



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tehachapi Unified School District

CDS Code: 1563826

School Year: 2024-25

LEA contact information:

Stacey Larson-Everson

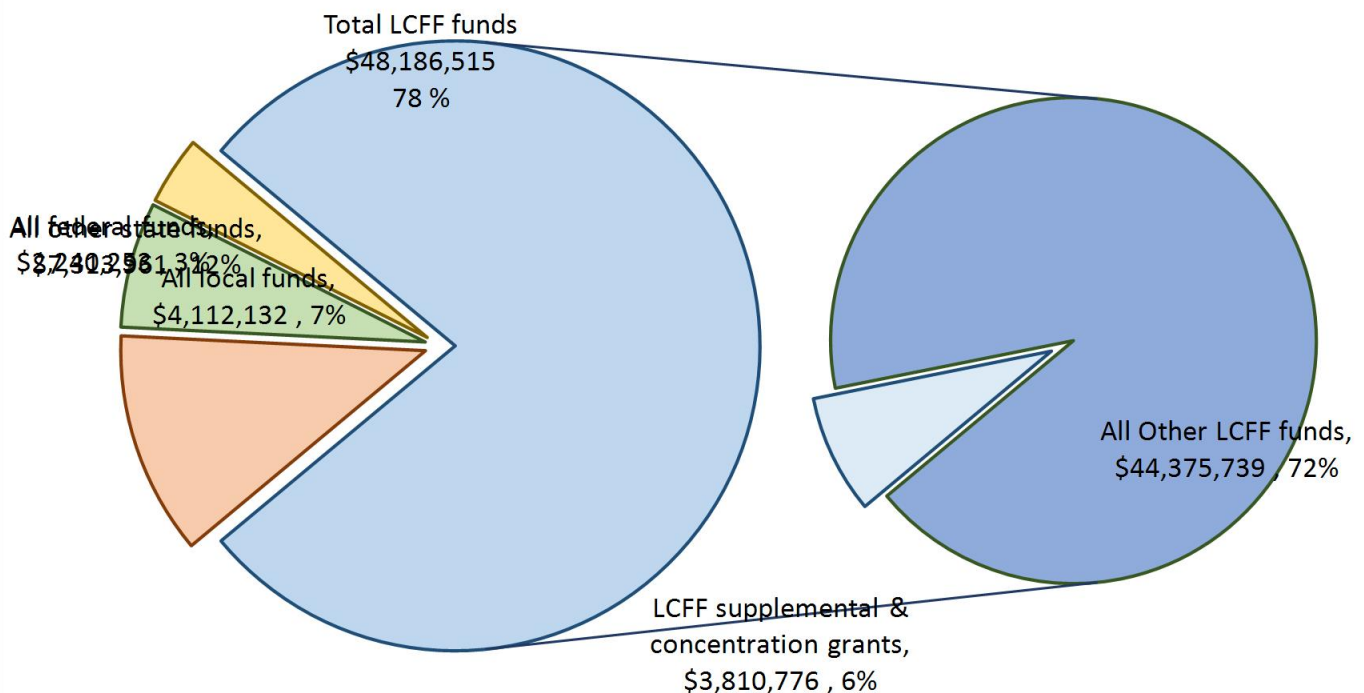
Superintendent

(661) 822-2700 Ext. 2701

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

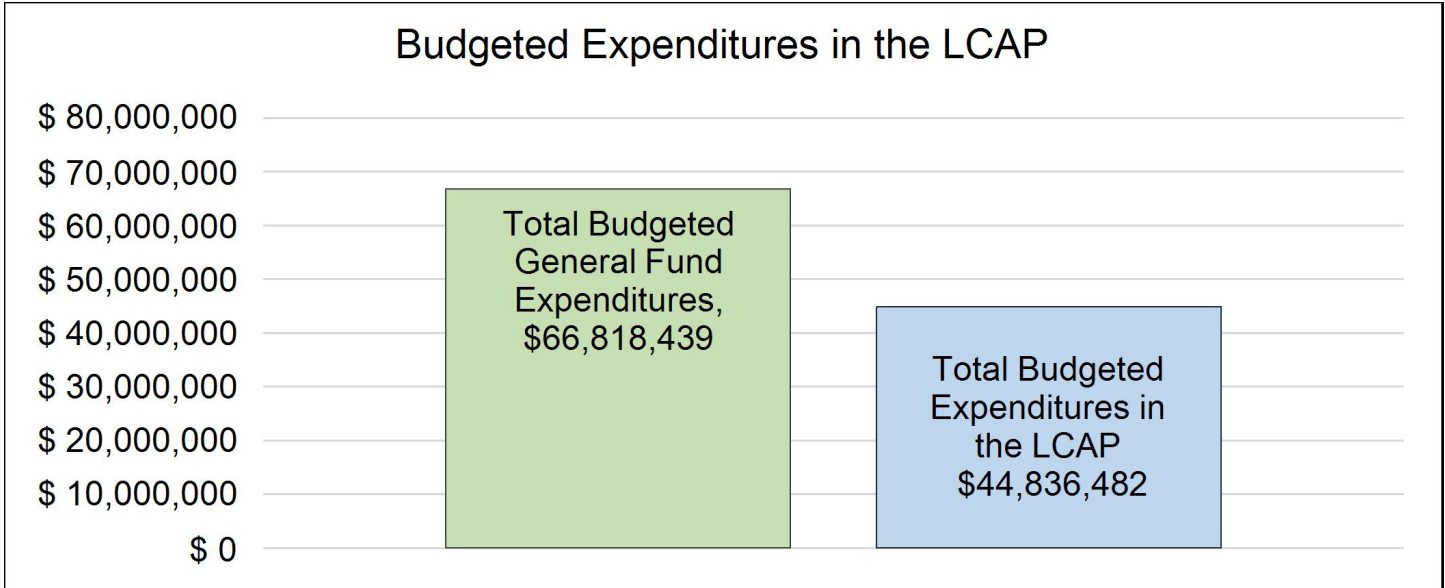


This chart shows the total general purpose revenue Tehachapi Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tehachapi Unified School District is \$61,852,861, of which \$48,186,515 is Local Control Funding Formula (LCFF), \$7,313,961 is other state funds, \$4,112,132 is local funds, and \$2,240,253 is federal funds. Of the \$48,186,515 in LCFF Funds, \$3,810,776 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 Tehachapi Unified 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: Tehachapi Unified School District plans to spend \$66,818,439 for the 2024-25 school year. Of that amount, \$44,836,482 is tied to actions/services in the LCAP and \$18,449,435 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The District's Local Control Accountability Plan (LCAP) focuses on expenditures directly related to the education of students. It emphasizes funding for instructional staff and personnel who impact instruction, as well as those involved in transportation, facilities, and student safety. The LCAP does not include expenses related to administrative functions or general operational activities, such as utilities, fuel, and non-instructional supplies.

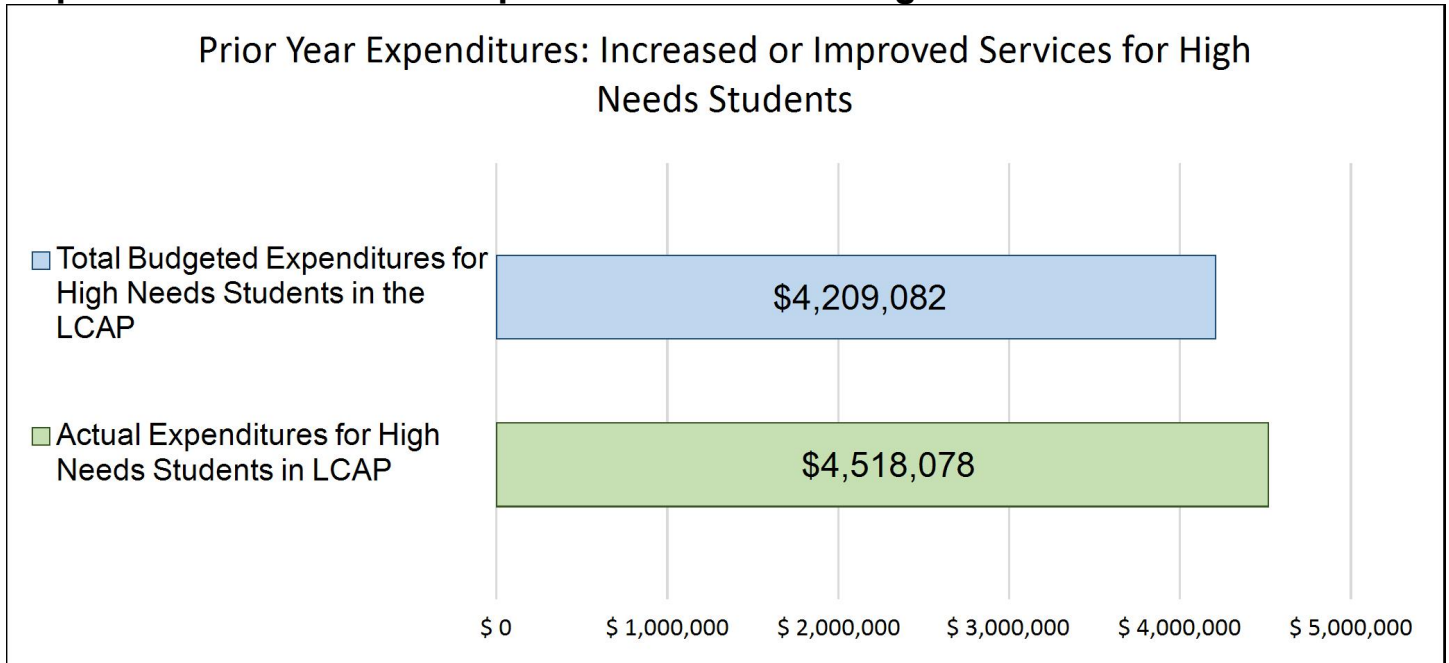
Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Tehachapi Unified School District is projecting it will receive \$3,810,776 based on the enrollment of foster youth, English learner, and low-income students. Tehachapi Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Tehachapi Unified School District plans to spend \$3,532,522 towards meeting this requirement, as described in the LCAP.

