 0% Groups with less than 11 students do not display for privacy.			Percentage of students who met UC/CSU Requirements as measured on the 2023 California Dashboard in the combined four and five year graduation rate. All Students: 25% Hispanic: 23% Socioeconomically Disadvantaged: 23% White: 25% English Learners: 12% Students with Disabilities: 5% Groups with less than 11 students do not display for privacy.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
10	<p>Priority 4(c): Pupil Achievement: English Learners, including Long Term English Learners. Percentage of pupils who successfully completed CTE Courses.</p> <p>Source: California Dashboard Met UC/CSU Requirements and CTE Pathway</p>	<p>2023 Dashboard shows Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate. All Students: 47% Socioeconomically Disadvantaged: 43% English Learners: 29%</p>			<p>Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate. All Students: 52% Socioeconomically Disadvantaged: 48% English Learners: 35%</p>	
11	<p>Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses</p> <p>Source: California Dashboard</p>	<p>California Dashboard 2023 Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All Students: 15% Hispanic: 13% Socioeconomically Disadvantaged: 13% White: 17% prepared English Learners: 3% Students with Disabilities: 0% prepared Groups with less than 11 students do not display for privacy.</p>			<p>Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All Students: 15% Students with Disabilities: 5% prepared Groups with less than 11 students do not display for privacy.</p>	
12	<p>Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate) As measured by the 2023 California Dashboard.</p>	<p>2023 California Dashboard: 28% of students were making progress towards English Language Proficiency.</p>			<p>33% of students will make progress towards English Language Proficiency as measured by the California Dashboard.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
13	Priority 4(f): Pupil Achievement English Learner Reclassification Rate. Data Source: KCSOS, KIDS	11% of students were reclassified in 2022-23 as measured by the Kern Integrated Data System.			15% of students were reclassified in 2022-23 as measured by the Kern Integrated Data System.	
14	Priority 4(g): Pupil Achievement: Percentage of students who pass AP exams with a score of 3 or higher. Collegboard	Percent of exams with scores of 3 or higher as measured by CollegeBoard for 2023 was 73%			Percent of exams with scores of 3 or higher as measured by CollegeBoard for 2023 at 75%	
15	Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard	31% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. 28% Hispanic 38% White 7% English Learners 29% Low Income 0% Students with Disabilities 8% Homeless			36% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. 33% Hispanic 43% White 12% English Learners 34% Low Income 5% Students with Disabilities 13% Homeless	
16	Priority 7 (a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Data Source: Principal Approved List	2023-24 All students will have access to a broad course of studies per school site Master Schedules. Dual Enrollment Courses: 14 courses offered Concurrent Courses: 23 courses offered 12 CTE Pathways			Maintain the current number of Dual Enrollment and Concurrent courses offered. Maintain the current number of CTE Pathways.	
17	Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.	2023-24 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students.			Maintain access to and enrollment in programs/services for all unduplicated students.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
18	Priority 7 (c): Course Access: Exceptional Needs Access  SIRIAS Students' IEP and 504 plans	2023-24 All students with exceptional needs have access to a broad course of studies per students' IEP and 504 plans.			Maintain access to a broad course of studies per students' IEP and 504 plans.	
19	Priority 8: College and Career Indicator  Course: CA School Dashboard	2023 CA Dashboard  All: 31.4% Prepared  SED: 28.8%  EL: 7.3%  FY: N/A			2026 Dashboard:  All Students - 45% Prepared  SED - 40% Prepared  EL - 15% Prepared  FY: N/A	

*Insert or delete rows, as necessary.*

## Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Class size reduction in core classes.	<p>Maintain class size reduction in core classes. Increased classroom support for students will be provided. Increased time and support for teachers on effective instructional strategies will be ensured. Increased support for teachers in best practices around learning environments and classroom pedagogy will be implemented.</p> <p><b>Spending Items:</b>            Science Teacher            Social Science Teacher            Math Teacher            English Teacher</p> <p>Additional Social Science Teacher (22-23 addition)            Additional TUHS Science teacher (22-23 addition)</p> <p><b>Corresponding Metrics:</b>  <b>Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard  <b>Metric 9:</b> Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard -College and Career  <b>Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>	\$896,241.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	<p>Adding an additional Social Studies teacher to reduce class sizes and implement the required Ethnic Studies course.</p> <p><b>Spending Items:</b> Teacher</p> <p><b>Corresponding Metrics:</b> <b>Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>	\$144,129.00	Yes
3	KCSOS Induction Program Costs-Staffing, Appropriate Credentials	<p>Recruitment efforts will be undertaken to hire well-qualified teachers for the District.</p> <p><b>Spending Items:</b> Mentor Stipend Salaries and Wage Costs KCSOS Induction Program Costs</p> <p><b>Corresponding Metrics:</b> <b>Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>	\$49,145.00	Yes
4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	<p>Increase recruitment efforts by allocating funds for HR advertising and recruitment costs to attend recruitment fairs and attract highly qualified teachers.</p> <p><b>Spending Items:</b> Entry fees, advertising costs</p> <p><b>Corresponding Metrics:</b> <b>Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>	\$2,500.00	Yes



Action #	Title	Description	Total Funds	Contributing
5	Teacher Professional Development/Conference costs for Achievement Teams	<p>Preparing Students for College, Career, and Future Success Receive Common Core State Standards professional development for data analysis systems in all departments. Conduct monthly professional development led by members of the faculty. Participate in peer observations by members of the faculty throughout the school year.</p> <p><b>Spending Items:</b>            Personnel            Sub-Costs Peer Observations            Staff Travel &amp; Conference            Illuminate Education License            Illuminate Education Training            Read180 License</p> <p><b>Corresponding Metrics:</b>  <b>Metric 4:</b> Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards. Data Source: Faculty Survey-Teaching Efficacy and the CDE Self-Reflection Survey from the CDE</p>	\$162,704.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	<p>Perform data analysis to inform decisions on student placement and learning through department meetings, School Learning Team meetings, and District Learning Team meetings. Conduct full-day data analysis sessions for each core department to monitor and disaggregate data on the California Assessment of Student Performance and Progress in English Language Arts and Math, California Science Test, English Language Proficiency for California, annual physical fitness tests, classroom tests, and student work. Monitor student progress on learning targets using the department's established cycle of assessment.</p> <p><b>Spending Items:</b>  Substitute costs  Achievement Teams Training</p> <p><b>Corresponding Metrics:</b>  <b>Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>	\$61,868.00	Yes
7	Collaboration time on instructional needs	<p>Incorporate additional collaboration time each semester for departments to focus on instructional needs and adjustments to pacing guides. Collaboration time twice a week for departments to work together and for student remediation.</p> <p><b>Spending Items:</b>  Sub Costs- Collaboration on instructional needs   Blue and Gold collaboration days</p> <p><b>Corresponding Metrics:</b>  <b>Metric 17:</b> Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.</p>	\$507,759	Yes

Action #	Title	Description	Total Funds	Contributing
8	Professional Development - English Learners	<p>Investments in teacher professional development on and off-site will be made to build knowledge and skills on standards and standards-aligned material. Professional development will include leadership planning time and staff professional development. Training for teachers on meeting the needs of English Learners and strategies for engagement specifically related to English Learners will be included in this professional development.</p> <p><b>Spending Items:</b>  CABE Conference Attendance  ELD Network  ELD Program, Supplies and Materials</p> <p><b>Corresponding Metrics:</b>  <b>Metric 5:</b> Priority 2(b): Continue to implement State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards Data Source: CDE Self-Reflection Survey</p>	\$15,875.00	Yes
9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	<p>Conducting classroom observations and facilitating discussions on instructional strategies will assist all teachers by improving the tools available to teach and engage students. Engaging all students, including students with disabilities and unduplicated students, will increase learning and outcomes on state assessments.</p> <p><b>Spending Items:</b>  Trust Based Observation Training  Peer Observations/Teacher Observations</p> <p><b>Corresponding Metrics:</b>  <b>Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)  <b>Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>	\$86,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	English Learners	<p>Provide bilingual support to English learners and their parents. Increase the number of bilingual aides to support English learners in ELD 1 courses due to the growing population of English learners in the district. Allocate salary and benefits for new TUHS ELD positions. Provide partial counselor time at TUHS to support English learner students' needs and track graduation status to improve graduation rates. Purchase and use Ellevation software to monitor academic progress. Conduct professional development on implementing Common Core State Standards and their alignment with ELD standards. Direct funds primarily towards academic support for English learners. Work with CalSoap, California College Guidance (CCGI) to increase understanding of college requirements and funding opportunities.</p> <p><b>Spending Items:</b>            Bilingual Aides            Ellevation Software              Vista Higher Learning Software            TUHS Counselor            ELD Teacher</p> <p><b>Corresponding Metrics:</b>  <b>Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard  <b>Metric 11:</b> Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses  <b>Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)  <b>Metric 13:</b> Priority 4(f): Pupil Achievement English Learner Reclassification Rate. Data Source: KCSOS, KIDS</p>	\$656,811.23	Yes

Action #	Title	Description	Total Funds	Contributing
11	Support Software to identify and address learning needs	<p>Continue use of software such as Apex, No Red Ink, IXL, IXL Spanish, Accelerated Reader, Read 180, System 44, and Albert AP to enable formative assessments and assign work based on identified learning needs. Support credit recovery, remediation, and acceleration of student learning by addressing learning needs.</p> <p><b>Spending Items:</b>  Apex Software  NoRedInk Software  IXL Software  Renaissance -AR and Star Software  Read 180  Albert.IO  Student Devices</p> <p><b>Corresponding Metrics:</b>  <b>Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard  <b>Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)  <b>Metric 8:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test: California Dashboard NGSS Science Test Data Source: Ed- Data</p>	\$278,653.00	Yes

Action #	Title	Description	Total Funds	Contributing
12	Implement standards-aligned instructional materials	<p>Providing supplemental textbooks and instructional materials for targeted students. Improving and increasing services through additional novels in English classes, high-quality lab supplies in Science classes, and added athletic equipment in Physical Education classes. Increasing access and availability of textbooks to targeted students for early college and career preparation.</p> <p><b>Spending Items:</b> Supplemental materials</p> <p><b>Corresponding Metrics:</b>  <b>Metric 9:</b> Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard -College and Career  <b>Metric 10:</b> Priority 4(c ): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>	\$112,520.00	Yes
13	Homeless/Foster Youth supports	<p>Ensuring prompt enrollment and awarding appropriate class credits, including partial credit for completed work, to homeless and foster youth. Reviewing graduation options to ensure qualifications under AB 167/216 are offered when applicable. Monitoring academic needs and academic progress. Providing necessary academic supports and school supplies using Title 1 funding.</p> <p><b>Spending Items:</b> Supplies McKinney-Vento Training</p> <p><b>Corresponding Metrics:</b>  <b>Metric 6: Priority 4(a):</b> Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 7: Priority 4(a):</b> CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>	\$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
14	Special Education supports	<p>Continue to ensure students with disabilities are assigned to fully credentialed teachers with appropriate instructional materials that are standards-aligned. Train case managers to verify student placement and monitor goals with teachers. Discuss college and career readiness, academic outcomes, and appropriate interventions during Individual Education Plan (IEP) meetings. Monitor student performance in classes and assess IEP goals quarterly. Case managers review IEPs and class placements over the summer and verify progress annual. Conduct academic reviews for triennial IEPs. Utilize System 44 to support student reading interventions and Goalbook to measure progress triennially. Direct funds principally for special education students to provide additional instructional aide support and collaborate with case managers to close the achievement gap.</p> <p><b>Spending Items:</b> Goalbook</p> <p><b>Corresponding Metrics:</b>  <b>Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard  <b>Metric 8:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test: California Dashboard NGSS Science Test Data Source: Ed- Data</p>	\$8,911.00	No

Action #	Title	Description	Total Funds	Contributing
15	Student supports	<p>Providing intervention tutors to assist students outside of normal class hours. Providing 24/7 online tutoring with translation services via Tutor.com. Maintaining the increase in counselor time at BV to support English Learner and low-income students in scheduling and tracking graduation status. Principally directing funds for English Learner academic support, low-income academic support, and special education support.</p> <p><b>Spending Items:</b>  AVID Tutors  Tutor.com  Instructional Aide Tutoring</p> <p><b>Corresponding Metrics:</b></p> <p><b>Metric 6: Priority 4(a):</b> Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard  <b>Metric 7: Priority 4(a):</b> CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>	\$182,296.00	Yes
16	Classroom Cooling System	<p>Ensure the provision of a comfortable physical environment for students by installing new classroom cooling towers and repairing existing units. Allocate funds to personnel for immediate repairs to prevent student displacement and interruption of learning. Carry over from 22-23 LCAP</p> <p><b>Spending Items:</b>  Cooling Towers</p> <p><b>Corresponding Metrics:</b></p> <p><b>Metric 3: Priority 1(c):</b> Basic Services: School facilities maintained in good repair. Data Source: FIT Report</p>	\$315,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
17	Electronic Access	<p>Provide access to Canvas, G Suite, and Aeries Student Information System to assist students in organization, structure, and adherence to class due dates. Allow parents to follow student grades and missing assignments through Canvas and MyCats. Wi-Fi access will be provided to students without home access who live within the range of the District cell tower.</p> <p><b>Spending Items:</b>  Canvas  G-Suite  Aeries  Wifi Access to Students in Taft</p> <p><b>Corresponding Metrics:</b>  <b>Metric 17:</b> Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.</p>	\$15,332.00	Yes
18	Dual Enrollment	<p>Increase opportunities for a broad course of study by partnering with local community colleges to enhance concurrent and dual enrollment opportunities for students on track for graduation. Provide necessary materials and rentals to support students in dual enrollment programs.</p> <p><b>Spending Items:</b>  Dual Enrollment-Biology  Dual Enrollment English  Dual Enrollment Foods  Dual Enrollment Rental  Dual Enrollment supplies, &amp; Materials</p> <p><b>Corresponding Metrics:</b>  <b>Metric 15:</b> Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard  <b>Metric 16:</b> Priority 7 (a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Data Source: Principal Approved List</p>	\$112,520.00	Yes

Action #	Title	Description	Total Funds	Contributing
19	Special Projects Coordinator	<p>Assign a Special Projects Coordinator to assist with English Learner programs primarily directed towards English Learners.</p> <p><b>Spending Items:</b> Special Projects Coordinator and travel</p> <p><b>Corresponding Metrics:</b> <b>Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)</p>	\$85,714.00	Yes
20	Instructional Learning Environment Project Management Allocation	<p>Allocate 50% of the salary and benefits for the MOT manager to school facilities. Allocate 100% of the salary and benefits for Facilities Maintenance. Manage planned projects through MOT to enhance Instructional Learning Environments.</p> <p><b>Spending Items:</b> MOT manager salary/benefits allocation (50%) school facilities</p> <p><b>Corresponding Metrics:</b> <b>Priority 1(c):</b> Basic Services: School facilities maintained in good repair. Data Source: FIT Report</p>	\$65,175.00	No
21	Culinary Classroom	<p>Creating a new culinary classroom to facilitate growth in the District and relocating the foods class to the cafeteria. Offering opportunities to take the course as a dual enrollment course with certifications needed for jobs, such as the ServSafe certificate. Providing experience in working in a kitchen that includes more authentic training for students enrolled in the pathway. Cafeteria Roof Replacement Carryover from 22-23 LCAP</p> <p><b>Spending Items:</b> Cafeteria remodel</p> <p><b>Corresponding Metrics:</b> <b>Metric 10:</b> Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>	\$450,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
22	PE Gym Floor	<p>Gym flooring replacement is planned to improve PE facilities for students and used for athletic events due to small size and limited access in our small town. Carryover from 22-23 LCAP due to DSA approval requirements and timeline.</p> <p><b>Spending Items:</b> Floor Replacement</p> <p><b>Corresponding Metrics:</b> <b>Metric 3:</b> Priority 1(c ): Basic Services: School facilities maintained in good repair. Data Source: FIT Report</p>	\$400,000.00	Yes
23	Woodshop	<p>Preparing Students for College, Career, and Future Success Replace the roof for the Woodshop classroom where classes are conducted. Provide certifications and training to students despite the limitations due to the small size of the town. Carry over from the 22-23 LCAP</p> <p><b>Spending Items:</b> Roof Replacement</p> <p><b>Corresponding Metrics:</b> <b>Metric 3:</b> Priority 1(c ): Basic Services: School facilities maintained in good repair. Data Source: FIT Report</p>	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
24	Teacher Retention	<p>Preparing Students for College, Career, and Future Success Provide funding for a portion of salary increases to retain teachers, ensuring consistent quality instruction for English learners and economically disadvantaged pupils to improve the academic achievement of the unduplicated pupil population.</p> <p><b>Spending Items:</b> Teacher Retention- 2.5% Salary Increase</p> <p><b>Corresponding Metrics:</b></p> <p><b>Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>	\$310,606.00	Yes

*Insert or delete rows, as necessary.*

## Goal

Goal #	Description	Type of Goal
2	The goal is to assist students and staff in developing personal awareness skills for a positive and collaborative environment.	Broad

State Priorities addressed by this goal.