The District will utilize the remaining available Concentration Funds to provide professional development to staff members to provide research-based instructional strategies to improve student outcomes.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Tehachapi Unified 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 Tehachapi Unified 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, Tehachapi Unified School District's LCAP budgeted \$4,209,082 for planned actions to increase or improve services for high needs students. Tehachapi Unified School District actually spent \$4,518,078 for actions to increase or improve services for high needs students in 2023-24.



UNCOMPROMISING EXCELLENCE

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
Tehachapi Unified School District	Stacey Larson-Everson Superintendent	severson@tehachapiusd.com (661) 822-2700 Ext. 2701

Goals and Actions

Goal

Goal #	Description
1	<p>Tehachapi Unified School District will provide students with safe facilities, learning resources, and high-quality instruction that is research-based, standards-driven, culturally responsive, and inclusive, which ensures all learners have access to and can participate in meaningful and challenging learning opportunities.</p> <p>State Priorities: 1A, 1B, 1C, 2A, 2B, 4A, 4F, 4H, 7A, & 7B</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Rate of Teachers who are fully credentialed on CALPADS	93% of the TUSD teachers were fully credentialed.	<p>Credential Information was not entered into the CALPADS system for the 20-21 school year. However, local metrics were used to generate the percentage of teachers that were fully credentialed for the 20-21.</p> <p>93% of the TUSD teachers were fully credentialed.</p>	87% of teachers within TUSD were fully credentialed.	92% of teachers within TUSD were fully credentialed.	100% Teachers are fully credentialed on CALPADS
1B rate of access to standards-aligned instructional materials based Inventory and	100% of students access to standards-aligned instructional materials.	100% of students access to standards-aligned instructional materials.	100% of students had access to standards-aligned instructional materials.	100% of students have access to standards aligned instructional materials.	100% of students access to standards-aligned instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrollment comparison.					
1C All school campuses will receive a rating of good or better in the FIT report	All school campuses received a rating of good or better on FIT	All school campuses received a rating of good or better on the FIT report.	All school campuses received a rating of good or better on the FIT report.	All school campuses received a rating of good or better on the FIT report.	All school campuses received a rating of good or better on FIT
2A All courses will incorporate and support full implementation of all state content and performance standards as measured by a score of 4+ on the self-reflection tool	Most areas are 3+ with some rated as 2	All areas were rated as a 4	Most responses indicated a score of 3 or 4	All areas were rated as a 4 except for ELD and mathematics which was rated as a 3.	4+ rating in all areas of the self-reflection tool.
2B English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit	100% English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit	100% of English Learners were enrolled in and participated in courses that implement the CCSS and ELD Standards as measured by internal audit.	100% of English Learners were enrolled in and participated in courses that implement the CCSS and ELD Standards as measured by internal audit.	100% of English Learners were enrolled in and participated in courses that implement the CCSS and ELD Standards as measured by internal audit.	100% English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit
4A Students will make progress towards grade level expectation and close learning gaps for students performing below all students in	2018/19 Baseline: CAASPP - ELA All Students Exceeded Standard-16.94% Standard Met-29.97%	2020/21 CAASPP - ELA All Students Exceeded Standard-13.45% Standard Met- 26.27%	2021/22 CAASPP- ELA All Students Exceeded Standard-11.40% Standard Met- 25.11%	2022/2023 CAASPP- ELA All Students Exceeded Standard-12.47%% Standard Met- 24.50%	2023/24 Expected Outcome: CAASPP - ELA All Students Exceeded Standard-20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA as measured by the California School Dashboard.</p>	<p>Standard Nearly Met-26.57% Standard Not Met-26.52%</p> <p>CA School Dashboard - ELA (distance from standard) All Students -10.6 English Learners -69.7 Homeless -50.6 SED -39.8 SWD -102.5 African American -55.6 Hispanic -38.1 White 3.4 Two or more races</p>	<p>Standard Nearly Met-25.14% Standard Not Met-35.14%</p> <p>CA School dashboard was not published this year</p>	<p>Standard Nearly Met-26.59% Standard Not Met-36.90%</p> <p>Ca School Dashboard-ELA (distance from standard) All Students -40.2 English Learners -90 Homeless -125.8 SED -67.2 SWD -132 African American -82.2 Hispanic -125.8 White -31.5 Two or more races -64.6</p>	<p>Standard Nearly Met-26.06% Standard Not Met-36.97%</p> <p>Ca School Dashboard-ELA (distance from standard) All Students -37 English Learners -82.5 Homeless -78.9 SED -65.3 SWD -120 African American - Less than 30 students Hispanic -54.2 White -28.5 Two or more races -28.8</p>	<p>Standard Met-35% Standard Nearly Met-25% Standard Not Met-20%</p> <p>CA School Dashboard All Students -1.6 EL -54.7 Homeless -35.6 SED -24.8 SWD -84.5 AA -46.6 Hispanic -29.1 White 12.4</p>
<p>4A Students will make progress towards grade level expectation and close learning gaps for students performing below all students in Math as measured by the California School Dashboard.</p>	<p>2018/19 Baseline: CAASPP - Math All Students Exceeded Standard-11.23% Standard Met-20.26% Standard Nearly Met-31.17% Standard Not Met-37.34%</p>	<p>2020/21 CAASPP - Math All Students Exceeded Standard-7.65% Standard Met-18.05% Standard Nearly Met-28.01% Standard Not Met-46.28%</p>	<p>2021/22 CAASPP - Math All Students Exceeded Standard-7.26% Standard Met-14.76% Standard Nearly Met-27.99% Standard Not Met-50%</p>	<p>2022/23 CAASPP - Math All Students Exceeded Standard-8.79% Standard Met-15.40% Standard Nearly Met-25.25% Standard Not Met-50.56%</p>	<p>2023-24 Expected Outcome: CAASPP - Math. All Students Exceeded Standard-15% Standard Met-30% Standard Nearly Met-20% Standard Not Met-35%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CA School Dashboard - Math (distance from standard) All Students -48.1 English Learners - 102.4 Homeless -108.7 SED -75.7 SWD -133.3 African American - 111.6 Hispanic -76.1 White -4 Two+ Races -33.7	CA School dashboard was not published this year	CA School Dashboard - Math (distance from standard) All Students -82.0 English Learners - 125.5 Homeless -178.5 SED -107 SWD -158.5 African American - 122.4 Hispanic -98.7 White -71.6 Two+ Races -108	CA School Dashboard - Math (distance from standard) All Students -79.4 English Learners -119 Homeless -124.6 SED -105.7 SWD -146.3 African American- Less than 30 students Hispanic -95 White -71.9 Two+ Races -72.4	CA School Dashboard - Math All Students -39.1 EL -93.4 Homeless-99.7 SED -66.7 SWD - 124.3 AA -102.6 Hispanic -67.1 White 5 2+ Races -24.7
4A The % of students who score as Met Standard or Exceeded Standard on CAASPP	2018/19 Baseline All Students in Math- 31.49% Met or Exceeded SED-33.85% English Learners- 6.57% All Students in ELA- 46.91% Met or Exceeded SED 17.75% English Learners- 8.63%	2020/21 Performance data reported on the CDE website identifying the percentage of students who scored as met or exceeded standard: All Students in Math- 25.70% Met or Exceeded SED-23.08% English Learners- 6.31%	2021/22 Performance data reported on the CDE website identifying the percentage of students who scored as met or exceeded standard: All Students in Math- 22.02% Met or Exceeded SED- 15.3% English Learners- 5.0%	2022/23 Performance data reported on the CDE website identifying the percentage of students who scored as met or exceeded standard: All Students in Math- 24.19% Met or Exceeded SED- 15.21% English Learners- 25.28%	All Students identified as Met or Exceeded on the CAASPP: All students in Math 37% SED 35% English Learners 12% All Students in ELA 50% Met or Exceeded SED 30% English Learners 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		All Students in ELA- 39.72% Met or Exceeded SED-23.78% English Learners- 5.71%	All Students in ELA- 36.51% Met or Exceeded SED- 26.4% English Learners- 9.4%	All Students in ELA- 36.97% Met or Exceeded SED- 25.54% English Learners- 38.94%	
4F EL Students who reclassify as English Proficient on the Summative ELPAC	2018/19 20.6% EL Students who reclassify as English Proficient on the ELPAC	2020/21 12.36% EL students were reclassified as English Proficient on the ELPAC.	2021/2022 1.9% of EL students were reclassified as English Proficient on the ELPAC.	2022/2023 16.5% of EL students were reclassified as English Proficient on the ELPAC.	25% EL Students will reclassify as English Proficient on the Summative ELPAC
4H Rate of students who report prepared on EAP in ELA	51.1% met or exceeded standards in 2019	2020/21 39.72% of students met or exceeded standards	2021/2022 36.51% of students met or exceeded standards	2022/23 36.97% of students met or exceeded standards	57% met or exceeded standards
4H Rate of students who report prepared on EAP in Mathematics	39.73% met or exceeded standards in 2019	2020/2021 25.70% of students met or exceeded standards	2021/22 22.02% of students met or exceeded standards	2022/23 24.19% of students met or exceeded standards	43% met or exceeded standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7A Access to and enrollment in a broad course of study - review of daily schedules and master schedules (as appropriate by grade level) to ensure full access and enrollment for all students.	100% of students have access to and are enrolled in a broad course of study	100% of students have access to and are enrolled in a broad course of study.	100% of students have access to and are enrolled in a broad course of study.	100% of students have access to and are enrolled in a broad course of study.	Maintain 100% access and enrollment
7B % of ELs who make progress toward English proficiency (as measured by ELPAC)	2018/2019 49.5% of ELs who make progress toward English proficiency	2020/21 30% of EL students made progress toward English proficiency	2021/22 53.2% of EL students made progress toward English proficiency.	2022/23 59.5% of EL students made progress toward English proficiency.	58.5% of ELs who make progress toward English proficiency (as measured by ELPAC)
7C Compliance rate for students with IEP's being enrolled in the appropriate classes	100% Compliance rate for students with IEP's being enrolled in the appropriate classes	100% Compliance rate for students with IEP's being enrolled in the appropriate classes.	100% Compliance rate for students with IEP's being enrolled in the appropriate class.	71% Compliance rate for students with IEP's being enrolled in the appropriate class.	100% compliance rate for students with IEP's being enrolled in the appropriate classes

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.

1.1 Professional Development to Increase Student Achievement- This action was fully implemented. The TUSD Instructional Coaches led Workshop Wednesdays twice each month. Once a month, the Instructional Services team led professional development at each site during early release. Professional development during early release was focused on the district initiative of, Explicit Direct Instruction.

1.2 SBAC Preparation and Follow-up Support Student Achievement- This action was fully implemented. Professional development was provided to all site CAASPP leads who then provided professional development focused on CAASPP to their staff members. The Instructional Services team created a goal-setting activity that included test-taking strategies to be used with all students who would be

participating in CAASPP. The Instructional Services team lead the activity for all secondary students who were scheduled to participate in CAASPP. CAASPP training was provided to classified staff members that reviewed the purpose of CAASPP and how classified staff members could support students participating in CAASPP.

1.3 Support for English Learners-Other Student Outcomes ELPI- This action was fully implemented. The district ELD coach provided ongoing professional development to site administrators and to site CAASPP leads. All school sites had an ELD lead who participated in ongoing professional development and then provided professional development to their peers at their school site.

1.4 Basic Services, Facilities Maintenance- This action was fully implemented. All facilities have had routine maintenance and are in good condition as recorded on the Facilities Inspection Tool. In addition to routine maintenance, many of the TUSD facilities have had upgrades. Upgrades include, resurfacing of the stadium seating at the Coy Burnett Stadium, HVAC improvements, and an expanded kindergarten playground at Tompkins Elementary.

1.5 Teacher Credentials- This action was fully implemented. TUSD was fully staffed throughout the year. When a vacancy was created the TUSD Personnel Department worked quickly to fill the vacancy.

1.6 Professional Development, Implementation of Academic Standards- This action was fully implemented. Two additional days were built into the teacher calendar for the purpose of professional development. During the two scheduled professional development days, the Instructional Services team led teachers in professional learning focused on the district initiative of Explicit Direct Instruction.

1.7 Instructional Materials- This action was fully implemented. All students were provided with district-adopted curriculum.

1.8 School Librarians- This action was fully implemented. All school libraries were staffed with one full-time staff member that were oversaw materials in the library, district-adopted curriculum allocated to their school site, and provided students with assistance in understanding a library and selecting reading material.

1.9 Instructional Rounds- Partially implemented. All sites participated in Instructional Rounds at their school site. The 2023-24 was the first year this strategy was implemented. All sites found this to be a valuable experience for staff members to evaluate school practices, identify areas of strength/needs, and develop plans to address identified needs. However, due to snow closures, not all days that were allocated were used. Sites identified that they did not need the number of days that were allocated.

1.10 Substitute Coverage for SST and IEP Meetings- Partially implemented. Due to the difference in the master schedule, secondary sites needed very few days. However, elementary sites used the allocated days for sub-coverage to schedule SST meetings and IEP meetings promptly to better meet the needs of their students.

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.

1.1 Professional Development to Increase Student Achievement- Due to existing contracts with KCSOS and a high interest in professional development opportunities, TUSD exceeded the \$430,068 budget by 150,000. Additional days within the KCSOS contracts were carried forward from previous years. However, action 1.6 had \$212, 911 allocated for professional development and the expenditure was only \$24,000. When actions 1.1 and 1.6 are combined TUSD underspent their professional development budget by 25%.

1.2 SBAC Preparation and Follow-up Support Student Achievement-Salaries for some district staff members were included in this action item. Staff members received an increase in salary during the year which exceeded the planned budget by \$100, 000.

- 1.3 Support for English Learners- There was a difference of \$100,000 when comparing what was budgeted to what was spent. Although materials were ordered in students' native language as needed, the need was under the projected budget. TUSD spent 75% of the allocation.
- 1.4 Basic Services, Facilities Maintenance- No material difference between budgeted expenditure and actual expenditure.
- 1.5 Teacher Credentials- No material difference between budgeted expenditure and actual expenditure.
- 1.6 Professional Development, Implementation of Academic Standards-11% of the allocated funds were used. However, most professional development was billed to action 1.1.
- 1.7 Instructional Materials- No material difference between budgeted expenditure and actual expenditure.
- 1.8 School Librarians- No material difference between budgeted expenditure and actual expenditure.
- 1.9 Instructional Rounds- No material difference between budgeted expenditure and actual expenditure.
- 1.10 Substitute Coverage for SST and IEP Meetings-There was a material difference on this action item. Not all sites utilized the substitute coverage that was available for SST and IEP coverage.

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

- 1.1 Professional Development to Increase Student Achievement- The percentage of fully credentialed teachers has increased over the three-year LCAP cycle. Additionally, student achievement has steadily increased as measured on CAASPP.
- 1.2 SBAC Preparation and Follow-up Support Student Achievement-Over the three-year LCAP cycle, student achievement on the CAASPP has steadily increased in ELA and mathematics.
- 1.3 Support for English Learners- On the English Language Progress Indicator (ELPI) which is generated from district ELPAC scores, ELL students are making significant progress in acquiring the English language. In ELA and mathematics, ELL students are continually making gains as demonstrated on CAASPP.
- 1.4 Basic Services, Facilities Maintenance- TUSD met its goal in this area. All school campuses have been rated as "Good" or better on the FIT tool.
- 1.5 Teacher Credentials- Due to TUSD's investment in professional development with KCSOS, the percentage of teachers who are fully credentialed has increased throughout the LCAP cycle. Additionally, TUSD has changed its recruiting practices and started to recruit earlier in the school year to find teachers who were fully credentialed to fill existing openings.
- 1.6 Professional Development, Implementation of Academic Standards- This action was redundant to action 1.1 and will be eliminated from the 2024-25 LCAP.
- 1.7 Instructional Materials- TUSD has made great strides in updating outdated curricula. Within the three-year LCAP cycle, TUSD has adopted an English language arts curriculum for students in grades 9-12, adopted a new curriculum for a variety of courses for high school students, and recently adopted a new math curriculum for students in grades K-8 that will be implemented during the 2024-25 school year district-wide.
- 1.8 School Librarians- School library staff are vital to ensuring students have varied reading materials and have added new literary resources to the school libraries. Additionally, school library staff assist in ensuring students and teachers have all of the district-adopted curriculum that is needed for instruction that meets California standards.
- 1.9 Instructional Rounds- Feedback from site administrators has indicated that this was an effective action to help facilitate dialogue around effective instruction and improve instructional practices at each school site.

1.10 Substitute Coverage for SST and IEP Meetings-TUSD schools provided feedback that this was an effective action that allowed them to hold SST and IEP meetings promptly to better support 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.

Goal 1 will be revised as there was a significant overlap between Goal 1 and Goal 2. Revisions to wording in Goal 1 will provide clarity between Goal 1 and Goal 2. Goal 1 will now focus on providing students with the facilities, staff, and materials needed to learn.

Metrics:

Metrics will continue to include the rate of fully credentialed teachers and the rate of access to standards-aligned instructional materials. Additionally, new metrics will include completion rates for A-G and CTE, metrics around FIT report, and the College and Career Indicator on the California School Dashboard.

Changes to Existing Actions:

1.1 Professional Development to Increase Student Achievement- This action will be moved to address Goal 2.

1.2 SBAC Preparation and Follow-up Support Student Achievement-This action will be moved to address Goal 2.

1.3 Support for English Learners-This action will be moved to address Goal 2.

1.6 Professional Development, Implementation of Academic Standards- TUSD will not be renewing the professional development contract as improved student outcomes were not made through this partnership. TUSD seeks to provide other resources to improve student achievement in math and science. Professional development actions to address the implementation of standards and student outcomes will be addressed in Goal 2.

1.9 Instructional Rounds- TUSD will continue with this action but will decrease the number of days allocated to this action. This action will be moved to Goal 2.

1.10 Substitute Coverage for SST and IEP Meetings-TUSD will continue with this action but will decrease the number of days allocated to this action. This action will be moved to Goal 2.