- 5. Pupil Engagement (Engagement)
- 6. School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The District is actively enhancing campus safety and supporting student well-being as a central goal, closely aligning with state-defined priorities. To ensure a secure and conducive learning environment, a dedicated Safety and Security Manager is appointed to oversee campus supervisors. This approach directly addresses School Climate, underlining the critical importance of creating a safe and connected school atmosphere. Such an environment is pivotal for fostering improved attendance rates and instilling a robust sense of security among students. Furthermore, the goal ambitiously extends to bolster social-emotional learning and mental health support. This is achieved through the strategic utilization of a Community Schools Grant, enabling the provision of a community liaison and social workers at every school site, thereby focusing on Pupil Engagement. The initiative is designed to not only enhance school attendance and reduce absenteeism but also to significantly boost graduation rates by nurturing a positive and inclusive school climate. By employing a well-rounded and comprehensive approach, the goal leverages community partnerships and strategic resource

allocation to address crucial state priorities effectively, thereby ensuring an enhancement in student outcomes. Goal 2 action 1 will address the red indicator for our white subgroup in suspension for Taft Union High School.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment) Source: KIDS	Attendance rate in 2023-24 school year was 92%  SED: 93% ELs: 94% FY: 91% Homeless: 86%			Maintain or exceed 95% for all student groups	
2	Priority 5(b): Chronic Absenteeism Data Source: Ed-data	Chronic Absenteeism rate for 2022-23 was 25.5%  English Learners – 27.8% Homeless – 53% Low-Income – 31%			Reduce chronic absenteeism rate to 20% or less for all student groups	
3	Priority 5(c): Middle School Dropout Source: Ed-data	N/A	N/A	N/A	N/A	N/A
4	Priority 5 (d): High School Dropout Source: Ed-data	Cohort Dropout rate for 2022-23 was 5.3%			Reduce cohort dropout rate to below 5%	
5	Priority 5 (e): High School Graduation Source: Ed-data	Cohort Graduation rate for 2022-23 was 92%  English Learners - 85.5% Low-Income - 91.4% SWDs - 74.2%			Maintain or exceed 90% for all groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
6	Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard	The suspension rate in 2022-23 was 4.7% for all students  English Learners - 4.7%  Low-income - 5.2%			Maintain suspension rate of under 5%	
7	Priority 6 (b): Student Expulsions  Source: Ed-data	Expulsion rate in 2022-23 was 0.32%			Maintain suspension rate of under 2%	
8	Priority 6 (c ): Other Local measures: Panorama Survey Results	Student Survey Spring 2024  Student: School Climate 46%  Student: School Engagement: 24%  Student: School Safety: 53%   Staff School Climate 54%  Staff Engagement: 24%  Staff Safety: 53%			Student School Climate 50%  Student School Engagement: 28%  Student School Safety: 57%   Staff School Climate 58%  Staff Engagement: 28%  Staff Safety: 57%	

*Insert or delete rows, as necessary.*

## Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

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.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Alternative Student Placement	<p>Continue to utilize the Alternative to Suspension Program (ATS) and the Personalized Academic Center (PAC). Direct funds to keep Low Income and English Learner students on campus with access to alternative placements. Teach social-emotional learning lessons and embed strategies that support conflict resolution and employment skills. English Learners Progress on the California School Dashboard as well as help with suspension rates which are currently orange for English Learners. Intentional support lessons and other supports are monitored through student discipline by the TUHS Dean. Goal 2 action 1 will address the red indicator for our white subgroup in suspension for Taft Union High School.</p> <p><b>Spending Items:</b>  ATS Teacher  PAC Teacher  PAC Teacher    ATS Consulting    ATS/PAC Supplies</p> <p><b>Corresponding Metrics:</b>  <b>Metric 6:</b> Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard</p>	\$358,622.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Intervention Specialist	<p>Intervention Specialists will assist students who are on the verge of being chronically absent. Contact will be made with students and parents offering school resources for the most at-risk students, including students with disabilities, Low Income students, EL students, and foster and homeless youth.</p> <p><b>Spending Items:</b> Intervention Specialist</p> <p><b>Corresponding Metrics:</b> <b>Metric 2:</b> Priority 5(b): Chronic Absenteeism Data Source: Ed-data</p>	\$80,542.00	Yes
3	Student Leadership	<p>Promote student leadership through groups such as ASB, Human Element, and SAVE Promise clubs to enhance student involvement and support a positive school culture.</p> <p><b>Spending Items:</b> Teacher Salaries Travel and Conferences Supplies</p> <p><b>Corresponding Metrics:</b> <b>Metric 8:</b> Priority 6 (c ): Other Local measures: Climate Survey Results</p>	\$91,188.00	Yes



Action #	Title	Description	Total Funds	Contributing
4	Attendance Supports	<p>Monitor student attendance using the KiDS dashboard to identify absence trends and intervene before chronic absenteeism occurs. Continue home visits conducted by Safety and Security Manager, Intervention Specialists, and Assistant Principal or Dean. Continue communication with parents to determine the causes of student absences.</p> <p><b>Spending Items:</b>            KiDS Annual License             Attendance office Supplies             Attendance office Travel and conference             Professional Services</p> <p><b>Corresponding Metrics:</b>  <b>Metric 1:</b> Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment)</p>	\$19,681.00	Yes
5	Social-Emotional Skills	<p>Establish systems of support for social-emotional and mental health using existing programs, software, and initiatives, including PAC, Raptor, Share 911, SSARS, and New Vision Recovery. Scan students on and off campus to aid in discipline, incentives, and safety, with all students receiving an ID scanned at campus entrances. Continue interventions for substance abuse and mental health services. Incorporate a social worker at each site through a community support grant partnership.</p> <p><b>Spending Items:</b>            New Vision Recovery            Safety Software - Share-911, Raptor, SSICA, SmartPass            Safety and Security Manager            Safety and Security Supplies and Expenses            Safety and Security Travel</p> <p><b>Corresponding Metrics:</b>  <b>Metric 6:</b> Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard  <b>Metric 8:</b> Priority 6 (c ): Other Local measures: Climate Survey Results</p>	\$143,964.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	School Climate	<p>Planning of District training and collaborative support by the District Learning Team (DLT). Conducting regular meetings of the School Leadership Team (SLT) with the principal to provide feedback and disseminate information to departments related to district and site goals, actions progress and continuous improvement efforts.</p> <p><b>Spending Items:</b> SLT DLT Consultant-Ann Cummins Bogan</p> <p><b>Corresponding Metrics:</b> <b>Metric 8:</b> Priority 6 (c): Other Local measures: Climate Survey Results</p>	\$52,506.00	No
7	Assistant Principal and Dean	<p>Support attendance initiatives. Work with staff specifically trained in KiDs dashboard to monitor attendance. Ensure alignment of attendance office and Intervention Specialists with the goal of maintaining high attendance rates for all students. Enhance school resources focused on personal development competencies in the area of student attendance and behavior.</p> <p><b>Spending Items:</b> Assistant Principal Salary 10% Dean Salary  PBIS Incentives  SWIS License</p> <p><b>Corresponding Metrics:</b> <b>Metric 1:</b> Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment) <b>Metric 2:</b> Priority 5(b): Chronic Absenteeism Data Source: Ed-data <b>Metric 4:</b> Priority 5 (d): High School Dropout <b>Metric 6:</b> Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard <b>Metric 7:</b> Priority 6 (b): Student Expulsions</p>	\$254,361.00	Yes

Insert or delete rows, as necessary.

## Goal

Goal #	Description	Type of Goal
3	The goal of increasing parent and community involvement in school activities aims to strengthen the partnership between the District and schools in supporting student success. This will be achieved by regular newsletters, social media updates, and community meetings, along with events encouraging parental participation.	Broad

State Priorities addressed by this goal.

3. Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

This goal places a significant emphasis on enhancing parental involvement and engagement within the educational environment. This goal is meticulously designed to elevate Parental Involvement by harnessing the power of effective communication platforms such as Parent Square, various social media channels, and a consistently updated website. The website not only offers information but does so with the inclusion of translated materials and accessibility features, ensuring that no parent is left behind due to language barriers or accessibility issues.

Central to achieving this goal is the active participation of parent groups, including the School Site Council and the District English Language Learner Advisory Committee (DELAC). These groups are not just participants; they are pivotal to the process. Meetings are scheduled at convenient times, making it easier for parents from diverse backgrounds to attend, thereby promoting an inclusive atmosphere. This approach facilitates a deeper connection between parents and the educational process, ensuring they feel valued and respected. The emphasis on convenience and inclusiveness directly contributes to a positive Culture & Climate within the school community, which is instrumental in making parents feel an integral part of their children's education.

Moreover, the goal addresses Equity by ensuring that all parents, irrespective of their socio-economic or cultural background, have the opportunity and means to engage. This is critical in bridging potential gaps in educational outcomes, as it allows for a broader range of parental insights and contributions. By fostering an environment where every parent feels they can contribute, the District is actively working to eliminate disparities and promote a more equitable educational landscape.

By strengthening Family & Community partnerships, the goal underlines the shared responsibility among parents, educators, and the community in supporting both the academic and personal development of students. These partnerships are crucial as they extend the educational support network beyond the classroom, creating a more robust support system for students. This collaborative effort not only benefits students but also reinforces the community's role in nurturing and developing future generations.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making. Data Source: District Survey	During the 22-23 school year we continued to maintain 10+ participants at school site council.			Maintain the School Site Council attendance rate of at least 10 parents	
2	Priority 3(b): Parental Involvement: Participation of Parents of Unduplicated Pupils Data Source: Attendance Records	During the 22-23 school year we have had 4 meetings so far and each have had over 30 parents in attendance.			Maintain 4 meetings a year and increase DELAC parent attendance to at least 50 parents	
3	Priority 3(c ): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs by increasing the number of parents of pupils with exceptional needs participating in the IEP process. Data Source: Attendance Records	Parent participation in the IEP process for the 2022-23 school year continued to be 100%			Maintain 100% parent participation in the IEP development process	
4	Coordination with West Kern Adult Educational Network  Source: Ed-data	2023-24 School Year:  Cohort dropout 5.3%			Cohort dropout rate of below 5%	
5	Priority 3(a)  Social Media Use: Website, Facebook, Instagram Data Source: Social Media and Website Reports. Parent Square Notification System  Source: Platforms Electronic dashboards	District Website had 60,871 page views during 2022-23. 2023-24 Facebook posts reached 21,200 people with 2.3 K followers and our Instagram had 5,200 profile visits with 1.44 K followers.  Parent Square 73% receiving emails, 28% receiving texts, 15% of parents have the app			Maintain website views of over 50,000. Increase the Facebook and Instagram followers to 2000.  Increase Parent Square app usage to 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
6	Priority 3(a) Parent University  Source: Enrollment data provided by Fresno State	During the 2023-24 school year we continued to partner with Fresno State to offer many online courses to parents. These course continue to be utilized by parents and we have had 19 parents receive certificates for completing so far this year			Maintain 25 or more parents completing the 4 week cohort.	