New Actions:

1.1 Basic Facilities

1.2 Provide Fully Credentialed Teachers

1.3 Standards Based Instructional Materials

1.4 New Teacher Support

1.5 Support Staff

1.6 Student Technology

1.7 School Library Staff

1.8 Technology Staff

1.9 Tehachapi Independent Learning Academy

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	<p>Tehachapi Unified School District will provide students with a rigorous and interactive instructional program that reduces the educational disparity in academic outcomes for state-identified student groups and provides all students access to support systems as well as opportunities for problem-solving, collaboration, and innovation as measured by participation in professional learning opportunities and technology integration.</p> <p>State Priorities: 2A, 2B, 4A, 4B, 4C, 4D, 4E, 4G, 4H, 7A, 7B, 7C, & 8</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A All courses will incorporate and support full implementation of all state content and performance standards as measured by a score of 4+ on the self-reflection tool	Most areas are 3+ with some rated as 2	Most areas received a 4. However, the area of ELD was rated as a 3 and physical education was rated as a 5.	Most areas were rated 3 and 4	All ratings of 4 except in the area of Health Education Content Standards where a score of 3 was generated.	4+ rating in all areas of the self-reflection tool.
2B English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit	English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit	100 % of English Learners are enrolled in and participate in courses that implement the CCSS and ELD standards.	100% of English Learners are enrolled in and participate in courses that implement the CCSS and ELD standards as measured by internal audit.	100% of English Learners are enrolled in and participate in courses that implement the CCSS and ELD standards as measured by internal audit.	100% English Learners will be enrolled in and participate in courses that implement the CCSS and ELD Standards as measured by internal audit

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A Students will make progress towards grade level expectation and close learning gaps for students performing below all students in ELA as measured by the California School Dashboard.	<p>2018/19 Baseline:</p> <p>CAASPP - ELA All Students Exceeded Standard- 16.94% Standard Met- 29.97% Standard Nearly Met- 26.57% Standard Not Met- 26.52%</p> <p>CA School Dashboard All Students -10.6 English Learners - 69.7 Homeless -50.6 SED -39.8 SWD -102.5 African American - 55.6 Hispanic -38.1 White 3.4</p>	<p>2020/21</p> <p>CAASPP - ELA All Students Exceeded Standard- 13.45% Standard Met- 26.27% Standard Nearly Met- 25.14% Standard Not Met- 35.14%</p> <p>CA School Dashboard was not published</p>	<p>2021/2022</p> <p>CAASPP - ELA All Students Exceeded Standard- 11.40% Standard Met- 25.11% Standard Nearly Met- 26.59% Standard Not Met- 36.90%</p> <p>CA School Dashboard (Distance from Standard) All Students -40.2 English Learners -90 Homeless -125.8 SED -67.2 SWD -132 African American - 82.2 Hispanic -55.2 White -31.5</p>	<p>2022/2023</p> <p>CAASPP- ELA All Students Exceeded Standard- 12.47%% Standard Met- 24.50% Standard Nearly Met- 26.06% Standard Not Met- 36.97%</p> <p>Ca School Dashboard-ELA (distance from standard) All Students -37 English Learners - 82.5 Homeless -78.9 SED -65.3 SWD -120 African American - Less than 30 students Hispanic -54.2 White -28.5 Two or more races - 28.8</p>	<p>2023-24 Expected Outcome:</p> <p>CAASPP - ELA All Students Exceeds Standards- 20% Standard Met-35% Standard Nearly Met- 25% Standard Not Met- 20%</p> <p>CA School Dashboard All Students -1.6 EL -54.7 Homeless -35.6 SED -24.8 SWD -82.5 AA -46.6 Hispanic -29.1 White +6.4</p>
4A Students will make progress towards grade level expectation and close learning gaps for	<p>2018/19 Baseline:</p> <p>CAASPP - Math All Students</p>	<p>2020/21</p> <p>CAASPP - Math All Students</p>	<p>2021/2022</p> <p>CAASPP - Math All Students</p>	<p>2022/23</p> <p>CAASPP - Math All Students</p>	<p>2023-24 Expected Outcome:</p> <p>CAASPP - Math All Students</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students performing below all students in Math as measured by the California School Dashboard.	<p>Exceeded Standard- 11.23% Standard Met- 20.26% Standard Nearly Met- 31.17% Standard Not Met- 37.34%</p> <p>CA School Dashboard All Students -48.1 English Learners - 102.4 Homeless -108.7 SED -75.7 SWD -133.3 African American - 111.6 Hispanic -76.1 White -4 Two+ Races -33.7</p>	<p>Exceeded Standard- 7.65% Standard Met- 18.05% Standard Nearly Met- 28.01% Standard Not Met- 46.28%</p> <p>CA School Dashboard was not published</p>	<p>Exceeded Standard- 7.26% Standard Met- 14.76% Standard Nearly Met- 27.99% Standard Not Met- 50.00%</p> <p>CA School Dashboard (Distance from Standard) All Students -82.1 English Learners - 125.5 Homeless -178.5 SED -107 SWD -132 African American - 122.4 Hispanic -98.7 White -71.6</p>	<p>Exceeded Standard- 8.79% Standard Met-15.40% Standard Nearly Met- 25.25% Standard Not Met- 50.56%</p> <p>CA School Dashboard - Math (distance from standard) All Students -79.4 English Learners -119 Homeless -124.6 SED -105.7 SWD -146.3 African American- Less than 30 students Hispanic -95 White -71.9 Two+ Races -72.4</p>	<p>Exceeds Standards- 15% Standard Met-30% Standard Nearly Met- 20% Standard Not Met- 35%</p> <p>CA School Dashboard All Students -39.1 EL -93.4 Homeless-99.7 SED -66.7 SWD - 124.3 AA -102.6 Hispanic -67.1 White -25 2+ Races -24.7</p>
4B % of students who completed A-G on CA School Dashboard	<p>2019 Dashboard results for A-G CA Dashboard 2020</p> <p>All Students 62% Hispanic 59.3% White 60% Low Income 51.4% Students with Disabilities 40%</p>	<p>2020/21</p> <p>All students 10.5% Hispanic 9.5% White 27.3% Low Income 10.1% Students with Disabilities 0.0%</p>	<p>2021/22</p> <p>All students 18.3% Hispanic 11.0% White 21.5% Low Income 13.0% Students with Disabilities 0.0%</p>	<p>2022/2023</p> <p>All students 20.5% Hispanic 10.3% White 24.9% Low Income 9.2% Students with Disabilities 6.5%</p>	<p>All Students 71% Hispanic 86% White 69% Low Income 60% Students with Disabilities 49%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C % of students who complete a CTE Pathway on CA School Dashboard	2019 Dashboard results for CCI - CTE pathway June 2021 All Students 17.4%	2020/21- Dashboard data was not reported on CTE completion rates. However, CTE completion data was reported on Dataquest through the CDE website. All students 10.5%	2021/22 All students 7.3%	2022/23 All students 20.5%	All Students 23.4%
4D % of students who complete both A-G and a CTE Pathway on CA School Dashboard	2019 Dashboard results for CCI - A-G & CTE pathway June 2021 All Students 0.0%	20/21 Dashboard results for A-G and at least one CTE pathway All Students 0.4%	22/23 Dashboard results for A-G and at least one CTE pathway All Students 0.3%	22/23 Dashboard results for A-G and at least one CTE pathway All Students 0.45%	All Students 5%
4E % of EL students who make progress toward English Proficiency on CA School Dashboard	2019 Dashboard results for ELPI EL making progress toward proficiency 49.5%	20-21 Due to the COVID19 pandemic, this metric was not gathered on the Ca School Dashboard.	2021/22 Dashboard results for ELPI 53.2% of EL students are making progress towards English Language proficiency.	2022/23 Dashboard results for ELPI 59.5% of EL students are making progress towards English Language proficiency.	EL making progress toward proficiency 55%
4G % of students who pass an AP Test with a score of 3+ on CA School Dashboard	2019 Dashboard results for CCI - AP 3+ All Students 28.8%	2021 school data All Students 31.3%	2022 School Data All Students 45.9%	2023 School Data All Students 28.2%	All Students 33%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4H Rate of students who report prepared on EAP in ELA	2018-19 57.29	20/21 42.43%	2021/22 38.74%	2022/23 38.95%	57% met or exceeded standards
4H Rate of students who report prepared on EAP in Mathematics	2018-19 23.21%	20/21 27.39%	2021/22 23.40%	2022/23 25.28%	43% met or exceeded standards
7A Access to and enrollment in a broad course of study - review of daily schedules and master schedules (as appropriate by grade level) to ensure full access and enrollment for all students.	100% of students have access to and are enrolled in a broad course of study	100% of students have access to and are enrolled in a broad course of study.	100% of students have access to and are enrolled in a broad course of study.	100% of students have access to and are enrolled in a broad course of study.	Maintain 100% access and enrollment
7B % of ELs who make progress toward English proficiency (as measured by ELPAC)	49.5% of ELs who make progress toward English proficiency	30% of EL students made progress towards English Proficiency	53.2% of EL students made progress towards English Proficiency.	59.5% of EL students made progress towards English Proficiency.	58.5% of ELs who make progress toward English proficiency (as measured by ELPAC)
7C Compliance rate for students with IEP's being enrolled in the appropriate classes	100% Compliance rate for students with IEP's being enrolled in the appropriate classes	100% Compliance rate for students with IEP's being enrolled in the appropriate classes.	100% Compliance rate for students with IEP's being enrolled in the appropriate classes.	100% Compliance rate for students with IEP's being enrolled in the appropriate classes.	100% compliance rate for students with IEP's being enrolled in the appropriate classes
8 Other Student Outcomes: Support improvements with the College and Career Indicator and close	2019 Baseline: All Students 51.2% SWD 10.2%	Due to the COVID19 pandemic, data regarding College and Career Readiness Indicators were not	Due to the COVID19 pandemic, data regarding College and Career Readiness Indicators were not	2022/23 26.3% of students are indicated to be at the prepared level for the	All Students >= 55% SWD 20.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the achievement gap for SWD		gathered during the 20/21 school year.	gathered during the 20/21 school year.	College/Career Indicator as displayed on the California School Dashboard. 2.2% SWD	

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.

2.1 Alignment of Instruction, Curricular Support and Resources- This action was fully implemented. The Instructional Services team let professional development during the two designated professional development dates and during district-led early release to focus on Effective Direct Instruction (EDI). A district assessment plan was provided to all teachers and administrators and was implemented at all school sites. Pump it up time was used for teachers to unpack student achievement data and develop plans to best meet the needs of their students.

2.2 Technology, Implementation of Academic Standards- This action was fully implemented. TUSD utilized web-based programs to enhance curriculum, engage students, and help to fill in identified learning gaps.

2.3 Elementary Class Access, Broad Course of Studies- This action was fully implemented. All elementary students participated in music instruction and Physical education instruction from credentialed teachers. A GATE program was implemented at all elementary school sites and a GATE identification protocol was fully implemented.

2.4 Secondary Class Access, Broad Course of Studies-This action was fully implemented. TUSD has added additional dual enrollment, CTE, and VAPA courses to the THS master schedule.

2.5 Tehachapi Independent Learning Academy- This action was fully implemented. TILA offers an alternative setting and educational program.

2.6 Professional Development to Support English Learners- This action was fully implemented. Professional development was offered throughout the school year for school site administrators and ELD lead teachers. At each school site, the administrator and ELD lead teacher provided professional development during staff meetings.

2.7 Increased Learning Support- This action was fully implemented. Each elementary school site was provided with two Burst Tutors who provided intensive interventions in the area of reading to primary-aged students. Students were identified for Burst Tutoring through the iReady diagnostic, iReady Passage Reading Fluency, and ESGI assessment. Secondary school sites received an additional part-time ELA and mathematics teacher to provide intervention for students during the school day and intervention opportunities after school.

2.8 Academic Incentives- This action was fully implemented. Students were rewarded for completion of CAASPP and rewarded by demonstrating outstanding academic achievement or a significant increase in academic achievement.

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.

- 2.1 Alignment of Instruction, Curricular Support and Resources- 56% of the allocation was expended. Professional development that was provided on the implementation of this action took place within the contractual calendar not requiring additional compensation.
- 2.2 Technology, Implementation of Academic Standards-TUSD exceeded the allocation by 15% due to increasing class sets of Chromebooks in every classroom.
- 2.3 Elementary Class Access, Broad Course of Studies- No material difference.
- 2.4 Secondary Class Access, Broad Course of Studies- TUSD exceeded the allocation for this action by 54%. The increased expenditure was due to providing digital courses for students to fulfill the need for courses that were difficult to find a qualified teacher or did not have enough students to add a section to the master schedule.
- 2.5 Tehachapi Independent Learning Academy- No material difference in expenditures.
- 2.6 Professional Development to Support English Learners- No material differences in expenditures.
- 2.7 Increased Learning Support- No material differences in expenditures.
- 2.8 Academic Incentives- No material differences in expenditures.

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

- 2.1 Alignment of Instruction, Curricular Support, and Resources- During surveys and district data collection metrics, professional development has been valuable and has been implemented in the classroom and has positively impacted student achievement.
- 2.2 Technology, Implementation of Academic Standards- Not all students have access to a personal digital device. To fully access educational resources, students must have a digital device to access digital textbooks, submit assignments, and access additional educational resources. Approximately 2/3 of TUSD's student population check out a Chromebook from TUSD to access instructional resources.
- 2.3 Elementary Class Access, Broad Course of Studies- During the three years of the LCAP implementation, all elementary students have participated in weekly physical education and music instruction from credentialed teachers. Educational partners including staff, parents, students, and community members expressed support for continuing music and physical education instruction.
- 2.4 Secondary Class Access, Broad Course of Studies- Over the three-year LCAP implementation, THS and JMS has increased the variety of courses that are offered to students. JMS has implemented an additional period, "Flex" that allows students to participate in enrichment and intervention based on their identified needs. Additional dual enrollment, VAPA, AP, and CTE courses have been added to the master schedule at THS. Educational partners have provided input that they are in support of adding additional dual enrollment courses, additional CTE pathways, and VAPA courses.

2.5 Tehachapi Independent Learning Academy- During the two years of the implementation of action 2.5, TILA enrollment and participation has increased.

2.6 Professional Development to Support English Learners- Professional development was provided throughout the 2023-24 school year that included demonstration lessons and explicitly teaching best instructional practices to use with ELL students. As a result, 59.5% of ELL students made progress towards making progress towards developing English Proficiency as demonstrated on the 2023 California School Dashboard.

2.7 Increased Learning Support- This action was implemented during the 2023/24 school year. According to internal data collection tools such as iReady, ESGI, and grade distribution. This action has been effective in improving student outcomes in ELA and mathematics. However, CAASPP scores from the 2023/24 school year will not be released until the following school year.

2.8 Academic Incentives- CAASPP participation rates have increased and student achievement levels on CAASPP have steadily increased over time in both ELA and mathematics. However, academic incentives have been implemented for two years. CAASPP outcomes have not yet been released for the 2023/24 school year.

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.

Goal:

The goal has been revised to include language that references preparing students to transition into college or into a career upon graduation from high school.

Metrics:

iReady was included as a local metric to indicate student achievement levels in ELA and mathematics.

Metrics on EAP in ELA and mathematics have been removed as this was removed as this was redundant of the CCI indicator on the California School Dashboard. The A-G and CTE completion rate metric was moved to goal 1.

Actions:

2.1 Alignment of Instruction, Curricular Support, and Resources- Professional development will continue to be an action item in the LCAP. However, the description will shift to provide clarity in the LCAP document.

2.2 Technology, Implementation of Academic Standards- This action will remain in the LCAP document.

2.3 Elementary Class Access, Broad Course of Studies- This action has been embedded in action 1.2 in the 2034-25 LCAP document.

2.4 Secondary Class Access, Broad Course of Studies- This action has been embedded in action 1.2 in the 2034-25 LCAP document.

2.5 Tehachapi Independent Learning Academy- This action has moved to Goal 1 and Action 9. The action has changed to address the participation of THS students who participate in the TILA program.

2.6 Professional Development to Support English Learners- This action has changed to include bilingual paraprofessionals and the digital program, ELLevation. This action has moved to 2.3 in the 2024-25.