*Insert or delete rows, as necessary.*

## Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement Support	<p>Provide necessary staff and supplies for DELAC meetings. Ensure beverages and snacks for parent attendees. Offer translation services during meetings. Implement the Panorama survey tool to allow parent surveys in preferred languages with data comparison to national norms. Facilitate Back to School Night, Wildcat to Watch, and student recognition events to encourage parental involvement on campus.</p> <p><b>Spending Items:</b>            Translation            DELAC Staffing            DELAC Supplies            School Site Council Meeting Supplies            Principal Salary 1%</p> <p>Panorama survey  <b>Corresponding Metrics:</b>  <b>Priority 3(b):</b> Parental Involvement: Participation of Parents of Unduplicated Pupils Data</p>	\$15,000.00	No
2	Pupils with Exceptional Needs	<p>Maintain parent participation in student Individualized Education Plans (IEPs). Request input from parents on students' strengths and weaknesses. Consider parental input as part of the goal-setting process.</p> <p><b>Spending Items:</b>            Alt. Ed. Administrator Salary &amp; Benefits (35%)            SpEd Technician Salary &amp; Benefits (100%)            School Psychologist Salary &amp; Benefits (100%)            School Psychologist Supplies            SpEd Assessment Supplies            School Psychologist Travel</p> <p><b>Corresponding Metrics:</b>  <b>Priority 3(c):</b> Parental Involvement: Participation of Parents of Pupils with Exceptional Needs by increasing the number of parents of pupils with exceptional needs participating in the IEP</p>	\$358,731.00	No

Action #	Title	Description	Total Funds	Contributing
3	Parent Student Meeting regarding graduation expectations	<p>Provide information sessions to engage parents of students enrolled in Advanced Placement (AP) and A-G level courses. Deliver an explanation of the College Bound Contract and information shared by faculty regarding the courses for the upcoming school year. Explain career pathway options for students choosing non-college bound routes. Assist senior students with FAFSA applications through collaboration with CAL-Soap personnel. Utilize A-G grant projects and personnel to elevate participation in A-G courses.</p> <p><b>Spending Items:</b></p> <p>Counselor and translation time</p> <p>Supplies Cash for College Meeting</p> <p><b>Corresponding Metrics:</b></p> <p>Meeting attendance for A-G events</p>	\$2057.00	No
4	Coordination with West Kern Adult Educational Network	<p>Provide continuing education opportunities in conjunction with the West Kern Adult Education Network, including a liaison for GED completion, ESL, Citizenship, Literacy, and career technical education courses. These opportunities will principally serve foster and homeless youth, English Learners, and low income students.</p> <p><b>Spending Items:</b></p> <p>Superintendent Coordination with WKAEN</p> <p><b>Corresponding Metric</b></p> <p>Cohort dropout rate below 5%</p>	\$4,048.00	No

Action #	Title	Description	Total Funds	Contributing
5	Parent Notifications	<p>Maintain the current web and social media presence, as well as ParentSquare, to enhance parent and community engagement in school activities.</p> <p><b>Spending Items:</b>  Aeries Communication License  Website License  Parent Square</p> <p><b>Corresponding Metrics:</b>  Social media and website usage  Parent square reach</p>	\$16,844.00	No
6	Parent Education Program	<p>Providing parents the opportunity to participate in a Parent Education program will be prioritized, with topics shaped by parent feedback. Parent University will continue to address topics of interest and needs identified through parent feedback. Topics include financial literacy, learning English, and technology literacy</p> <p><b>Spending Items:</b>  Parent University</p> <p><b>Corresponding Metrics:</b>  Participation in meetings and Parent University</p>	\$7,000.00	No

*Insert or delete rows, as necessary.*

## Goal

Goal #	Description	Type of Goal
4	By 2025, Buena Vista High School will focus on enhancing mathematics proficiency for our students in an effort to improve College and Career outcomes for Socioeconomically Disadvantaged and all students. This will be accomplished through targeted intervention programs, including tutoring, personalized academic plans, and the integration of advanced technologies.	Equity Multiplier Focus



State Priorities addressed by this goal.

- 4. Pupil Achievement (Pupil Outcomes)
- 8. College/Career Indicator

An explanation of why the LEA has developed this goal.

The goal, designed to enhance students' performance on standardized tests, serves as a direct response to Priority 4: Pupil Achievement. To comprehensively address this priority, the development of the goal involved an in-depth analysis of standardized test scores to identify existing performance gaps among students. Recognizing the need for targeted intervention, the District has taken a proactive approach by integrating short-cycle assessments into the educational framework. These assessments are specifically tailored to monitor and evaluate student progress at regular intervals, ensuring that instructional methods can be adjusted in real-time to meet the evolving needs of students.

In addition to these assessments, the adoption of tutoring software plays a critical role in this multifaceted approach. This technology enables personalized learning opportunities, allowing students to engage with material at their own pace and according to their specific learning needs. The goal also emphasizes the importance of collaboration, incorporating feedback from educational partners to refine and enhance instructional strategies. This collaborative effort ensures that the goal not only addresses the gaps in student performance but does so through methods that are grounded in effective instructional practices and the principle of equity. Through these concerted efforts, the goal aims to provide educators with timely and actionable data, thereby fostering an environment in which pupil achievement can flourish across a variety of metrics.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Priority 4(a): Distance from Standard - Math CAASPP  Source: CA School Dashboard	2023 CA School Dashboard  Distance from Standard for Low Income Students on the California Dashboard is 217.3 points below standard			Distance from Standard for Low Income Students on the California Dashboard is 200 points below standard	
2	Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard	0% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. All students 0%  Low Income 0%			20% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. All students: 0%. Low Income 0%	

*Insert or delete rows, as necessary.*

## Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Member for Classroom Educational Support	<p>Providing assessments will be conducted when students enter Buena Vista High School to determine if tutoring is needed. Initiating tutoring software will be utilized during tutoring sessions. Monitoring of reports and outcomes of student tutoring will be performed, and additional support will be provided.</p> <p><b>Spending Items:</b> Additional Staff Member</p> <p><b>Corresponding Metrics:</b> <b>Metric 1:</b> Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards.</p>	\$66,064.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Software	<p>Purchase and deploy tutoring software to improve mathematics achievement at Buena Vista High School.</p> <p><b>Spending Items:</b> Software</p> <p><b>Corresponding Metrics:</b> <b>Metric 1:</b> Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards.</p>	\$1,000.00	Yes
3	Collaborative furniture	<p>Procure collaborative furniture to facilitate tutoring and increase student engagement.</p> <p><b>Spending Items:</b> Collaborative Furniture</p> <p><b>Corresponding Metrics:</b> <b>Metric 8:</b> Priority 6 (c): Other Local measures: Student engagement Survey Results</p>	\$81,354.00	No

*Insert or delete rows, as necessary.*

## Goal

Goal #	Description	Type of Goal
5	By 2026 all staff will be trained in the district English Learner Program requirements with 24% of staff will go through an intensive training on EL strategies, interventions and supports.	Focus

State Priorities addressed by this goal.

4. Pupil Achievement (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

<p>The goal has been crafted to tackle the pressing issues outlined in Priority 4: Pupil Achievement (Pupil Outcomes). Recognizing the imperative need to elevate pupil performance on standardized tests and to bolster college readiness, the District has embarked on a comprehensive approach. This includes a detailed monitoring of standardized test scores, college readiness indicators, alongside an emphasis on expanding access to dual enrollment and concurrent courses. The data gleaned from state</p>
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assessments and college readiness benchmarks has shed light on the glaring achievement gaps, especially among English learners and socioeconomically disadvantaged students.

To constructively address these disparities, the District has actively sought and integrated feedback from educational partners. This collaborative effort ensures that the goal not only addresses the immediate need for improvement in pupil achievement but does so by embedding the principles of assessment, curriculum, equity, and instruction into its core. The approach is multifaceted, targeting not just the symptoms of educational inequity but its root causes. By prioritizing a curriculum that is both inclusive and challenging, the goal endeavors to equip all students with the skills necessary for academic success and lifelong learning.

Moreover, the District is committed to providing professional development for teachers, enabling them to better support diverse learning needs and styles. This, coupled with the strategic use of data to inform instruction, ensures that teaching methodologies are both effective and responsive. As a result, the goal is poised to significantly improve student outcomes, ensuring that every student, regardless of their background, has equitable access to a high-quality education that prepares them for the future.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference From Baseline
1	Priority 4 (a)- English Learner: California Dashboard	2023 California Dashboard: 202.2 points below standard in ELA  199.3 points below standard in Math			190.2 points below standard in ELA  189.3 points below standard in Math	

*Insert or delete rows, as necessary.*

## Goal Analysis for 2024 - 2025

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 in Year 1 of New Plan.

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 in Year 1 of New Plan.

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

Not Applicable in Year 1 of New Plan.

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 in Year 1 of New Plan.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
1	EL Teacher Training	<p>Partnering with the Kern County Superintendent of Schools for the provision of training to teachers in English Learner Roadmap and strategies for instructing English learners. (RISE). Tutoring will continue afterschool</p> <p><b>Spending Items:</b> Teacher Subs Kern County Superintendent of Schools Training Books and Supplies</p> <p><b>Corresponding Metrics:</b> <b>Metric 1:</b> Priority 4(a)- English Learner</p>	\$35,741.00	Yes

Insert or delete rows, as necessary.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024 - 2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15% LCFF Concentration Grant
\$3,775,368.00	\$401,855.00

### Required Percentage to Increase or Improve Services for the LCAP Year

Projected % to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total % to Increase or Improve Services for the Coming School Year
15.20%	8.86%	\$2,426,376.77	24.06%

## Required Descriptions

### A: 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 #(s)	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><b>Needs:</b> The leadership team has pinpointed the necessity for a reduction in class sizes for all core classes across the entire student body. This requirement originated from the conviction that smaller class groups tend to promote better support within the classroom. This setup would permit a more individualized focus on the students, providing a more beneficial environment for their learning process. Distance from standard for English Language Arts is 60 points below standard and math is 155 points below standard indicating a need for smaller class sizes where groups of students can be targeted for their specific needs.</p> <p><b>Assessment:</b> The resolution of persevering with the reduction in class sizes for the core classes directly remedies the aforementioned need. By lowering the volume of students in each class, teachers are able to allocate more attention and support towards each pupil, enriching their teaching strategies. Moreover, compact class sizes empower the teachers to more proficiently incorporate best practices concerning learning environments and classroom pedagogy, thus improving the academic experience for all pupils. The leadership team has committed to apply this action consistently and effectively across the district, ensuring all students reap the benefits of smaller classes for their core subjects. The leadership team will also evaluate its implementation through various assessment measures, monitoring its impact on the learning outcomes of the students and the effectiveness of the teachers. 76% of our English Learners received a standard not met on the CAASPP in ELA during the 2022-23 school year</p>	<p><b>Explanation:</b> The initiative of diminishing the number of learners in each core course has been adopted throughout the Local Education Agency (LEA). The primary aim of this initiative is to resolve the universal academic requirements of all student bodies. With smaller class sizes, the leadership team envisions a favorable atmosphere for comprehensive attention and support for learners. This approach is essential, principally directed for low income students and homeless/foster students demonstrating low performance in English Language Arts and Mathematics. A pedestrian academic performance in Mathematics has also been noted across the entire student population.</p> <p><b>Rationale:</b> The implementation of this initiative across the entire LEA guarantees uniform application of the strategy. Thereby, assuring every student the advantage of learning in smaller groups. It specifically addresses the unique learning needs of homeless and foster students as corroborated by local insights which highlights their need for extra assistance. A variety of assessment tools will be employed to monitor the effectiveness of smaller class sizes, ensuring its successful adoption and subsequent positive influence on educational outcomes.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard <b>Goal 1 Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard <b>Goal 1 Metric 9:</b> Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard -College and Career <b>Goal 1 Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>

Goal and Action #(s)	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
1.2	<p><b>Needs:</b> The Administration recognizes the necessity of hiring an additional Social Studies teacher as a crucial step towards maintaining smaller class sizes and successful implementation of the new Ethnic Studies curriculum. This need is premised on the understanding that every student within the school stands to benefit from reduced class sizes that allow for personalized interaction and instruction. Moreover, the implementation of the Ethnic Studies requirement is an additional class students will take and there is a need for supplemental teaching support meet the Master Schedule needs. Based on the 2023 CA Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p><b>Assessment:</b> The measure of employing an additional Social Studies teacher responds directly to these identified needs as discussed and agreed upon by our educational partners. A diminished student-teacher ratio will offer greater chances for personalized instruction and feedback, enhancing learners' experiences and potentially elevating academic performance. Besides, the added teacher ensures adequate support for the effective introduction of the Ethnic Studies requirement, thus helping students grasp this crucial subject comprehensively and efficiently. While there exist no explicit statistics or metrics in the provided context, the positive outcome of this decision can be evaluated through student performance and feedback, as well as the thriving implementation of the Ethnic Studies curriculum.</p>	<p><b>Explanation:</b> The employment of an extra Social Studies instructor carries a schoolwide scope, owing to the direct bearing it has on every student in the school. This action is initiated with an aim to lower class sizes and thereby, enabling effective execution of the newly introduced Ethnic Studies curriculum. This curriculum is mandatory for all students in 9th-grade. A reduced student-teacher ratio caters to individualized teaching methods and feedback, creating room for improved academic achievements. The introduction of an additional teacher will ensure fortified support for the successful integration of the Ethnic Studies requirement, facilitating students' effective understanding of the subject matter.</p> <p><b>Rationale:</b> The reasoning behind the schoolwide scope of this action is deeply rooted in the need to enhance the learning experience of every student – an objective closely aligned with the school's mission. This aim can be achieved by decreasing class size, which leads to a more personalized, in-depth, and affective teaching approach. The successful incorporation of the Ethnic Studies curriculum, a concern shared by the California Department of Education, is made possible by this approach, thereby meeting the new graduation guidelines. Furthermore, the availability of an extra instructor provides essential support needed to cover the breadth and depth of this subject, ensuring effective comprehension by the students.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p> <p><b>Goal 2 Metric 5:</b> Priority 5 (e): High School Graduation Rate</p>

Goal and Action #(s)	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
1.3	<p><b>Needs:</b> Taft is a small rural community and finding teachers is sometimes limited by the distance for neighboring cities. Parents have expressed the need for teachers to be engaging and have experience working with diverse learners to meet the needs of the district. This has highlighted certain needs leading to the working in partnership with the KCSOS Induction Program Costs-Staffing, Appropriate Credentials action. The focus was mainly based on the English Learner students. The unique learning needs of these students necessitate specialized instruction from teachers who possess the appropriate credentials. There has been a need identified within the district to maintain qualified teachers. In 23-24 we had 10 certificated staff promote, resign or retire. Based on the 2023 CA Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p><b>Assessment:</b> In response to this, the devised action revolves around recruitment endeavors aiming to search for, and appoint teachers who are well-qualified. This directly caters to the previously noted need. It enables the district to serve the educational needs of English Learner students more effectively by employing teachers with necessary qualifications and credentials, thereby elevating their learning outcomes. The action is executed on a district-wide scale, signifying its ability to influence all students within the district.</p>	<p><b>Explanation:</b> The KCSOS Induction Program's focus on Costs-Staffing and Appropriate Credentials has paramount significance to the district, especially with regard to the English Learner segment. This initiative utilizes an evidently LEA-wide scope, a decision that is built on the principle of facilitating comprehensive recruitment of competent educators throughout the entire district. This strategic approach directly caters to the established requirement for specialized teaching. The district's rural setting compounds the recruitment challenge, which heightens the indispensability of the induction program in delivering basic instructional methods and classroom management competencies to new teachers.</p> <p><b>Rationale:</b> This LEA-wide scale becomes particularly valuable when addressing low-income, English learner, and foster student sectors, as these groups fundamentally rely on proficient educators to accomplish effective learning. Hence, an LEA-wide approach stands out as the most impactful route towards addressing the educational needs of various student groups and subsequently enhancing their academic performance. In light of these considerations, the expansive scope of this plan is not only appropriate but necessary in addressing the multifaceted educational needs characterizing the district's student population.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p> <p><b>Goal 2 Metric 5:</b> Priority 5 (e): High School Graduation Rate</p>