2.7 Increased Learning Support- This action will continue, but will be action 2.5 in the 2024-25 LCAP document.

2.8 Academic Incentives- This action will continue but will be action 2.13 in the 2024-25 LCAP document.

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	<p>Tehachapi Unified School District will engage students, their families, and the community by providing an equitable, inclusive, and responsive school environment to support both personal and academic growth for all students.</p> <p>State Priorities: 3A, 3B, 3C, 5A, 5B, 5C, 5D, 5E, 6A, 6B, & 6C</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3A Parent participation in superintendent public feedback events</p> <p>Offer a variety of open forums for direct access to district leadership</p>	<p>Number of feedback events with the Superintendent = 10</p> <p>Average attendance = 20 people</p>	<p>Number of feedback events with the Superintendent=9</p> <p>Average attendance=10</p>	<p>Number of feedback events with the Superintendent=8</p> <p>Average attendance=7</p>	<p>Number of feedback events with the Superintendent=16</p> <p>Average attendance=6</p>	<p>Number of feedback events with the Superintendent = 15</p> <p>Average attendance = 30 people</p>
<p>3A Parent participation School Site Councils at all sites</p>	<p>100% of sites operate a SSC and meet all parity requirements.</p>	<p>100% of sites operate a SSC and meet all parity requirements.</p>	<p>100% of school sites operate a SSC and meet all parity requirements</p>	<p>100% of school sites operate a SSC and meet all parity requirements.</p>	<p>100% of sites operate a SSC and meet all parity requirements.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3B Parent participation in ELAC and DELAC	All sites and the DO operate ELAC with local parent participation and TUSD District Office operates DELAC with full parent participation	All sites and the DO operate ELAC with local parent participation and TUSD District Office operates DELAC with full parent participation	All sites and the DO operate ELAC with local parent participation and TUSD District Office operates DELAC with full parent participation.	All sites and the DO operate ELAC with local parent participation and TUSD District Office operates DELAC with full parent participation.	Maintain full participation at site ELAC and District Office DELAC
3C Parent/Guardian participation in IEP meetings	100% of parents/guardians participate in IEP meetings	100% of parents/guardians participate in IEP meetings	100% of parents/guardians participate in IEP meetings	100% of parents/guardians participate in IEP meetings	100% of parents/guardians participate in IEP meetings
5A Rate of Daily Attendance for TUSD and each site	Attendance Rate for TUSD = 96% School Site Rates: Cummings Valley Elementary - 95.5% Golden Hills Elementary - 96% Tompkins Elementary - 96% Jacobsen Middle - 97.5% Tehachapi High - 95.9% Monroe Continuation High - 84.9%	Attendance Rate for TUSD= 87% School Site Rates: Cummings Valley Elementary - 87% Golden Hills Elementary - 84% Tompkins Elementary - 87% Jacobsen Middle - 87% Tehachapi High - 88% Monroe Continuation High - 84.9%	Attendance Rate for TUSD= 87.31 % School Site Rates: Cummings Valley Elementary - 87.80% Golden Hills Elementary - 84.74% Tompkins Elementary - 87.80% Jacobsen Middle - 87.93% Tehachapi High - 88.42% Monroe Continuation High - 55.63%	Attendance Rate for TUSD= 91.58 % School Site Rates: Cummings Valley Elementary - 94.05% Golden Hills Elementary - 92.47% Tompkins Elementary - 93.05% Jacobsen Middle - 92.65% Tehachapi High - 93.31% Monroe Continuation High - 98.93% TILA-90.94%	School Attendance Rate will maintain 96% at the District Level. School Site rates will be: Cummings Valley Elementary - 96.5% Golden Hills Elementary - 97% Tompkins Elementary - 97% Jacobsen Middle - 98% Tehachapi High - 97% Monroe Continuation High - 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5B % of students reported as Chronically Absent on CA School Dashboard	2019 CA Dashboard results for Chronic Absenteeism All Students 11.2% EL 10% FY 3.1% Homeless 21.4% SED 15.2% SWD 17.9% AA 18.2% Asian 10% Hispanic 12.7% White 9.8% 2+ races 24.6%	20-21 Ca Dashboard Chronic Absenteeism Due to COVID19, the Ca Dashboard did not report results for Chronic Absenteeism All Students 16.2% AA 23.9% Asian 9.5% Hispanic 18.9% White 14.5% 2+ races 18.5%	21-22 Ca Dashboard Chronic Absenteeism All students 56.6% EL 53.4% FY 50% Homeless 78% SED 62.9% SWD 64.1% AA 52.3% Asian 30.3% Hispanic 58.7% White 55.3% 2+ races 65.4%	22-23 Ca Dashboard Chronic Absenteeism All students 34.4% EL 32.1% FY 53.8% Homeless 59.8% SED 44.8% SWD 41.1% AA 38.9% Asian % Hispanic 35.6% White 34.3% 2+ races 29.2%	2019 CA Dashboard results for Chronic Absenteeism All Students 8.0% EL 6.5% FY 0% Homeless 16% SED 10% SWD 12% AA 13% Asian 5% Hispanic 7% White 5% 2+ races 19%
5C % of middle school dropouts on CALPADS	Middle School Drop out rate = 0.1%	Middle School Dropout Rate=.11%	Middle School Dropout Rate=0%	Middle School Dropout Rate=0.9%	<0.5% Middle School Drop Out Rate
5D % of high school dropouts on CALPADS	High School Drop Out Rate = 2.3%	High School Dropout Rate=.45%	High School Drop Out Rate=1.8%	High School Dropout Rate=1.9%	<1.0% High School Drop Out Rate
5E High School Graduation Rates on CA School Dashboard	2019 CA Dashboard results for Graduation Rate All Students 91.9% EL 90.9% SED 88.5% SWD 73.9% Hispanic 92% White 92.2%	2021 Ca Dashboard results for Graduation Rate Graduation rate by subgroup did not publish. All Students 94%	2022 Ca Dashboard results for Graduation Rate All Students 94.5% EL 95.2% SED 93.8% SWD 92.5% Hispanic 95% White 95.3% Homeless 73.3%	2023 Ca Dashboard results for Graduation Rate All Students 92.1% EL No data generated due to small population SED 88.5% SWD 69.6% Hispanic 91%	CA Dashboard results for Graduation Rate All Students 95% EL 95% SED 92% SWD 79% Hispanic 95% White 95% Homeless 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				White 92.6% Homeless 81.8%	
6A Pupil Suspension Rates on CA School dashboard	2019 CA Dashboard results for Suspension Rate All Students 3.6% EL 4.6% FY 4.3% Homeless 7.9% SED 5.2% SWD 7.2% AA 14.9% AIAN 6.7% Asian 0% Hispanic 4% White 3.1% 2+ races 2.9%	2021 Ca Dashboard results for Suspension Rates All Students 0% EL 0% FY 0% Homeless 0% SED 0% SWD 0% AA 0% AIAN 0% Asian 0% Hispanic 0% White 0% 2+ races 0%	2022 Ca Dashboard results for Suspension Rates All Students 2.9% EL 2.9% FY 18.1% Homeless 7.4% SED 4% SWD 6.9% AA 8.6% AIAN 3.6% Asian 2.2% Hispanic 2.9% White 2.8% 2+ races 1.6%	2023 Ca Dashboard results for Suspension Rates All Students 2.8% EL 0.6% FY 9.7% Homeless 5.5% SED 4.3% SWD 5.6% AA 8.9% AIAN 3.7% Asian 5% Hispanic 2.2% White 2.8% 2+ races 5%	2019 CA Dashboard results for Suspension Rate All Students 2.6% EL 2.6% FY 2.3% Homeless 5.9% SED 3.2% SWD 5.2% AA 12.9% AIAN 4.7% Asian 0% Hispanic 2% White 1.1% 2+ races 0%
6B Pupil Expulsion Rates on DataQuest	Pupil Expulsion Rates 0.0%	Pupil Expulsion Rates 0.0%	Pupil Expulsion Rate 0.1%	Pupil Expulsion Rates 0.0%	<1.0% Pupil Expulsion Rate
6C Survey results from California Healthy Kids. Level of school connectedness for students	Rate of students self-reporting connectedness at school in 2019 was 64%	Rate of students self-reporting connectedness at school in 2021 was 55%	Rate of students self-reporting connectedness at school in 2022 was 62%	Rate of students self-reporting connectedness at school in 2023 was 67%	Rate of students self-reporting connectedness- 75%

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.

- 3.1 Positive Behavior Intervention and Supports- This action was fully implemented. Site administration oversees the PBIS program. Each school's token economy reinforces desirable student behaviors. Site administrators meet with student annually to review school expectations. School Social workers provide SEL lessons to teach conflict resolution strategies, self-advocacy skills, and awareness around bullying.
- 3.2 Alternative to Suspension Class- This action was fully implemented. JMS and THS utilized ATS to provide an alternative to suspension.
- 3.3 Site Supervisors and School Resource Officers- This action was fully implemented. TUSD maintained an increased level of staffing to improve student supervision and contracted with TPD to have a School Resource Officer to provide support to all school sites.
- 3.4 Positive Student/Teacher Relationships- This action was fully implemented. TUSD implemented Capturing Kids Hearts strategies at school sites to improve relationships between staff members and students.
- 3.5 High Interest, Hands-on Curriculum- This action was not fully implemented. Current curricular adoptions include hands-on materials.
- 3.6 Social Emotional Learning Program- This action was fully implemented. School Social Workers provide SEL lessons to all students. Additionally, Social Workers and Intervention Specialists work one on one and in small groups to provide intensive supports to tertiary students.
- 3.7 School Attendance Review Team- This action was fully implemented. All school sites use the A2A attendance monitoring program. School administrators meet with the parents of students who are chronically absent to create a plan to improve student attendance. For students who continue to struggle attending school, home visits are conducting as a strategy to increase attendance.
- 3.8 Family Engagement- This action was fully implemented. Family engagement events were held at the school site and district committees were fully implemented. During the 2023-24 school year, TUSD provided the opportunity for fifth grade parents to spend an evening participating in fifth grade camp activities with their fifth grade student.
- 3.9 Multi-Tiered Systems of Support- This action was fully implemented. All site MTSS teams developed a site MTSS plan, implemented the plan, and monitored the outcomes of the plan.
- 3.10 School Connectedness- This action was fully implemented. All TK, Kinder, sixth, and ninth grade students were provided with school spirit shirts to increase students connection to their school.
- 3.11 Hands-on Experiences- This action was fully implemented. Students had the opportunity to attend camps and field trips.
- 3.12 College and Career Exposure- This action was partially implemented. Some JMS students had the opportunity to visit Bakersfield college and some THS students had the opportunity to visit a trade school.
- 3.13 After School Clubs- This action was fully implemented. All three elementary schools implemented three afterschool enrichment sessions after school. Students had the opportunity to participate in STEAM, art, crafts, dance, robotics, etc.

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.

- 3.1 Positive Behavior Intervention and Supports- 71% of the budget was expended. Not all school sites expended their PBIS budget.
- 3.2 Alternative to Suspension Class- TUSD exceeded the budget by 100%. The budget was not enough to cover the expenses of the second ATS course.

- 3.3 Site Supervisors and School Resource Officer- No material difference.
- 3.4 Positive Student/Teacher Relationships- No material difference.
- 3.5 High Interest, Hands-on Curriculum-11% of the budget was expended. This action item is not needed as purchases are embedded in other actions.
- 3.6 Social Emotional Learning Program- 26% of budget was expended. TUSD has a robust SEL program. However, many of the costs associated with the SEL program are associated with staff members that are paid from a different action within the LCAP.
- 3.7 School Attendance Review Team- No material difference in expenditures.
- 3.8 Family Engagement- 55% of the budget was expended. TUSD has added family engagement activities. However, the budget was too large for the activities that were conducted.
- 3.9 Multi-Tiered Systems of Support-13% of the budget was expended. MTSS leadership teams are allotted forty hours of extra duty time. However, many of these hours are not utilized. .
- 3.10 School Connectedness- No material difference.
- 3.11 Hands-on Experiences- No material difference.
- 3.12 College and Career Exposure- 14% of the budget was expended. THS used CTEIG funds to fund college field trips. JMS did not fully utilize funds.
- 3.13 After-School Clubs- 13% of the budget was expended. It was difficult to find staffing for after school clubs.

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

- 3.1 Positive Behavior Intervention and Supports- PBIS is a research proven effective practice. TUSD's attendance rate increased during the three year cycle and TUSD maintained a relatively low suspension rate.
- 3.2 Alternative to Suspension Class- ATS has been an effective intervention to change student behavior, keep students on campus, and change behavior preventing out of school suspensions. TUSD has seen ATS as effective in minimizing out of school suspensions for behaviors that do not cause an immediate danger for students.
- 3.3 Site Supervisors and School Resource Officer-Increasing site supervision has proved to be an effective strategy as educational partners have provided feedback that TUSD campuses are safe places for students.
- 3.4 Positive Student/Teacher Relationships- Implementing Capturing Kids Hearts strategies has been effective in improving teacher/student relationships as measured through Capturing Kids Hearts Surveys and the California Healthy Kids Survey.
- 3.5 High Interest, Hands-on Curriculum- Current curricular adoptions are hands-on and high interest. This action is redundant and is not needed.
- 3.6 Social Emotional Learning Program- This action has been effective in improving students behavior by providing supports for students who have experienced trauma, providing explicit instruction around conflict resolution, anti-bullying, and developing positive character traits.
- 3.7 School Attendance Review Team- This has been an effective action. Although absenteeism rates were high during the first year of the LCAP due to COVID. However, absenteeism has steadily decreased during the last two years of the LCAP.
- 3.8 Family Engagement- Parents have indicated through the California Healthy Kids Survey that feel they are given many opportunities for them to participate in their child's education and they feel that they are included in decision making.

3.9 Multi-Tiered Systems of Support- MTSS has been effective in improving attendance, maintaining a low suspension rate, and increasing student academic outcomes.

3.10 School Connectedness- This has been an effective action to increase school connectedness. Feedback from parents and staff members have provided support for this action. The implementation of this action is visible on school campuses.

3.11 Hands-on Experiences- This has been an effective action in increasing student engagement and improving student outcomes. All educational partner groups have provided feedback that this action has increased student engagement and student learning.

3.12 College and Career Exposure- Educational partner feedback from parents and students have indicated that this action is effective in providing knowledge about options that students have upon graduation from high school. A-G and CTE completion rates have steadily increased over the three year LCAP cycle.

3.13 After School Clubs- After school clubs were implemented during the 2023-24 school year. Socioeconomically Disadvantaged, Foster Youth, and ELL students received priority invitations to participate in After School Clubs. Educational partners have indicated that this action was effective in improving home school connection.

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.

Goal: Goal 3 has been carried forward to the 2024-2027

Metrics:

No changes were made to the metrics on Goal 3.

Actions:

- Hands-on curriculum, action 3.5 from the 2023-24 school year has been eliminated. This action is addressed in action 1.3 in 2024-25 LCAP.

3.2 references In-School Intervention (ISI). ISI has replaced Alternative to Suspension, but is the same action.

3.4 is a new action that allocates funds to purchase materials to support SEL learning.

3.5 is a new action that includes funding for the California Healthy Kids Survey. The CHKS allows TUSD to measure school climate.

3.11 is a new action that measures the number of assertive discipline incidents that have been recorded in TUSD's SIS system, AERIES.

3.13 is a new action that allocates funding to provide transportation 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.

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tehachapi Unified School District	Stacey Larson-Everson Superintendent	severson@tehachapiusd.com (661) 822-2700 Ext. 2701

Plan Summary [2024-25]

General Information

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

Tehachapi Unified School District (TUSD) covers 522 square miles in the eastern region of Kern County. Tehachapi is a rural community with many families living on large pieces of property with nearby commercial farms. The nation's largest wind farm, state correctional institution, Martin Marrietta (cement plant), and the neighboring aerospace industries that include Edwards Air Force Base, Boeing, and Virgin Galactic, are the major employers of Tehachapi residents. Tehachapi is a blue-collar community with 14.3% of residents completing four years of college and obtaining a bachelor's degree or higher. Although the City of Tehachapi has an approximate population of 12,389, there are approximately 30,000 residents that reside in the Greater Tehachapi area but, live outside of city limits in residential areas such as Bear Valley Springs, Golden Hills, and Stallion Springs. Many residents living in the Tehachapi area commute to surrounding cities for work. The average commute time for Tehachapi residents is 26.8 minutes. TUSD currently serves approximately 4,200 students. Although many districts within California are experiencing declining enrollment, enrollment within TUSD has increased slightly in enrollment over the last five years. TUSD has three elementary school sites: Cummings Valley Elementary, Golden Hills Elementary, and Tompkins Elementary which serve students in grades transitional kindergarten through fifth grade. Tompkins Elementary and Golden Hills Elementary provide special education preschool classes and services for students aged three through five who have an Individualized Education Plan (IEP). There is one middle school within TUSD, Jacobsen Middle School, that serves slightly over 900 students in grades six, seven, and eight each year. TUSD has one comprehensive high school, Tehachapi High School, that serves 1200 students in grades nine through twelve. The campus of Tehachapi High School (THS), also houses a continuation high school, Monroe Continuation. Monroe serves approximately 70 students.

Tehachapi Independent Learning Academy (TILA) provides one school of choice for families who have students in grades transitional kindergarten through eighth grade who prefer a traditional homeschool program or a blended homeschool program where students attend in-person instruction on the TILA campus two days each week and participate in a homeschool setting for the remainder of the week with optional enrichment opportunities offered on the TILA campus one day a week. TUSD does not have a significantly diverse student population when compared to neighboring districts within Kern County. Approximately 36% of all TUSD students are identified as low-income, 6.7% of students are English Learners, and 0.8% of students are Foster Youth. White (55%) and Hispanic (38%) are the two largest ethnic student groups within TUSD. TUSD does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

TUSD's students are demonstrating positive growth on all indicators on the 2023 California School Dashboard and on local measures implemented during the 2023-24 school year. On the 2023 California School Dashboard, TUSD is in the yellow area for each indicator generating a color, except in the area of English Learner Progress which had a green indicator. The yellow indicator demonstrates that TUSD students have made positive growth and are continuing to make strides toward meeting the expected standard that has been developed by the state of California. However, TUSD recognizes that there continues to be room for additional growth in the coming years. TUSD had one indicator on the California School Dashboard that was not in yellow, English Learner Progress was in the green range which validates the tremendous progress English Language Learners are making toward attaining English proficiency. TUSD administers the iReady diagnostic in Math and Reading three times a year to measure student progress in both reading and mathematics. Data from the diagnostic is used to measure academic growth throughout the school year, identify students for academic interventions, and gauge the effectiveness of instructional strategies.

English Language Arts

In the area of English Language Arts, 36.97% of students met or exceeded the standard. English Learners (+7.5), Homeless youth (+51.4), Students with Disabilities (+14.8), and students of Two or More Races (+39.6) all demonstrated positive growth in English Language Arts. However, Foster Youth demonstrated a decline of 15.2 points and had a red indicator. Based on winter 2024 iReady diagnostic results, 44% of TUSD students are expected to meet or exceed the standard on the spring CAASPP in the area of English Language Arts. This would be a 7.03% increase in CAASPP performance when compared to the 2023 CAASPP results.

Mathematics

In the area of mathematics, English Learners (+6.5), Homeless Youth (+62.4), Students with Disabilities (+16.7), Hispanic students (+3.7), and students of Two or More Races (+42.4) all showed positive growth. Overall, TUSD students performed in the yellow area showing positive growth, but Foster Youth (-28.4) demonstrated a performance decline and Socioeconomically Disadvantaged (maintained) performed in the red area. Based on the winter 2024 iReady diagnostic results, 25% of TUSD students are expected to meet or exceed the standard on the spring CAASPP in the area of Mathematics. This would be a 1% increase in CAASPP performance when compared to the 2023 CAASPP results.

English Language Learners

In the area of mathematics, 24.19% of students who participated in CAASPP testing met or exceeded the standard. On the English Learner Progress Indicator, 59.5% of English Learners made progress towards English language proficiency which is an increase of 6.3% when compared to 2022. On the College and Career Indicator, overall, students performed in the low area with 26.3% of students demonstrating that they are prepared for college or a career upon graduation. 2.2% of Students with Disabilities were identified as being prepared for college or career which was in the very low range. Overall TUSD students performed in the yellow indicator due to a 22.2% decline in chronic absenteeism. Foster Youth is the only student group that has a red indicator.

Chronic Absenteeism

The chronic absenteeism rate of Foster Youth increased by 3.8% which generated a red indicator on the California School Dashboard. For all other student groups' chronic absenteeism rates declined significantly ranging from a decline of 13.5% to 36.2%.

Graduation Rate

TUSD has a graduation rate of 92.1% which exceeds the state and county and generates a yellow indicator on the California School Dashboard. TUSD does not have any student groups with a red indicator. However, Socioeconomically Disadvantaged (-5.3%) and Students with Disabilities (-22.9%) both showed a decline in their graduation rates. Homeless Youth had an increase in the graduation rate of 8.5%.

Suspension Rate:

TUSD has a yellow indicator for suspension rates of 2.8% of students who have been suspended at least once. TUSD maintained its level of suspensions when compared to 2022 data. The suspension rate for English Language Learners (-2.3%), Hispanic (-0.8%), Homeless (-1.9%), and Students with Disabilities (-1.3%) all showed a decline. English Learners were in the blue range with a suspension rate of 0.6%. However, the suspension rates for African American and students of Two or More Races increased, generating a red indicator on the Dashboard.