Goal and Action #(s)	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
1.4	<p><b>Needs:</b> The school administration and community identified a necessity for hiring highly qualified educators across all student factions. This requirement originated from the district's dedication to offering exceptional instruction and the acknowledgment that the caliber of teachers significantly contributes to the success of the students. In 23-24 we had 10 certificated staff promote, resign or retire. Based on the 2023 CA Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p><b>Assessment:</b> In response to this requirement, an initiative titled "HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials" was devised. This strategy involves an investment in HR promotional and recruitment costs for recruitment exhibitions and measures to attract the most qualified teachers. This strategic alignment anticipates enhancing education quality as it ensures the recruitment of the most adept teachers. The range of this initiative is overarching, encompassing all student groups within the district, a representation of the district's commitment to equality and excellence in educating all scholars. Although no specifics or figures are provided in the context information, the success of this initiative can be gauged by the quality of teachers recruited and the consequent influence on student performance.</p>	<p><b>Explanation:</b> The objective of introducing a district-wide implementation of the action plan titled "HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials" revolves around addressing the vital requirement for well-qualified educators over a wide range of student assemblies within our district. The action entails an investment in HR promotional and recruitment endeavors, incorporating recruitment exhibitions and initiatives designed to attract the finest teachers. This commitment will act as the foundation for ensuring the enrichment of education quality for all student cohorts within our district.</p> <p><b>Rationale:</b> The overarching rationale for adopting a district-wide scope for this action is the potent capacity it harbors to address these educational requirements effectively. It ensures the engagement and recruitment of the most skilled instructors, a factor that significantly contributes towards our district's ultimate goal of harnessing the expertise of the finest teachers to elevate learner outcomes district-wide. With a present statistic of 94% teachers being fully accredited, the action plan aims to elevate this figure further, manifesting our unwavering commitment to equality and the pursuit of academic excellence.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas <b>Goal 2 Metric 5:</b> Priority 5 (e): High School Graduation Rate</p>

Goal and Action #(s)	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
1.5	<p><b>Needs:</b> The parents of the school community recognizes a need, particularly for the English Learner groups, rooting from a need for additional faculty training in the Common Core State Standards and data analysis systems. The California Dashboard shows our English Learner Progress as 28% making progress and the self reflection data completed by the departments show that many departments need additional training in content standards. 76% of our English Learners received a standard not met on the CAASPP in ELA during the 2022-23 school year</p> <p><b>Assessment:</b> The proposed solution to these needs is embodied in the strategy termed "Teacher Professional Development/Conference costs for Achievement Teams". This resolution aims to facilitate uninterrupted professional enhancement across all departments in the Common Core State Standards as well as data analysis systems. The action takes into account monthly professional development sessions steered by faculty members and peer observations during the academic year. Such structure ensures consistent, collaborative, and personalized professional development, specifically designed to suit the unique requirements of the school community.</p>	<p><b>Explanation:</b> The Action strives to address a critical need within the education system - supporting the particular requirements of the low income students and English Learner group. The defined scope, encompassing an entire educational institution, is specifically designed to meet this challenge. The initiative envisions an inclusive approach to faculty development in order to better cater to these students' needs. This comprehensive training would grant instructors a deep comprehension of Common Core State Standards and data analysis systems. The overarching goal is to provide a consistent, personalized learning environment that allows every student, regardless of their unique needs, to benefit from a uniformly excellent teaching framework.</p> <p><b>Rationale:</b> The school-wide approach to this Action is substantiated by several factors. First, it ensures that all faculty members gain the requisite knowledge and skills to effectively support all students including Students With Disabilities group, making the learning environment more inclusive. Second, such an approach fosters collaboration and consistency in teaching methods across the institution. Lastly, the decision is further compelled by statistical data reflecting that unduplicated students fall within the lowest two performance tiers on the California Dashboard. This fact underscores the urgency to adopt a blanket approach in tackling the identified needs of the disadvantaged student group. By adopting this all-encompassing approach, the school can ensure that every student's unique educational requirements are met competently and consistently.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 4:</b> Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards. Data Source: Faculty Survey-Teaching Efficacy and the CDE Self-Reflection Survey from the CDE</p> <p><b>Goal 1 Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p><b>Goal 1 Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p> <p><b>Goal 1 Metric 12:</b> (Priority 4(e): English Learner Proficiency</p>

Goal and Action #(s)	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
1.6	<p><b>Needs:</b> Our educational partners, including teachers, identified a need for a detailed comprehension of student performance across numerous assessments instigated the creation of the action titled "Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher". On the 2023 California Dashboard all unduplicated groups are in the red with the exception of English Learners who are orange.</p> <p><b>Assessment:</b> To address these needs, the action embodies a data analysis operation that observes and breaks down data from the aforementioned assessments. This undertaking will be accomplished through department meetings, School Learning Team meetings, and District Learning Team meetings to ensure all relevant stakeholders partake in the decision making. All student groups within the school district are considered in the scope of this action, signifying the significance of an inclusive and equitable education. The action by focusing on data analysis, targets decision making on student placement and learning, thereby enhancing the quality of provided education. The effectiveness of this action shall be evaluated by the California Dashboard distance from standard in ELA and Math.</p>	<p><b>Explanation:</b> The designated scope entails an LEA-wide application of the action, a critical strategy to adequately address the various needs of all student groups spread across the district. The essence of this action rests upon an in-depth data analysis, obtained from several assessments, where the results inform subsequent decisions regarding student placement and learning strategies. An emphasis is placed on understanding the students' needs, acting as a catalyst for enhancing the quality of education provided. Consequently, tailoring this action to encompass the entire district will solidify both inclusiveness and equity within the education being provided, two cornerstone elements deemed essential for nurturing student growth.</p> <p><b>Rationale:</b> The reasoning behind designating an LEA-wide scope for the action anchors on the ultimate aim of accelerating student performance. In practice, this involves a detailed and widespread analysis of student data, thereby allowing district-wide consideration and planning around student needs and progress. A comprehensive evaluation mechanism underscores the effectiveness of this action, primarily measured through the students' advancement on their learning targets on state assessments. Thus, an all-encompassing focus on data and student growth throughout the district substantiates its decisive role in enhancing student performance.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard <b>Goal 1 Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>

Goal and Action #(s)	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
1.7	<p><b>Needs:</b>            Within the school community (including SLT), certain requirements have been determined which led to the proposition of an action entitled "Collaboration time on instructional needs". These needs are chiefly derived from a necessity for improved instructional strategies and pacing guide adjustments request by teachers. The diverse student body may confront difficulties in comprehending the curriculum, which can result from a multitude of learning styles and pacing variances. All students are included within the realm of targeted improvement. Based on 2023 CA Dashboard, our unduplicated student groups are under-performing in terms of being prepared on the college/career indicator compared to all students. During our SLT meetings our departments continually request time to work as a department</p> <p><b>Assessment:</b>            The proposed action tackles these specified needs by apportioning additional collaborative time for each department per semester. The allocated time shall be utilized to concentrate on identified instructional needs and effect required modifications to pacing guides. This initiative intends to provide every student with customized instruction matching their learning pace and style, thereby advancing their curriculum understanding. This action extends to all the school's departments, suggesting an extensive influence on all students. It is anticipated to yield substantial advancements in instructional tactics and pacing guide amendments, thereby augmenting the school-wide student learning experience. The action's success will be gauged by the improvement in student curriculum understanding and the efficacy of the pacing guides. Such progress will be assessed through routine evaluations and feedback acquired from both students and teachers.</p>	<p><b>Explanation:</b>            The proposal at hand concerns the implementation of an action named "Collaboration time on instructional needs" throughout the entire school, meant to address and meet the unique needs of each student group. This necessity emerges from the wide spectrum of learning styles, varying pacing rates among students, and the urgent demand for more effective teaching strategies along with modifications to the pacing guide. By allocating extra collaboration time for each department on a semesterly basis, we can concentrate fully on these instructional needs and make essential adjustments to the pacing guide. Undoubtedly, this comprehensive change is expected to bolster curriculum understanding for all students.</p> <p><b>Rationale:</b>            There is an imperative requirement for deploying this action across the school, as it enriches all departments and guarantees extensive enhancement of the learning journey, thus instilling the true spirit of comprehensive schooling into its core. This would consequently form a cohesive education system where each cog is attuned to the broader picture. The initiative will be underscored by routine evaluations and valuable feedback from both students and teachers which stand as significant mechanisms to gauge its effectiveness. Support for this initiative is provided by Taft Union High School's continuous collaboration with Achievement Teams and its commitment to department assessments.</p>	<p><b>Corresponding Metrics:</b>  <b>Goal 1 Metric 17:</b> Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.</p> <p><b>Goal 1 Metric 19:</b> Priority 8 College/Career Indicator</p>

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1.9	<p><b>Needs:</b> The needs identified within the school community by administration encompass the universal need for improved instructional strategies and augmented student engagement. It is pertinent to note that these needs are not limited to a specific student group, but rather include every category of students encompassed within the school's purview classified as unduplicated. Local assessments show 47% of teachers responding favorably on how much feedback they receive on teaching. On the 2023 California Dashboard all unduplicated groups are in the red with the exception of English Learners who are orange.</p> <p><b>Assessment:</b> The plan of action earmarked to address these needs includes the implementation of "Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy." Under this action, classroom observations and discussions about instructional strategies will be employed to bolster the teaching tools at educators' disposal. In doing so, the potential for effective student engagement increases significantly, which in turn aids in improving learning outcomes and performance on state assessments. This action is far-reaching, touching on all areas of pedagogy through reflective-coaching dialogues, thereby adding a holistic element to the approach. The success metrics for this action will be primarily gauged via tracking improvements in student engagement and performance in state assessments.</p>	<p><b>Explanation:</b> Trust-Based Observations is an action introduced on an LEA-wide basis to improve instructional strategies and boost student engagement across the entire academic community. The intent is to ensure a universal application of this method, not limited to any specific student demographic. It encompasses all student categories, including unduplicated students. The initiative involves all schools directing their attention and resources towards the clarity of learning, instructional strategies, student engagement, and assessments of learning. The Trust-Based Observations action involves conducting detailed reviews with teachers at least once every quarter, thus ensuring a comprehensive coverage and consistent implementation across the LEA.</p> <p><b>Rationale:</b> The broad implementation scope of Trust-Based Observations is designed to enhance the level of consistency in feedback given to teachers, regardless of which administrator visits their classroom. This widespread application benefits the overall teaching and learning experience throughout the institution by providing useful insights and fostering improvements. The meticulous nature of this approach aims to substantially enhance the level of student engagement as well as boost performance on state assessments. This exhaustive application allows for a consistent feedback system crucial for the development and success of educators and learners alike.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate) <b>Goal 1 Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard <b>Goal 1 Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard <b>Goal 2 Metric 8:</b> Priority 6(c): Other local measures, Panorama survey results</p>

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1.10	<p><b>Needs:</b> The leadership team of the district identified significant needs among the English Learners student group. These needs have been escalated by an increase in the population of English learners, thereby demanding the continued need for bilingual support for these students and their parents. A secondary need that students faced was the unique challenge presented by the alignment of Common Core State Standards with ELD standards. These students required particular attention in the form of professional development for effective implementation of the standards and requires increasing the number of bilingual aides for ELD students in ELD 1 due to the growing number of English learners in the district. English Learners numbers grew by 2.7% between 21-22 and 22-23 school year.</p> <p><b>Assessment:</b> In response to these needs, an action plan titled "English Learners Supports" was formulated. This includes the installation of provisions for bilingual support for English learners and their parents. Professional development focused on the execution of Common Core State Standards in correlation with ELD standards is part of this initiative. A portion of the counselor's time at TUHS has been assigned to serve the EL students' needs and keep track of their graduation status. Unique to this action is the integration of the Ellevation and KiDs software to supervise the development of English Learners. The majority of the funding for this action will be predominantly allocated towards the academic assistance of the English Learners group.</p>	<p><b>Explanation:</b> There has been a substantial increase in the number of English learners within the district, creating an escalating requirement for more bilingual support, professional augmentation for the application of Common Core State Standards and ELD standards, and the incorporation of Ellevation software for academic assistance. This schoolwide approach is crucial, considering the lower performance exhibited by English learners on the California Dashboard in English Language Arts, Math, and College/Career. It is also worth mentioning that all English Learner Bilingual support is concentrated at Taft Union High, rendering a broad approach extremely beneficial in satisfying the demands of this student group.</p> <p><b>Rationale:</b> The fundamental reasoning underpinning this extensive focus originates from the aim to bolster both the academic success and the graduation rates of English learners. Single-minded attention is being accorded to this group, identified suitably to receive such supportive efforts. With bilingual aid and the use of specially designed software, the diffusion of the English language can be fostered more effectively among students who are striving to master it. Additionally, the district-wide increase in English learners demands an adaptive pedagogical approach, strategically focused on their requirements. The action of broadening the scope to a schoolwide focus also correlates to the current situation at Taft Union High. Since this school is already providing all English Learner Bilingual support, adopting a more encompassing strategy can potentially yield more effective results, given that the needs of the student group can be attended to more efficiently.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 11:</b> Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses <b>Goal 1 Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)</p>

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1.11	<p><b>Needs:</b> The need within the teachers in the school community inspired support software to identify and address learning needs. This primarily centered around the unique challenges faced by English Learners and Low Income students. These subgroups of students are often faced with language barriers and learning impediments which are obstacles to their academic advancement and they learn at a different rate or have different gaps in learning that can be better served with software that identifies their specific need. English Learners numbers grew by 2.7% between 21-22 and 22-23 school year in English Language Arts. On 2023 CA Dashboard, our unduplicated student groups did not perform as well as all students in ELA, Math, or Science.</p> <p><b>Assessment:</b> In addressing these issues, support software such as Apex, No Red Ink, IXL, IXL - Spanish, Accelerated Reader, Read 180, System 44, and Albert AP have been implemented. These tools empower teachers to conduct formative assessments and allocate tasks based on discerned learning needs, aiding in credit recovery, remediation, and boosting of student learning. This action plan is broad in scope, encompassing the use of numerous software tools to address the varied learning needs of diverse student groups. It is designed to be flexible and adaptable, permitting modifications based on each student's specific needs. Despite the lack of specific statistics or metrics provided in the context information, it is understood that the action plan is aimed at making a significant mark on the academic performance and progress of the identified student groups.</p>	<p><b>Explanation:</b> The action referred to as "Support Software to identify and address learning needs" is designed with an LEA-wide scope, targeting the unique demographics of the district. Given that the district is primarily comprised of low-income families, making up over 80% of the population, a dedicated approach towards addressing the current educational landscape is essential. An annual increase of 1-2% in English Learners further reaffirms the importance of adopting software tools, such as Apex, No Red Ink, and IXL, that provide personalized, self-paced learning opportunities, thus facilitating academic advancement.</p> <p><b>Rationale:</b> The district-wide scope is both necessary and valuable considering the notable representation of students from low-income backgrounds, English Learners and all students, including Students with Disabilities. These students often face unique academic challenges, and providing a means to address their learning requirements is of paramount importance. The selected software tools offer features such as formative assessments, tailored task allocation based on learning needs, and help in credit recovery, thus contributing to a reduction in learning gaps. Having a wide-reaching scope ensures these high-demand resources are readily accessible to all students who require them, thereby actively promoting academic progress.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 7:</b> Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard <b>Goal 1 Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard <b>Goal 1 Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate) <b>Goal 1 Metric 8:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test: California Dashboard NGSS Science Test Data Source: Ed- Data</p>

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1.12	<p><b>Needs:</b> The school district administration pinpointed a requirement for an upsurge and enhancement in services for all categories of students, more so for the targeted learners constituting over 80% of the entire student population. This need is measured by the California Dashboard where English Learners are placed in the lowest placement and Low Income are in the Low placement.</p> <p><b>Assessment:</b> The initiation of implementing standards-aligned instructional resources catered to this need by availing supplemental textbooks and materials. These encompass extra novels in English lessons, support materials for English Learners, lab apparatus in Science lessons, and athletic gear in Physical Education lessons. Moreover, the action also included the provision of dual enrollment textbooks, thereby expanding access to early college and rigorous career preparation courses. Primarily, these efforts are directed towards the targeted student group, equipping them with more chances for academic expansion and career readiness. The potency of these actions is substantiated by the notably low suspension rates and elevated graduation rates indicating positive influence on students' outcomes.</p>	<p><b>Explanation:</b> The primary objective of implementing standards-aligned instructional materials, on an LEA (Local Education Agency) -wide scale, emerges from the recognition of the need to address the requirements of distinct student groups across the entire district. By surpassing the offerings that base funding can support, the execution of this plan is projected to enhance both the quality and the expanse of the instructional materials. Notably, this is critical for those students who make up more than 80% of the district's total student population. The intent is also to facilitate dual enrollment programs by providing textbooks, which will invariably widen the horizon for students, affording them access to early college and rigorous career preparation courses.</p> <p><b>Rationale:</b> The all-embracing scope of this plan owes its initiation to the evidence suggesting its effectiveness. The evidence presents itself in the form of considerably low suspension rates and considerably high graduation rates - both indicators of the positive impact made on student outcomes. Moreover, the on-going need for supplemental resources in all classrooms - to support our at-risk students and English Learners provides additional validation for the LEA-wide scope of the implementation. Thus, pursuing this course of action ensures comprehensive coverage while fostering student engagement - thereby presenting a strong case for this district-wide initiative.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 9:</b> Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard -College and Career <b>Goal 1 Metric 10:</b> Priority 4(c ): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>



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1.15	<p><b>Needs:</b> The Leadership team discussed the necessity to focus on the identified groups of students; namely English Learners, Foster Youth and Low Income students have been recognized. The reasons for the pressing need vary by group. English Learners may grapple with language difficulties that obstruct their academic growth. Foster Youth and Low-Income students may not have the necessary resources or supportive environments at home to fuel their academic work. Unduplicated students may be in need of additional academic assistance which reflects and suits their different learning needs. Our analysis of our unduplicated student groups on the 2023 CAASPP testing shows these groups low.</p> <p><b>Assessment:</b> In response to these identified needs, the action "Student Supports" has been formulated. This takes shape in offering intervention tutors outside of the usual school hours, including the provision of 24/7 online tutoring with translation services to break down language barriers. A key aspect of this action is a subscription to Tutor.com, which secures continuous tutoring support. Extended counselor time in BV also forms a part of this action; this is particularly beneficial for English Learners and low-income students who require assistance in their scheduling and monitoring of graduation statuses. The budget for this action will be channeled mainly towards aiding English Learners, low-income, and foster youth students in their academics. The approach of this action is overarching; it strives to provide a support system that attends to the individual needs of each identified group of students.</p>	<p><b>Explanation:</b> To effectively support diverse student groups, implementing Student Supports across our LEA is crucial. Our goal is to provide comprehensive academic assistance to all students, including intervention tutors and 24/7 online tutoring. This strategy is especially beneficial for English Learners, Foster Youth and Low Income, ensuring a consistent and wide-ranging support system.</p> <p><b>Rationale:</b> The scope of implementing Student Supports LEA-wide has been determined by the need to accommodate all students, ensuring no student misses out due to varied learning needs and backgrounds. The decision to incorporate high-impact tutoring comes as an added advantage, further augmenting the effectiveness of our action. As recommended by National Education Association, this high-impact tutoring is a tested methodology to enhance student learning. Hence, it is safe to conclude that our LEA-wide approach inculcates both the provision of tutors and online tutoring services along with the added support of high-impact tutoring, ensuring a comprehensive academic assistance for students. Citation: National Education Association. (n.d.). High-Impact Tutoring. Retrieved from <a href="https://www.nea.org/nea-today/all-news-articles/high-impact-tutoring">https://www.nea.org/nea-today/all-news-articles/high-impact-tutoring</a>.</p>	<p><b>Corresponding Metrics:</b></p> <p><b>Goal 1 Metric 6:</b> Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p><b>Goal 1 Metric 7: Priority 4(a):</b> CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>

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1.16	<p><b>Needs:</b> Teachers, as well as other educational partners, pinpointed a significant requirement at the heart of establishing a supportive learning environment for all pupil demographics. It notably highlighted the detrimental effect of high temperature circumstances on the educational procedure, frequently causing an upheaval of instructional continuation and scholastic undertakings due to the compulsory shifting of classes to cooler locations. Students are likely to attend more consistently when facilities are in good repair and clean. During the 2023-24 school year, all students were at 92% with lower attendance rates seen in our FY 91% and Homeless 86%.</p> <p><b>Assessment:</b> To effectively address the raised concerns, the 'Classroom Cooling System' action was designed, which revolved around the central plan of new cooling tower installations or servicing of existing ones in classrooms. Further to providing an amiable physical atmosphere that bolsters education for all pupils, this initiative eliminates disruptive shifts of study spaces due to unbearable heat. Fiscal reserves in the district were assigned to personnel for prompt maintenance, thus maintaining the conducive scholastic ambiance and countering disruptions of the education process. Materializing within the time frame of the current LCAP, this action reiterates the district's promise of addressing the well-defined needs of the school community, initially proposed during the previous LCAP period.</p>	<p><b>Explanation:</b> The action titled 'Classroom Cooling System' is focused on revamping the schoolwide learning environment. This is done by targeting a pervasive issue of exposure to high temperatures in classrooms. The main efforts within the scope of this action include the introduction of new cooling towers and maintenance of existing systems to ensure a comfortable physical habitat that is conducive to learning activities. It's crucial to make sure that this action goes beyond merely addressing a physical need, it also underpins the fundamental right of students at Taft Union High to have consistent, distraction-free instruction time that's unaffected by extreme heat or discomfort.</p> <p><b>Rationale:</b> It's imperative to understand the reason behind pursuing a schoolwide approach in implementing the 'Classroom Cooling System' action. The necessity for a relaxed and comfortable learning environment should not be underestimated, and it's clear that this is a universal requirement across the campus. All students, regardless of their group identities, have been negatively impact by harsh heat conditions. These conditions, in turn, have disrupted learning routines and impacted overall productivity. Hence, the school-wide implementation of the action is designed to maximize effectiveness and efficiency in addressing this significant need.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 3:</b> Priority 1(c ): Basic Services: School facilities maintained in good repair. Data Source: FIT Report</p> <p><b>Goal 2 Metric 1:</b> Priority 5(a): Attendance rate</p>

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1.17	<p><b>Needs:</b> The school community has noticed particular challenges among English Learners, Foster Youth, and Low-Income students. These obstacles are predominantly organizational, structural, and time management-related, primarily due to these students' limited access to necessary technological resources. This deficiency tends to increase the struggle to keep up with class due dates and school obligations. Additionally, the parents of these students often find it difficult to oversee their child's academic progress and keep track of missing assignments due to similar technological constraints. Based on 2023 CA Dashboard, our unduplicated student groups are underperforming in terms of being prepared on the college/career indicator compared to all students.</p> <p><b>Assessment:</b> In response to these identified needs, the school community introduced an initiative called "Electronic Access." This action ensures continuous access to essential educational platforms such as Canvas, G-suite, and Aeries Student Information System. These platforms aim to aid students in maintaining organization, providing structure, and staying updated with class due dates. Furthermore, parents are granted the ability to monitor their children's academic progress and identify missing assignments via platforms such as Canvas and MyCats. This initiative also extends the provision of Wifi access to students without home internet but live within the range of the District cell tower. Consequently, all students, irrespective of their socioeconomic status, are given the essential tools to achieve academic success. The effectiveness of "Electronic Access" can be evaluated using an array of measures. For instance, observing advancements in students' organization, structure, and adherence to class schedules, along with evaluating the level of engagement from parents in their children's academic progress. Thus,</p>	<p><b>Explanation:</b> The aim of the "Electronic Access" initiative extends LEA-wide across both campuses, taken in view of the prominent challenges faced by English Learners, Foster Youth, and Low-Income students due to a lack of sufficient technological resources. This limitation poses a considerable barrier to successful academic achievement by impeding these students' capacity in essential areas such as organization, structure, and time management skills. By ensuring that every learner gains access to crucial internet connectivity and online tools, the expansive range of the action is fittingly aligned with its intended objective.</p> <p><b>Rationale:</b> The broad scope of the initiative holds central importance to effectively cater to the poignant needs of these identified student groups. Such a widespread approach levels the playing field, providing all students with an equal opportunity to excel academically. Facilitation of access to internet connectivity and educational platforms assists students in staying organized and up-to-date with class schedules, while also enabling parents to stay abreast with their child's academic progression. Hence, the underlying rationale for such a broad scope is to foster an environment of equitable educational opportunities by bridging the digital divide.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 17:</b> Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.</p> <p><b>Goal 1 Metric 19:</b> Priority 8 College/Career Indicator</p>

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	"Electronic Access" caters to the specific needs of English Learners, Foster Youth, and Low-Income students, essentially leveling the academic playing field.		

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1.18	<p><b>Needs:</b> Educational partners, including parents, expressed a need to address learning opportunities for all students. The learning requirements of certain student groups, namely English Learners, Foster Youth, and Low-Income students, have been examined and distinguished as significantly unique. These needs stem from various circumstances such as language barriers, unstable home environments, and financial constraints, respectively. These conditions often limit their accessibility to a developed comprehensive course of study and negatively impact their academic advancement. CA School Dashboard data shows unduplicated students were not scoring as well on AP tests and do better in a dual enrollment or concurrent enrollment classroom than all students.</p> <p><b>Assessment:</b> In response to these requirements, an action titled 'Dual Enrollment' has been put forward. This strategy aims at expanding opportunities for an extensive course of study, by forming partnerships with local community colleges, thereby enhancing concurrent and dual enrollment opportunities for students who are on the path towards graduation. The provision of materials and rentals bolsters this action, ensuring that financial constraints do not obstruct students from accessing these opportunities. The effectiveness of this action can be evaluated by observing the escalation in dual enrollment opportunities. Moreover, the academic progression of the designated student groups can be monitored. The 'Dual Enrollment' action, through increased access to comprehensive studies and partnerships with local colleges, promotes equal educational opportunities and advances academic progression for these student groups.</p>	<p><b>Explanation:</b> The LEA-wide scope is intrinsic to the effectiveness of the initiative involving dual enrollment. This broad scope stems from the primary aim of addressing the distinct and unique challenges faced by English Learners, Foster Youth, and Low-Income students across the entire district. Specifically, hurdles such as language barriers, unstable domestic environments, and economic constraints can limit their comprehensive education access. Given these constraints, the initiative's LEA-wide implementation is instrumental in ensuring all students, regardless of their circumstances, obtain equal education opportunities.</p> <p><b>Rationale:</b> The reasoning behind this scope pertains to the optimal utilization of partnerships with local community colleges. With this collaboration, the initiative can significantly broaden the course of study and concurrently heighten dual enrollment opportunities for these particular students. This strategy essentially promotes their academic progression. Furthermore, the incorporation of materials and rentals provisions is of vital importance so that financial barriers do not prevent students from accessing these opportunities. Hence, extending A-G options and dual enrollment across both campuses is poised to augment opportunities for the entire student population in the district.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 15:</b> Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard <b>Goal 1 Metric 16:</b> Priority 7 (a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Data Source: Principal Approved List</p>

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1.19	<p><b>Needs:</b> There emerged a necessity for the position of a Special Projects Coordinator due to the difficulties encountered by the Low-Income and English Learners student groups. Administration recognized that pupils frequently struggle with language barriers which can impede their academic progression and social assimilation. Substantial deficiency in English Language Arts capabilities could lead to low self-confidence and feelings of isolation among these students. Local surveys monitor student engagement and climate results as listed above. Based on 2023 CA Dashboard, our unduplicated student groups are underperforming in terms of being prepared on the college/career indicator compared to all students.</p> <p><b>Assessment:</b> To meet these needs, the Special Projects Coordinator will be instrumental in assisting with programs that support low-income and English learners. These initiatives are designed to enhance the skills of these students, consequently enhancing their academic performance and social interactions. By establishing close collaborations with educators, parents, and students, the Coordinator ensures the effectiveness of the program.</p>	<p><b>Explanation:</b> The LEA-wide jurisdiction of the Special Projects Coordinator is merited given the extensive requirements of the English Learners program. These students regularly grapple with language obstacles that impair their academic progression and social integration. One of the Coordinator's duties demand overseeing attendance, reclassification, and progress on the ELPAC examination. As Low-Income and English Learners often transition across schools, assigning the coordinator responsibility that traverses individual schools sustains consistent assistance for these students.</p> <p><b>Rationale:</b> The primary motivation for a LEA-wide mandate lies in the fluid nature of the student group in question. Since English Learners often change schools, a single school scope may disrupt the continuity of support. Establishing an LEA-wide remit ensures that no matter where the students relocate within the LEA, consistent support is maintained. The efficacy of this course of action manifests in notable improvement in English proficiency, academic accomplishment and refined social interaction among the English Learners.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)</p> <p><b>Goal 1 Metric 19:</b> Priority 8 College/Career Indicator</p>

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1.21	<p><b>Needs:</b> The parent group expressed desire for additional sections for specific electives that were the most popular with students. The identified specific needs, most notably among English Learners and Low-Income student groups, which prompted the action to develop the "Culinary Classroom". These particular students have been found to have less access to applied, career-targeted education and credential opportunities, such as the ServSafe certificate, which could notably improve their employability potential. The actions of transferring the foods class to the school cafeteria and launching a new classroom were initiated to address these primarily identified needs. The culinary classroom is impacted for registration and the larger class would allow more students access. Our data (see Metric 10) shows that our unduplicated student groups are not completing CTE courses at the same rate as all students.</p> <p><b>Assessment:</b> The realization of the "Culinary Classroom" was to offer students a realistic kitchen experience and the opportunity to attain certifications indispensable for employment in the culinary sector. This action represents an extension of a goal established with the previous Local Control and Accountability Plans (LCAP) and is currently awaiting approval from the Division of the State Architect (DSA). The introduction of the new classroom will not only advocate growth within the district but will also broaden opportunities for students to undertake the course as dual enrollment.</p>	<p><b>Explanation:</b> The strategic decision to implement the "Culinary Classroom" initiative across the entirety of the school arises from the recognized needs of English Learners and Low-Income student groups. These particular groups often face hurdles in accessing career-oriented education and obtaining necessary credentials, such as the ServSafe certification. The initiative's primary intention is to relocate the foods class to the cafeteria and to establish a new classroom. This restructuring aims to provide an authentic kitchen experience to these students and further facilitate their attainment of valid certifications, which are fundamentally essential for employment in the culinary sector.</p> <p><b>Rationale:</b> The popularity of the culinary class at Taft Union High School, coupled with the rising demand for career and technical education, strengthens the rationale for the broad, schoolwide scope of the "Culinary Classroom" implementation. Expanding such programs equips an increased number of students with vital job skills, thus enhancing their future employment prospects. Moreover, this expansion stands to tangibly benefit the district's growth by cultivating the skills of a diverse student body, further intensifying its commitment to preparing all students for thriving careers. This rationale aligns with the guidelines provided by entities such as the Local Control and Accountability Plans (LCAP) and the Division of the State Architect (DSA).</p>	<p><b>Corresponding Metrics:</b>  <b>Goal 1 Metric 10:</b> Priority 4(c ): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>

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1.22	<p><b>Needs:</b> The school community, particularly the Foster Youth and Low Income student groups, has ushered in the need for the action referred to as the "PE Gym Floor." These student populations may have restricted access to high-quality physical education amenities due to their distinct circumstances; this limitation could potentially obstruct their physical growth and general well-being. The district has worked closely on ways to engage students and encourage them to come to school. Many of these activities are held in the gyms and helped reduce chronic absenteeism rates from 45% to 26% over the last year. Our low-income and English learners are chronically absent at a higher rate than all students, according to 2023 Ed-Data.</p> <p><b>Assessment:</b> The "PE Gym Floor" action proposes to tackle this need through a gym flooring replacement plan. This enhancement to the physical education facilities is anticipated not only to elevate the students' physical education experience but to also provide a conducive space for classroom activities and athletic happenings. This action has notable significance, taking into consideration the town's small size and limited accessibility. Carried over from the prior Local Control and Accountability Plan (LCAP) and contingent on approval from the Division of the State Architect (DSA), the enactment of this action underlines the district's dedication towards the betterment of physical education facilities, focusing on students from the Foster Youth and Low Income categorizations.</p>	<p><b>Explanation:</b> The proposed strategy involves the execution of a significant improvement project, namely 'PE Gym Floor', across the entire Local Education Agency (LEA). This scheme primarily targets to cater to the distinct requirements stemming from certain student demographics, specifically Foster Youth and Low Income. The core idea is updating and rejuvenating the gym flooring in order to enhance the quality of the physical education facilities that these student groups extensively use. Given the enormous participation from the low income students in sports and the consequential enhancement in their school engagement and academic performance, implementing the initiative LEA-wide deems most effective. This endeavor is part of the ongoing commitment from the district to uplift the wellness of every student, with particular focus on those from disadvantaged backgrounds.</p> <p><b>Rationale:</b> The justification for a district-wide execution of this project is multi-faceted. Foremost is the high amount of engagement with sports that is witnessed in the case of low-income students. This involvement in sports is directly linked with increased engagement in school and improved academic outcomes. Therefore, a decision that benefits the sports facilities is, by extension, a strategy focused on academic improvement for a critical group of students. Additionally, the geographical constraints of the town – its limited size and accessibility – mandate such a wide-scale application of the plan to ensure all students can reap the benefits. This improvement strategy, pending approval from the Division of the State Architect (DSA) and continuing from the previous Local Control and Accountability Plan (LCAP) aligns effectively with the district's ongoing pledge to improve the wellbeing of every student, particularly those from underserved communities.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 3:</b> Priority 1(c ): Basic Services: School facilities maintained in good repair. Data Source: FIT Report <b>Goal 2 Metric 2:</b> Priority 5(b): Chronic Absenteeism Data</p>



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1.23	<p><b>Needs:</b> The community service groups and parents identified career pathways as an ongoing need for the school. The school community recognized a range of requirements, which fueled the conception of the Woodshop action. These primarily focused on the absence of easily accessible vocational training and certification opportunities for students from low-income families. The limited size of the town has aggravated the issue, restricting the students' ability to access such schemes.</p> <p><b>Assessment:</b> To meet these demands, the Woodshop initiative was devised. It involves structural renovations such as roof replacements for the Woodshop classroom, thereby creating a secure and favorable educational environment for the students. This action also provides them with opportunities to obtain certification and training in Woodshop, facilities that were previously limited due to the size of the town. The objective of the initiative not only contains the provision of a physical learning space but also targets bridging the vocational training opportunity gap for low-income scholars. As a result, it prepares them with skills that improve their employability and prospects for the future. The success of the action can be evaluated by the enrollment of students in the Woodshop classes, as well as the number of students that complete the training, obtain certification and complete a CTE pathway. According to 2023 CA Dashboard, 46.8% of students completed at least one Career Technical Education Pathway, 29% were English Learners, 43% were low-income.</p>	<p><b>Explanation:</b> In an effort to specifically target and address the pervasive challenges encountered by low-income students at Taft Union High School, the scope of the Woodshop action is primarily schoolwide. These challenges include the absence of accessible vocational training and certification opportunities, a situation further exacerbated by the diminutive size of the town. To rectify this, the action incorporates an array of structural enhancements to the teaching environment, such as roof replacements in the Woodshop classroom, with the main aim of creating a secure and conducive atmosphere conducive to learning. Alongside improving the learning environment, this action extends opportunities for students to receive certification and training in Woodshop - opportunities that were previously unavailable due to the town's size.</p> <p><b>Rationale:</b> The justification for the schoolwide scope lies in the fact that Taft Union High School is the sole educational institution in the district providing Woodshop classes. Therefore, addressing these challenges at a schoolwide level is not only fundamental, but essential in order to ensure inclusivity. The ultimate vision of this action is to bridge the existing vocational training opportunity gap experienced by low-income students. By doing so, it aspires to elevate their employment potential and broaden future prospects, thereby effectively enhancing their overall lifelong success rates.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 3:</b> Priority 1(c ): Basic Services: School facilities maintained in good repair. Data Source: FIT Report</p> <p><b>Goal 1 Metric 10:</b> Priority 4(c ): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>

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1.24	<p><b>Needs:</b> The school district has underscored the urgency of retaining teachers to deliver consistent and high-quality instruction for all students, with a specific emphasis on English learners and economically disadvantaged students. There's a high demand for additional support and uninterrupted teaching for these student groups to bolster their academic growth. At the same time, the revolving door of teachers, noted as high teacher turnover, poses a considerable disruption to such progress. Based on the 2023 CA Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p><b>Assessment:</b> To tackle this pressing need, the district initiated the action, "Teacher Retention," wherein funds are allocated towards a salary increment portion to maintain a steady teaching staff. By facilitating a nurturing and stable learning environment, the district is optimistic about enhancing the academic performance of all students, particularly English learners and the economically disadvantaged. This action, taken district-wide, represents a prudent investment in the district's human resources. The effectiveness of this step will be quantified by the teacher retention rate and the scholarly success of the unduplicated pupil population, both of which will be tracked by the district.</p>	<p><b>Explanation:</b> The primary focus of this action lies in the preservation of quality instruction for all students, with particular emphasis on English learners and economically disadvantaged pupils. This Teacher Retention initiative is characterized by committing funds to augment the salaries of teachers, enhancing their propensity to continue in their current roles. It is broadly applied across the entire Local Education Agency (LEA), thereby strengthening its effect and creating a need for its comprehensive scope. The sweeping nature of this initiative is critical in mitigating the pervasive high teacher turnover rates throughout the district, a factor identified as a significant barrier impeding the consistent academic progress of the students.</p> <p><b>Rationale:</b> The chosen scope for this action, applied on a district level, arises from the exigency to secure stable and quality learning environments aimed at bolstering the academic growth of the concerned students. This is germane, particularly in light of the observed performance trends which reveal the English learners and low-income groups across all our schools to substantially lag behind their peers in academic achievement. Therefore, this broad-based approach encourages systematic improvement by ensuring professional continuity and increased job satisfaction among teachers, which directly impacts the students they serve. This, in turn, cultivates a supportive and consistent learning environment, critical for the enhancement of academic performance and progress in marginalized student groups.</p>	<p><b>Corresponding Metrics:</b></p> <p><b>Goal 1 Metric 1:</b> Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p> <p><b>Goal 2 Metric 5:</b> Priority 5(e): High School Graduation Rate. Data Source: Ed-Data</p>

Goal and Action #(s)	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
2.1	<p><b>Needs:</b> The Alternative Student Placement action predominantly centers on addressing the specific needs within the school district, primarily concerning English Learners, Foster Youth, and Low-Income students. These demographics frequently encounter difficulties in conventional learning spaces. Such challenges occur due to barriers in language comprehension, inconsistency in their home situations, and the adversities that result from socioeconomic difficulties. Finding appropriate placement and opportunities for students was a need expressed by parents. According to the 2023 CA Dashboard, 4.7% of all students, 4.7% for English learners, and 5.2% for low-income students were suspended at least one day.</p> <p><b>Assessment:</b> To cater to these needs, the action plan focuses on implementing the Alternative to Suspension Program and the Personalized Academic Center. These initiatives aim to retain disadvantaged students on campus and meet their educational needs by employing alternative learning placements. Additionally, the action plan encompasses imparting Social Emotional Learning (SEL) lessons and conflict resolution strategies, thereby improving vital employability skills. The subgroups at maximum risk are identified according to the California School Dashboard results, followed by providing necessary support lessons or referring them to the ATS and other supportive platforms. The TUHS Assistant Principal will be responsible for overseeing student discipline to confirm the effectiveness of this initiative. The success of this action plan will be evaluated through an upswing in the California School Dashboard results and witnessing a drop in suspensions for these students.</p>	<p><b>Explanation:</b> The initiative named "Alternative Student Placement" is enacted across the local education authority (LEA) and is targeted at fostering English Learners, Foster Youth, and Low-Income students who often find it challenging to thrive in traditional education settings. The challenges they face range from language barriers to unstable living conditions, and the struggles of low-income status. To mitigate these challenges, we have established the Alternative to Suspension Program and the Personalized Academic Center in every school in the district. By doing so, we strive to retain these students in school while meeting their unique educational requirements via alternative placement avenues. The scope, spanning the entire district, is intended to ensure that all students within these identified groups can access and gain from this initiative, irrespective of their school.</p> <p><b>Rationale:</b> The district-wide spanning is considered appropriate and necessary to facilitate the equitable provision and access to the program by all eligible students. This wide-reaching coverage ensures all students faced with the aforementioned challenges, regardless of the school they attend, can reap the benefits of the program. Additionally, collaboration exists between the Assistant Principal of Taft Union High School and the Principal of Buena Vista High School to ensure effective resource sharing and placement across the entire district. This coordinated effort is strategic in achieving efficiency, given the interoperability of resources in the district. Lastly, this wide-reaching approach is anticipated to lead to lower suspension rates and an uptick in alternative placements, serving as an indicator of the effectiveness of this action.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 2 Metric 6:</b> Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard</p>

Goal and Action #(s)	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
2.2	<p><b>Needs:</b> The district administration and teachers identified several needs within the school community which prompted the creation of the Intervention Specialist action. This was specifically due to concerns pertaining to the student body, including all students and especially those at risk, such as socioeconomically disadvantaged, English Language learners, and foster and homeless youth, who demonstrated a requirement for specialized assistance to curb chronic absenteeism. Along with this, these students tend to face challenges with their organizational skills, negatively impacting their academic progress and contributing to absenteeism. Furthermore, there was an apparent deficiency of a centralized point of contact for students, parents, and school resources to tackle the needs of the most vulnerable students. Our low-income and English learners are chronically absent at a higher rate than all students, according to 2023 Ed-Data.</p> <p><b>Assessment:</b> Addressing the needs highlighted, the Intervention Specialist action involves the provision of targeted assistance to students on the brink of chronic absenteeism, subsequently aiming to boost their attendance and academic performance. This also includes imparting organizational skills to students to improve their capacity to manage their academic obligations effectively. Moreover, the Intervention Specialist serves as a crucial point of contact for students, parents, and school resources, thereby promoting smoother communication and coordination of efforts to assist the most at-risk students. The scope of the Intervention Specialist action spans all students, with a distinctive emphasis on the most at-risk students, such as socioeconomically disadvantaged, English Language learners, and those in foster care or homeless.</p>	<p><b>Explanation:</b> The Intervention Specialist action encompasses a scope that is LEA-wide, entirely covering the broad scale of all students in the district. This wide coverage is appropriate considering the identified needs that are common across all student groups such as chronically recurring absenteeism, a gap in organizational skills, and the pervasive requirement for a centralized communication point. This action has a defined role providing critical assistance to students on the threshold of chronic absenteeism, inculcating organizational talents, and assuming the capacity of a singular point of contact. Thus it effectively responds to and addresses these identified needs.</p> <p><b>Rationale:</b> The extensive LEA-wide scope is justified by the fact that the issue of student attendance runs deep and is a daunting concern at the level of the entire district. The Intervention Specialists, alongside the Assistant Principal and Principals, operate in a coordinated manner to vigilantly oversee student attendance across the dual campuses. Such a concerted approach ensures that the executed action is potent enough to cater to the needs of all students, laying specific emphasis on those who are categorized as at-risk. This rationale underscores the impetus for such a wide-reaching scope that envisions every student in the district.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 2 Metric 2:</b> Priority 5(b): Chronic Absenteeism Data Source: Ed-data</p>

Goal and Action #(s)	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
2.3	<p><b>Needs:</b> The school district teachers and students identified the specific needs of certain student groups, including English Learners, Foster Youth, and Low Income students. These distinct groups often experience challenges related to language proficiency, stability, and financial resources. These issues can significantly restrict their full participation and engagement in various school activities, thereby necessitating the 'Student Leadership' action plan's creation. Our low-income and English learners are chronically absent at a higher rate than all students, according to 2023 Ed-Data.</p> <p><b>Assessment:</b> The 'Student Leadership' action has been developed to directly address the needs of these identified groups. This initiative is centered on fostering leadership qualities among students through various groups including ASB, Human Element, and SAVE Promise clubs. These initiatives serve a dual purpose of promoting student involvement, thereby cultivating a positive school culture. Furthermore, participation in these groups enables students to polish their leadership skills, improve their language efficiency, and instill a sense of belonging and stability. The action's scope extends to all students but places additional emphasis on the highlighted student groups, aiming to foster an inclusive and thriving environment. No specific statistics or metrics were provided within the action plan's scope.</p>	<p><b>Explanation:</b> The scope of the 'Student Leadership' action spans across all LEA facilities due to its intent to address the recognized needs present within the English Learners, Foster Youth, and Low-Income students populations. This broad frame is deemed suitable due to the varying disparities and challenges that these demographics frequently face, such as limited language proficiency, a lack of stability, and insufficient financial resources. These factors can often restrict their full engagement in educational activities. The 'Student Leadership' action aims to cultivate leadership abilities, enhance language proficiency, and engender a sense of community and stability by enabling involvement in societies such as ASB, Human Element, and SAVE Promise clubs.</p> <p><b>Rationale:</b> The choice to implement this action across the entire LEA, as opposed to a limited scope, ensures equitable access to these opportunities for all students, regardless of their particular school. This approach promotes inclusivity and encourages a flourishing communal school environment. Furthermore, the previous success of such leadership clubs at Taft Union High and Buena Vista schools provides compelling evidence for the effectiveness of this initiative. This broad implementation guarantees that an inclusive environment is not only envisioned, but also realized, allowing every student to participate in nurturing their skills and improving their school experience.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 2 Metric 8:</b> Priority 6 (c): Other Local measures: Climate Survey Results <b>Goal 2 Metric 2:</b> Priority 5(b): Chronic Absenteeism Data Source: Ed-data</p>

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2.4	<p><b>Needs:</b> The school community district leadership team flagged specific needs that are currently unmet. These unduplicated groups experience unique obstacles which often precipitate chronic absenteeism and poor attendance as seen by 2023-24 attendance rates on KiDS. These hurdles encompass issues such as language barriers, unstable living conditions, and financial difficulties. The "Attendance Supports" initiative was conceived as a direct response to these identified needs.</p> <p><b>Assessment:</b> To tackle the needs outlined, the "Attendance Supports" action incorporates various strategies. Key among these is the appointment of attendance clerks and other school personnel who will utilize the KiDS dashboard. This mechanism enables the tracking of student attendance and assists in identifying trends related to student absences. Early intervention can thus be facilitated to prevent cases of chronic absenteeism. School Safety Manager are also engaged, conducting home visits and initiating calls to parents in an effort to discern the reason for the absenteeism issue. An all-encompassing approach has been adopted, encapsulating both school-centric interventions and home-based supports. It has been tailored to pinpoint students susceptible to chronic absenteeism, and understand and rectify the underlying issues contributing to their absences.</p>	<p><b>Explanation:</b> The "Attendance Supports" initiative is established with a LEA-wide scope that is imperative for competently addressing the needs of identified student demographics comprising of English Learners, Foster Youth, and Low-income students. The respective groups represent unique challenges such as language obstacles, unstable living circumstances, and fiscal hardships often leading to chronic absenteeism. The universal application of this initiative across the entire academic program allows for early detection and mitigation of issues that contribute to absenteeism while promoting consistent attendance for all students. It is this expansive scope that contributes significantly to the effectiveness of the initiative as it ensures comprehensive coverage and access for all students, irrespective of their individual academic institutions.</p> <p><b>Rationale:</b> The rationale for choosing an LEA-wide scope is the need to intervene early to prevent students from becoming chronically absent. This intervention is carried out by attendance clerks and school personnel who utilize the KiDS dashboard to monitor student attendance patterns and identify absence trends. Their responsibilities include conducting home visits and making calls to parents to understand the root causes of absences. This wide-reaching approach ensures no student is left behind, regardless of their personal circumstances or the school they attend, thus fostering an environment that supports the academic success and wellbeing of every student.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 2 Metric 1:</b> Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/ Enrollment)</p>

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2.5	<p><b>Needs:</b> The Leadership Team highlighted specific needs concerning the unduplicated student groups. These identified needs are underpinned by the unique challenges these students may encounter, including social-emotional and mental health issues, substance abuse, and concerns over safety within the school premises. According to the 2023 CA Dashboard, 4.7% of all students, 4.7% for English learners, and 5.2% for low-income students were suspended at least one day.</p> <p><b>Assessment:</b> In response to these identified needs, the 'Social-Emotional Skills' action has been developed, aiming at establishing a comprehensive support system. The action encompasses various programs, software, and initiatives conceived to improve safety and enforce discipline on campus. Additional measures such as incentives to promote positive behavior, interventions to curb substance abuse, and mental health services have been included in the plan. Further, a social worker is appointed at each location thanks to a community support grant partnership. This action intends to offer a holistic solution to the intricate needs of our most at-risk students, and its effectiveness is cautiously monitored through a set of comprehensive metrics. These metrics include tracking of students' movement on and off campus, successful implementation of interventions, and seamless integration of social workers at each site.</p>	<p><b>Explanation:</b> The action titled 'Social-Emotional Skills' adopts an LEA-wide scope. This breadth is warranted due to its goal of addressing the needs of a substantial number of unduplicated students in the district. The initiative is predicated on enhancing safety, discipline, and mental health support throughout the entire district. This sweeping approach ensures that all students, notably those with additional needs, obtain the critical help they require.</p> <p><b>Rationale:</b> The decision to embark on this action at an LEA-wide level is reinforced by the pervasive presence of grave issues such as substance abuse and mental health concerns within the district. Additionally, the district's commitment to prioritizing safety and mental health interventions further justifies the wide-ranging implementation of this measure. By applying this action district-wide, we guarantee a uniform and consistent approach to resolving these acute needs, thereby ameliorating the overall educational environment for every student.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 2 Metric 6:</b> Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard <b>Goal 2 Metric 8:</b> Priority 6 (c ): Other Local measures: Climate Survey Results</p>

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2.7	<p><b>Needs:</b> As reflected in the school community, certain groups of students have been identified to be in need of extra support, notably English Learners, Low Income, and Foster Youth. There are unique hurdles these specific student groups frequently encounter, which require custom-tailored assistance and resources allocated to their benefit. English Learners can battle with language obstacles, whereas students categorized under Low Income and Foster Youth may find it challenging to have solid support systems in their households, imperative for their academic excellence. An analysis of our data shows that our unduplicated student groups have higher rates of Chronic Absenteeism (Ed-Data) and are suspended more frequently than all students (2023 CA Dashboard).</p> <p><b>Assessment:</b> The presence of an Assistant Principal and Dean will ensure the students' accessibility to extra resources, counseling, and mentorship. This comprehensive measure is expected to help the students conquer their challenges, thereby paving the way for academic achievements. One key aspect of these initiatives is the utilization of data and performance metrics to monitor improvements as well as to make sure the students' needs are being adequately addressed.</p>	<p><b>Explanation:</b> The necessary decision to broaden the implementation of the role "Assistant Principal and Dean" throughout the entire school has been reached with careful consideration. The motivation behind such a choice results from the identified needs of our particular cohorts of students. It is recognized that these clusters confront distinctive challenges, including language barriers and a deficiency of robust support mechanisms. In response, by incorporating an Assistant Principal and Dean, our intention is to equip these students with supplementary resources, guidance, and mentorship. The anticipated outcome is to heighten their academic performance, leading to an improved educational experience.</p> <p><b>Rationale:</b> It's anticipated that this approach will enhance the overall educational program offered by the school. By directing the Assistant Principal and Dean's assistance to this group, we hope to cultivate an academic environment that comprehensively addresses the needs of each student. By making this investment within a targeted scope, the long-term benefits are expected to diffuse through the broader student community, indirectly improving the educational experience of all.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 2 Metric 1:</b> Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment) <b>Goal 2 Metric 2:</b> Priority 5(b): Chronic Absenteeism Data Source: Ed-data <b>Goal 2 Metric 6:</b> Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard</p>
5.1	<p><b>Needs:</b> District Administrators and Teachers recognize the need to focus on English Learners (ELs) who often face language barriers that hinder their academic performance. For instance, only 12% of English Learners met UC/CSU requirements compared to 25% of all students, and only 29% completed at least one CTE pathway compared to 52% of all students .</p> <p><b>Assessment:</b> An analysis of student performance data</p>	<p><b>Explanation:</b> The rationale for this LEA-wide approach is to ensure equitable access to high-quality education for all students, especially those who are most at risk of academic underperformance.</p> <p><b>Rationale:</b> By addressing the specific needs of unduplicated pupils, the school aims to close the achievement gap and promote a more inclusive and supportive learning environment. This comprehensive strategy is expected to yield significant improvements in student outcomes, as evidenced by enhanced engagement, better academic performance, and higher rates of graduation and college readiness.</p>	<p><b>Corresponding Metrics:</b> <b>Metric 1: Priority 4(a)- English Learner</b></p>



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	revealed significant gaps in English proficiency and academic achievement among English Learners. The 2023 California Dashboard shows that 28% of English Learners were making progress toward English language proficiency, and they were 136.5 points below standard in English Language Arts and 202 points below standard in Math . These metrics highlight the urgent need for targeted interventions to support English Learners.		

*Insert or delete rows, as necessary.*

**B: 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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	<p><b>Needs:</b> The parents of the school community identified concerns primarily concerning the educational needs of the English Learners student group. These students often grapple with language barriers, which may hinder their full comprehension and engagement with standards-aligned material. Therefore, there is an obvious need to implement specialized teaching strategies to efficiently engage with these students and address their unique learning needs. The California Dashboard shows our English Learner Progress as 28% making progress and the self reflection data completed by the departments show that many departments need additional training in content standards. Our local survey of teachers showed the need for additional instructional materials that are aligned to the ELD framework.</p> <p><b>Assessment:</b> The action plan, titled "Professional Development - English Learners," is devised to tackle these needs by focusing on enhancing teacher professional development, both on and off-site. This tailored training aims to fortify teachers' knowledge and skills related to the standards and standards-aligned material. It includes leadership planning, staff development time and a special focus on imparting techniques to teachers for effectively meeting the learning needs of English Learners. Progress will be tracked through training sign ins and local surveys of teachers.</p>	<p><b>Explanation:</b> Our district is experiencing a significant increase in the number of English Learners. With this rise in diversity, we recognize an urgent requirement to enhance our pedagogical strategies to effectively cater to these students' unique learning needs. The strategy entitled "Professional Development - English Learners" is tailored to fulfill this requirement by focusing on teacher professional development and enrichment. It encompasses both offsite and onsite training to educate teachers in strategies to engage with English Learners effectively, alongside reinforcing their understanding of standards-aligned curriculum.</p> <p><b>Rationale:</b> Adopting this strategy ubiquitously, across all institutions in our district, is integral for achieving our objective. By ensuring it is implemented LEA-wide, we can equip all educational staff across our schools with the necessary proficiency to support the English Learners. This comprehensive approach of enriching the capabilities of all educators ensures that every English Learner benefits from enhanced teaching methodologies. Moreover, this universal adoption heightens the potential of improving educational outcomes for our English Learners across the entire district.</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 5:</b> Priority 2(b): Continue to implement State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards Data Source: CDE Self-Reflection Survey</p> <p><b>Goal 1 Metric 12:</b> (Priority 4(e): English Learner Proficiency</p>
1.10	<p><b>Needs:</b> The leadership team of the district identified significant needs amongst the English Learners student group. These needs have been escalated by an increase in the population of English learners, thereby demanding the continued need for bilingual support for these students and their parents. A secondary need that students faced was the unique challenge presented by the alignment of Common Core State Standards with ELD standards. These students required particular attention in the form of professional development for effective implementation of the standards and requires increasing the number of bilingual aides for ELD students in ELD 1 due to the growing number of English learners in the district. English Learners numbers grew by 2.7% between 21-22 and 22-23 school year.</p>	<p><b>Explanation:</b> There has been a substantial increase in the number of English learners within the district, creating an escalating requirement for more bilingual support, professional augmentation for the application of Common Core State Standards and ELD standards, and the incorporation of Ellevation software for academic assistance. This schoolwide approach is crucial, considering the lower performance exhibited by English learners on the California Dashboard in English Language Arts, Math, and College/Career. It is also worth mentioning that all English Learner Bilingual support is concentrated at Taft Union High, rendering a broad approach extremely beneficial in satisfying the demands of this student group.</p> <p><b>Rationale:</b> The fundamental reasoning underpinning this extensive focus originates from the aim to bolster both the academic success and the graduation rates of English learners. Single-minded attention</p>	<p><b>Corresponding Metrics:</b> <b>Goal 1 Metric 11:</b> Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses <b>Goal 1 Metric 12:</b> Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)</p>

**Assessment:**

In response to these needs, an action plan titled "English Learners Supports" was formulated. This includes the installation of provisions for bilingual support for English learners and their parents. Professional development focused on the execution of Common Core State Standards in correlation with ELD standards is part of this initiative. A portion of the counselor's time at TUHS has been assigned to serve the EL students' needs and keep track of their graduation status. Unique to this action is the integration of the Ellevation and KiDs software to supervise the development of English Learners. The majority of the funding for this action will be predominantly allocated towards the academic assistance of the English Learners group.

is being accorded to this group, identified suitably to receive such supportive efforts. With bilingual aid and the use of specially designed software, the diffusion of the English language can be fostered more effectively among students who are striving to master it. Additionally, the district-wide increase in English learners demands an adaptive pedagogical approach, strategically focused on their requirements. The action of broadening the scope to a schoolwide focus also correlates to the current situation at Taft Union High. Since this school is already providing all English Learner Bilingual support, adopting a more encompassing strategy can potentially yield more effective results, given that the needs of the student group can be attended to more efficiently.

*Insert or delete rows, as necessary.*

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.

The additional concentration grant add-on funding will be strategically deployed to significantly enhance the support system within schools serving a high concentration of foster youth, English learners, and low-income students, which is identified as above 55 percent. The plan encompasses a multi-faceted approach to increase the number of staff providing direct services to these students, ensuring they receive the tailored support and resources needed to thrive academically and emotionally.

Key components of the plan include:

- **Class-Size Reduction in Core Classes (Action 1.1):** LCAP funding is used for (4) teachers one in each of the core subject areas permits a more individualized focus on the students, providing a more beneficial environment for their learning process.
- **Additional Social Science Teacher/Sections (Action 1.2):** By hiring one (1) additional teacher, a reduced student-teacher ratio is achieved. The additional staff in Social Studies caters to individualized teaching methods and feedback, creating room for improved academic achievements. The introduction of an additional teacher will ensure fortified support for the successful integration of the Ethnic Studies requirement, facilitating students' effective understanding of the subject matter.

By implementing these strategies combined with other actions throughout the LCAP, the additional concentration grant add-on funding will directly contribute to an increase in the number of staff dedicated to serving our most vulnerable students, thereby fostering an educational environment where every student has the opportunity to succeed.

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	0.00	1:14

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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 certificated staff providing direct services to students	0.00	1: 17

## 2024 – 25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024	\$24,846,079.00	\$3,775,368.00	15.20%	8.86%	24.06%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals:	\$4,144,750.00	\$441,770.00	\$44,041.00	\$576,631.00	\$5,207,192.00	\$4,702,874.00	\$1,561,078.00

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	Class size reduction in core classes.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$556,745.00	\$0.00	\$556,745.00	\$0.00	\$0.00	\$0.00	\$556,745.00	
1	2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	All	Yes	School Wide	English Learners Low Income	Taft Union High School	Ongoing	\$339,496.00	\$0.00	\$339,496.00	\$0.00	\$0.00	\$0.00	\$339,496.00	
1	3	KCSOS Induction Program Costs-Staffing, Appropriate Credentials.	All	Yes		English Learners Low Income Foster Youth	All Schools	Ongoing	\$21,502.00	\$26,800.00	\$0.00	\$0.00	\$0.00	\$48,302.00	\$48,302.00	
1	4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	

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	5	Teacher Professional Development/Conference costs for Achievement Teams.	All	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	Ongoing	\$0.00	\$128,256.00	\$78,778.00	\$42,095.00	\$0.00	\$7,383.00	\$128,256.00	
1	6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$19,235.00	\$10,735.00	\$8,500.00	\$0.00	\$0.00	\$19,235.00	
1	7	Collaboration time on instructional needs.	All	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	Ongoing	\$478,347.00	\$0.00	\$478,347.00	\$0.00	\$0.00	\$0.00	\$478,347.00	
1	8	Professional Development - English Learners.	English Learners	Yes	LEA Wide	English Learners	All Schools	Ongoing	\$0.00	\$9,080.00	\$0.00	\$0.00	\$0.00	\$9,080.00	\$9,080.00	
1	9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00	
1	10	English Learners Supports.	English Learners	Yes	Limited	English Learners	Taft Union High School	Ongoing	\$632,308.00	\$22,250.00	\$197,161.00	\$0.00	\$0.00	\$457,397.00	\$654,558.00	
1	11	Support Software to identify and address learning needs.	English Learners Low Income	Yes	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$26,928.00	\$297,454.00	\$279,287.00	\$14,545.00	\$0.00	\$30,550.00	\$324,382.00	
1	12	Implement standards-aligned instructional materials.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	13	Homeless/Foster Youth supports.	Foster Youth Homeless Students	No	LEA Wide	Foster Youth	All Schools	Ongoing	\$0.00	\$1,600.00	\$1,600.00	\$0.00	\$0.00	\$0.00	\$1,600.00	

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	14	Special Education supports.	Students with Disabilities	No	LEA Wide	Students with Disabilities	All Schools	Ongoing	\$0.00	\$8,911.00	\$0.00	\$8,911.00	\$0.00	\$0.00	\$8,911.00	
1	15	Student supports.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$205,753.00	\$39,600.00	\$245,353.00	\$0.00	\$0.00	\$0.00	\$245,353.00	
1	16	Classroom Cooling System.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$315,000.00	\$315,000.00	\$0.00	\$0.00	\$0.00	\$315,000.00	
1	17	Electronic Access.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$8,488.00	\$8,344.00	\$144.00	\$0.00	\$0.00	\$8,488.00	
1	18	Dual Enrollment.	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$91,878.00	\$10,396.00	\$102,274.00	\$0.00	\$0.00	\$0.00	\$102,274.00	
1	19	Special Projects Coordinator.	English Learners	Yes	LEA Wide	English Learners	All Schools	Ongoing	\$85,615.00	\$100.00	\$85,715.00	\$0.00	\$0.00	\$0.00	\$85,715.00	
1	20	Instructional Learning Environment Project Management Allocation.	All	No	LEA Wide	All	All Schools	Ongoing	\$609,900.00	\$216,900.00	\$826,800.00	\$0.00	\$0.00	\$0.00	\$826,800.00	
1	21	Culinary Classroom.	English Learners Low Income	Yes	School Wide	English Learners Low Income	Taft Union High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	22	PE Gym Floor.	Foster Youth Low Income	Yes	School Wide	Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	23	Woodshop.	Low income	Yes	LEA Wide	Low Income	All Schools	Ongoing	\$0.00	\$55,000.00	\$55,000.00	\$0.00	\$0.00	\$0.00	\$55,000.00	
1	24	Teacher Retention.	All	Yes	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$223,510.00	\$0.00	\$223,510.00	\$0.00	\$0.00	\$0.00	\$223,510.00	
2	1	Alternative Student Placement	English Learners Foster Youth Low Income	Yes	LEA Wide	Low Income Foster Youth	All Schools	Ongoing	\$364,672.00	\$12,475.00	\$377,147.00	\$0.00	\$0.00	\$0.00	\$377,147.00	
2	2	Intervention Specialist	All Students	Yes	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$110,838.00	\$0.00	\$110,838.00	\$0.00	\$0.00	\$0.00	\$110,838.00	
2	3	Student Leadership	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$68,073.00	\$23,115.00	\$91,188.00	\$0.00	\$0.00	\$0.00	\$91,188.00	

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	4	Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$5,000.000	\$5,000.00	\$0.00	\$0.00	\$0.00	5,000.00	
2	5	Social-Emotional Skills	Special Education - 46%	Yes	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$211,298.00	\$130,213.00	\$320,592.00	\$0.00	\$0.00	\$20,919.00	\$341,511.00	
2	6	School Climate	All	No	LEA Wide	All	All Schools	Ongoing	\$7,000.00	\$45,350.00	\$52,350.00	\$0.00	\$0.00	\$0.00	\$52,350.00	
2	7	Assistant Principal and Dean	English Learners Low Income Foster Youth	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$219,233.00	\$0.00	\$219,233.00	\$0.00	\$0.00	\$0.00	\$219,233.00	
3	1	Parent Involvement Support	English Learners Low Income	No	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$6,594.00	\$9,950.00	\$16,544.00	\$0.00	\$0.00	\$0.00	\$16,544.00	
3	2	Pupils with Exceptional Needs	Students with Disabilities	No	LEA Wide	Students with Disabilities	All Schools	Ongoing	\$345,731.00	\$8,000.00	\$0.00	\$350,731.00	\$0.00	\$3,000.00	\$353,731.00	
3	3	Parent Student Meeting regarding graduation expectations	All	No	LEA Wide	All	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
3	4	Coordination with West Kern Adult Educational Network	English Learners Foster Youth Low Income	No	LEA Wide	All	All Schools	Ongoing	\$4,048.00	\$0.00	\$4,048.00	\$0.00	\$0.00	\$0.00	\$4,048.00	
3	5	Parent Notifications	All	No	LEA Wide	All	All Schools	Ongoing	\$0.00	\$16,844.00	\$0.00	\$16,844.00	\$0.00	\$0.00	\$16,844.00	
3	6	Parent Education Program	All	No	LEA Wide	All	All Schools	Ongoing	\$0.00	\$7,000.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$7,000.00	
4	1	Staff Member for Classroom Educational Support	All	No	School Wide	All	Buena Vista HS	Ongoing (Coinciding with Equity Multiplier Funds)	\$66,064.00	\$0.00	\$66,064.00	\$0.00	\$0.00	\$0.00	\$66,064.00	
4	2	Software	All	No	School Wide	All	Buena Vista HS	1 Year	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	

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
4	3	Collaborative furniture	All	No	School Wide	All	Buena Vista HS	1 Year	\$0.00	\$81,354.00	\$81,354.00	\$0.00	\$0.00	\$0.00	\$81,354.00	
5	1	EL Teacher Training	English Learners	Yes	School Wide	English Learners	Taft Union High School	1 Year	\$27,341.00	\$16,700.00	\$0.00	\$0.00	\$44,041.00	\$0.00	\$44,041.00	

## 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)	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)
\$24,846,079.00	\$3,775,368.00	15.20%	8.86%	\$4,144,750.00	0.00%	16.68%

Totals by Type	Total LCFF Funds
<b>Total:</b>	\$4,144,750.00
<b>LEA-wide Total:</b>	\$2,831,735.00
<b>Targeted Total:</b>	\$197,161.00
<b>Schoolwide Total:</b>	\$1,115,854.00

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	Class size reduction in core classes.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$556,745.00	
1	1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	Yes	School Wide	English Learners Low Income	Taft Union High School	\$339,496.00	



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	1.3	KCSOS Induction Program Costs- Staffing, Appropriate Credentials.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
1	1.4	HR Advertising and Recruitment Costs- Staffing, Appropriate Credentials.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$2,500.00	
1	1.5	Teacher Professional Development/ Conference costs for Achievement Teams.	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	\$94,752.00	
1	1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$40,148.00	
1	1.7	Collaboration time on instructional needs.	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	\$478,347.00	
1	1.8	Professional Development - English Learners.	Yes	LEA Wide	English Learners	All Schools	\$3,771.00	
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$40,974.00	
1	1.10	English Learners Supports.	Yes	Limited	English Learners	Taft Union High School	\$114,361.00	

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	1.11	Support Software to identify and address learning needs.	Yes	LEA Wide	English Learners Low Income	All Schools	\$197,161.00	
1	1.12	Implement standards-aligned instructional materials.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
1	1.15	Student supports.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$245,353.00	
1	1.16	Classroom Cooling System.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$315,000.00	
1	1.17	Electronic Access.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$8,344.00	
1	1.18	Dual Enrollment.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$102,274.00	
1	1.19	Special Projects Coordinator.	Yes	LEA Wide	English Learners	All Schools	\$85,715.00	
1	1.20							
1	1.21	Culinary Classroom.	Yes	School Wide	English Learners Low Income	Taft Union High School	\$0.00	
1	1.22	PE Gym Floor.	Yes	School Wide	Low Income Foster Youth	All Schools	\$0.00	
1	1.23	Woodshop.	Yes	LEA Wide	Low Income	All Schools	\$55,000.00	
1	1.24	Teacher Retention.	Yes	LEA Wide	English Learners Low Income	All Schools	\$223,510.00	
2	2.1	Alternative Student Placement	Yes	LEA Wide	Low Income Foster Youth	All Schools	\$148,025.00	
2	2.2	Intervention Specialist	Yes	LEA Wide	English Learners Low Income	All Schools	\$110,838.00	
2	2.3	Student Leadership	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$91,188.00	
2	2.4	Attendance Supports	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$5,000.00	
2	2.5	Social-Emotional Skills	Yes	LEA Wide	English Learners Low Income	All Schools	\$320,592.00	
2	2.8	Assistant Principal and Dean	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	\$219,233.00	

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 (%)
5	5.1	EL Teacher Training	Yes	School Wide	English Learners	Taft Union High School	\$0.00	

## 2023 – 24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
Totals:	\$6,532,417.98	\$8,295,683.54

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.1	Additional Instructional Staff	Yes	\$286,225.05	\$900,144.49
1	1.2	Teacher Professional Development	Yes	\$104,242.00	\$141,219.75
1	1.3	Data Analysis	Yes	\$129,602.87	\$200,914.62
1	1.4	English Learners Supports	Yes	\$694,968.85	\$800,329.18
1	1.5	Pupil Engagement and School Attendance	Yes	\$40,717.00	\$40,884.95
1	1.6	Support Software to identify and address learning needs	Yes	\$74,101.00	\$74,443.04
1	1.7	Implement standards aligned instructional materials	No	\$246,600.00	\$242,279.40
1	1.8	Homeless/Foster Youth supports	No	\$9,807.00	\$11,776.00
1	1.9	Special Education Supports	No	\$121,106.52	\$125,673.76
1	1.10	Student Supports	Yes	\$186,176.31	\$252,439.95
1	1.11	Classroom Cooling System	Yes	\$859,568.75	\$2,576,285.74
1	1.12	Electronic Access	Yes	\$72,949.78	\$72,968.75
1	1.13	Dual Enrollment	Yes	\$57,805.95	\$58,243.01
1	1.14	Special Projects Coordinator	Yes	\$81,612.83	\$87,978.08
1	1.15	Project Management Allocation	No	\$79,521.09	\$80,044.18

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures	Estimated Actual Expenditures
1	1.17	Student transportation	Yes	\$115,000.00	\$115,000.00
1	1.18	Culinary Classroom	Yes	\$450,000.00	\$0
1	1.19	PE Gym Floor	Yes	\$400,000.00	\$0
1	1.20	Woodshop	Yes	\$325,000.00	\$0
2	2.1	Professional Development in Social Emotional Activities	Yes	\$41,424.63	\$33,947.02
2	2.2	Alternative Student Placement	Yes	\$397,285.66	\$628,141.93
2	2.3	Intervention Specialist	Yes	\$166,729.50	\$196,262.95
2	2.4	Student Leadership	Yes	\$90,506.71	\$84,089.06
2	2.5	Attendance Supports	Yes	\$333,468.69	\$345,763.51
2	2.6	Social-Emotional Skills	Yes	\$137,060.00	\$169,452.51
2	2.7	School Climate	No	\$369,455.79	\$0
3	3.1	Parent Involvement Support	Yes	\$22,690.78	\$18,086.11
3	3.2	Pupils with Exceptional Needs	No	\$352,795.75	\$380,853.52
3	3.3	Parent Student Meeting regarding graduation expectations.	No	\$265,961.10	\$263,865.39
3	3.4	Coordination with West Kern Adult Educational Network	Yes	\$3,943.37	\$4,068.73
3	3.5	Parent Notifications	No	\$8,091.00	\$10,284.00
3	3.6	Parent Education Program	No	\$8,000.00	\$8,000

## 2023 – 24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$3,775,368.00	\$6,328,546.00	\$3,789,416.04	\$2,539,129.96	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
1	1.1	Additional Instructional Staff	Yes	\$286,225.05	\$887,577.68
1	1.2	Teacher Professional Development	Yes	\$104,242.00	\$92,582.28
1	1.3	Data Analysis	Yes	\$129,602.87	\$76,689.27
1	1.4	English Learners Supports	Yes	\$694,968.85	\$662,640.53
1	1.5	Pupil Engagement and School Attendance	Yes	\$40,717.00	\$44,485.45
1	1.6	Support Software to identify and address learning needs	Yes	\$74,101.00	\$74,043.04
1	1.10	Student Supports	Yes	\$186,176.31	\$224,634.99
1	1.11	Classroom Cooling System	Yes	\$859,568.75	\$786,305.74
1	1.12	Electronic Access	Yes	\$72,949.78	\$72,749.56
1	1.13	Dual Enrollment	Yes	\$57,805.95	\$47,912.49
1	1.14	Special Projects Coordinator	Yes	\$81,612.83	\$37,971.46
1	1.17	Student transportation	Yes	\$115,000.00	\$103,082.24
1	1.18	Culinary Classroom	Yes	\$450,000.00	\$0
1	1.19	PE Gym Floor	Yes	\$400,000.00	\$0
1	1.20	Woodshop	Yes	\$325,000.00	\$0
2	2.1	Professional Development in Social Emotional Activities	Yes	\$41,424.63	\$32,759.87
2	2.2	Alternative Student Placement	Yes	\$397,285.66	\$555,818.94
2	2.3	Intervention Specialist	Yes	\$166,729.50	\$83,114.01
2	2.4	Student Leadership	Yes	\$90,506.71	\$74,375.91
2	2.5	Attendance Supports	Yes	\$333,468.69	\$320,993.69
2	2.6	Social-Emotional Skills	Yes	\$137,060.00	\$78,024.11
3	3.1	Parent Involvement Support	Yes	\$22,690.78	\$13,111.07



9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	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 (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$24,884,462.00	\$4,011,393.00	8.86%	24.98%	\$3,789,416.04	0.00%	15.23%	\$2,426,376.77	9.75%

## 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](mailto: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 county office of education.

- 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\(g\)](#) and [52066\(g\)](#) 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\(d\)](#) 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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

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](#);
  - **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](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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
  - 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.

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\(b\)\(1\)](#) 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.

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 county offices of education 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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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 increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 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)**

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.

### **Measurement(s) of 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.

### **Measurement(s) of 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.

- 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 Service for the action.

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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **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 CCSP. 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 CCSP.
- **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 Service for the action.

#### Contributing Actions Table

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

#### Annual Update Table

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

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

#### Contributing Actions Annual Update Table

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

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

#### LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of 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 + 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).