Review of red indicators at school sites:

Although many of our sites saw an increase in student achievement, there were some areas where a red indicator identified a need that must be addressed in the coming year. Areas of need as identified by a red indicator are outlined below by school.

Tehachapi High School:

Tehachapi High School had a red indicator for math achievement for All Students. Socioeconomically Disadvantaged and Hispanic Students were two student groups that had a red indicator within math performance. In addition to math performance, Students with Disabilities were in the very low range (red indicator) for the College and Career Indicator.

Golden Hills Elementary:

Socio-Economically Disadvantaged students generated a red indicator in English language arts due to a decline in performance. Students with Disabilities generated a red indicator for English language arts and mathematics. For Students with Disabilities, achievement levels slightly declined in math, and achievement levels were maintained in English language arts. However, Students with Disabilities' performance in both academic areas was in the low range.

Tompkins Elementary:

Tompkins Elementary had two red indicators on the Dashboard. Students with Disabilities maintained performance levels in English language arts, but performance was in the very low range generating a red indicator. White Students generated a red indicator in the area of suspension due to a suspension rate increase of 2.6%.

Monroe Continuation:

At Monroe Continuation, the College and Career Indicator was in the very low range for all students and the socioeconomically disadvantaged student group and white students.

Reflections: Technical Assistance

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

TUSD has been identified for Differentiated Assistance to address the identified needs of Foster Youth. On the 2023 California School Dashboard, Foster Youth had three red indicators: English language arts achievement, mathematics achievement, and chronic absenteeism. To address the identified needs of Foster Youth, TUSD works collaboratively with site administration to develop interventions and monitor the effectiveness of those interventions for Foster Youth. Foster Youth who demonstrate an academic need are invited to participate in tutoring services outside of the school day. Academic performance data is closely monitored to address academic needs within the school day through intervention periods and scaffolding by the classroom teacher. The Director of Student Services assists in supporting Foster Youth by providing backpacks and other materials that a student may need to be successful. Each school site has a full-time social worker, that offers support to each foster student. The attendance rates of all students are closely monitored including foster youth. Parent meetings and home visits are conducted regularly to address chronic absenteeism for Foster Youth. In the spring of 2024, TUSD district leaders met with Kern County Superintendent of Schools (KCSOS) representatives to engage in a data dive to identify strengths and weaknesses in student outcomes. Action 3.1 addresses our work to support our Foster Youth.

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.

No schools 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	An LCAP presentation was provided and opportunity for input to the School Site Council of every school site within TUSD from February 2024 to March 2024. School Site Councils are comprised of certificated and classified staff members, the school principal, parents, and students. During the presentation, the Chief Administrator reviewed data points, proposed goals, and current actions. Parents had the opportunity to ask questions and make recommendations for changes to the 2024-27 LCAP.
Community Members	The Chief Administrator visited all district community advisory groups to provide an overview of the LCAP and review key data points, proposed goals, and actions. Attendees provided input on actions that they would like to continue due to a benefit they provide to students. Recommendations for additional actions that should be added, and suggestions for actions that should be removed because they did not provide a benefit to students. LCAP presentations to community and parent advisory groups were conducted beginning in March 2024 and were completed in May 2024. Groups included: DELAC, Citizens Advisory Committee, Superintendent's Parent Advisory Committee, and Facilities Advisory Committee.
Teachers (Tehachapi Association of Teachers)	Two meetings were held at the district office outside of the school day as an opportunity for certificated and classified staff members to attend to learn about the LCAP, review proposed goals, and provide input on actions for the 2024-27 LCAP. Meeting attendees were given opportunities to provide input and recommendations on goals, and actions, and ask questions regarding metrics. Meetings were held

Educational Partner(s)	Process for Engagement
	April 2024, at two different times to accommodate differing release schedules at school sites.
Other School Personnel (CSEA members)	Meetings were held at the district office outside of the school day as an opportunity for teachers and other school personnel to learn about the LCAP, review proposed goals, and provide input on actions for the 2024-27 LCAP. Meeting attendees were given opportunities to provide input and recommendations on goals, and actions, and ask questions regarding indicated metrics. Meetings were held April 2024, at two different times to accommodate differing release schedules at school sites.
Students	Listening Circles were facilitated by the school social worker at each school site with site and district administrators as observers of the Listening Circles. The purpose of the Listening Circles was to give students a structure to identify and discuss strengths and areas of need to better meet the academic and social-emotional needs of students. Listening Circles were conducted during February 2024.
Administrators and District Management	On March 19, 2024 and March 20, 2024, the Chief Administrator of Instructional Services provided a presentation of current data and proposed goals and actions for the 2024-27 LCAP to district administrators and management staff members. Attendees participated in an activity that allowed groups to collaborate to identify current practices that are effective and should continue, make suggestions for new actions, and provide input on actions that they felt should not be continued.
SELPA	On December 11, 2023, The Chief Administrator of Instructional Services attended an LCAP Development Series at Kern County Superintendent of Schools (KCSOS). During the LCAP meeting, a consultation with the SELPA was conducted.

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

As a result of the feedback received during the LCAP Informational and Feedback sessions and student Listening Circles, changes were made to the LCAP goals to provide additional clarity. For example, the wording to goal 1 was adjusted to include, "future careers" to ensure that the needs of students who choose not to go to college after high school are addressed. In goal 2, input from staff, parents, and community members expressed that the goal should include wording that emphasizes that students should not only meet grade-level standards, but have opportunities to exceeds standards when possible. Many actions within the existing LCAP were carried forward due to

the feedback that was received from students, staff, parents, and community members. For example, all educational partner groups were in support of continuing to fund Social Workers, Intervention Specialists, Professional Development, Capturing Kids Hearts, and Field Trips.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Tehachapi Unified School District will provide students with safe facilities, standards-aligned learning resources, and highly qualified staff members to ensure that all students have access to a broad course of study that allows students to develop their interests in preparation for college and a future career.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

TUSD recognizes that well maintained facilities, qualified staff members, and quality standards aligned materials are the foundation for a quality instructional program. With the recent years of teacher shortages, it has been difficult to find experienced teachers who have a clear teaching credential. In specific areas such as Science, Mathematics, and Special Education the shortage of qualified teachers is more pronounced. To find qualified teaching candidates, TUSD must have robust recruitment and begin recruiting candidates for upcoming school years early. TUSD has also developed partnerships with surrounding universities to assist in the recruiting process. When teachers have solid pedagogical knowledge and quality instructional materials, student achievement increases. The Learning Policy Institute reviewed thirty studies over the last fifteen years and found that teaching experience is positively associated with student achievement gains.

Tehachapi Unified School District will provide students with safe facilities, standards-aligned learning resources, and highly qualified staff members to ensure that all students have access to a broad course of study that allows students to develop their interests in preparation for college and a future career.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Rate of Teachers who are fully credentialed Source: CALPADS. Priority 1A	Teaching credentials held during the 2023-24 school year. Clear Credential=77% Preliminary Credential=15% 30 Day Sub Permit=1% Intern=1% Short Term Staff Permit=4% Variable Term Waiver=1.5%			2026-27 Clear Credential=89% Preliminary Credential=10% 30 Day Sub Permits=0% Intern=0% Short Term Staff Permit= 0% Variable Term Waiver=0%	
1.2	Rate of access to standards-aligned instructional materials Source: Local inventory and student enrollment. Priority 1B	2023-24: All students have access to standards-aligned instructional materials as measured by student enrollment and textbook inventory.			2026/27 All students will have access to standards-aligned materials in subject areas.	
1.3	Rate of students identified as prepared on the College and Career Indicator Source: California School Dashboard. Priority 4H	2022/23 % of students identified as prepared on the College and Career Indicator on the California School Dashboard. 26.3% =All students 2.2%=Students with Disabilities 18%=Hispanic 13.6%=Homeless			2026/27 % of students identified as prepared on the College and Career Indicator on the California School Dashboard. 40%=All students 10%= Students with Disabilities	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		17.8%=Socio Economically Disadvantaged 30.5%=White			30%=Hispanic Students 35%-Socio Economically Disadvantaged 40%=White	
1.4	A-G completion rate Source: CALPADS snapshot report 1.22. Priority 4B	2022/23 20% of graduating seniors met UC and CSU requirements.			2026/27 % of graduating seniors who meet all UC and CSU requirements. 35%= of All Students	
1.5	CTE completion rate Source: CALPADS (3.19 snapshot report). Priority 4C	2022/23 31.6% of high school seniors completed at least one CTE Pathway			2026/27 40%= All students will complete at least one CTE pathway.	
1.6	Facilities are maintained in good repair Source:Facilities Inspection Tool (FIT) report. Priority 1C	2023/24 All school campuses received a rating of good or better on the FIT report.			2026/27 All school campuses will receive a rating of good or better on the FIT report.	
1.7	Broad Course of Study	2023/24			2026/27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: district internal metrics. Priority 7A	100% of students in elementary and secondary have access to a broad course of study as measured by TUSD self-assessment.			Maintain 100% of all students will have access to a broad course of study at the elementary sites, middle school, and high school.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Basic Facilities	The TUSD Maintenance and Operation team inspects school facilities to ensure the buildings are safe and well-maintained. All TUSD inspections indicate that TUSD facilities are in good repair. The California Department	\$3,359,941.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>of Education envisions school facilities that enhance the achievement of all students and are learner-centered, safe-sustainable, and centers of the community. Students who receive instruction in buildings with good environmental conditions can earn test scores that are 5-17 percent higher than scores for students in substandard buildings. The creation and implementation of a TUSD Facilities Master Plan will promote TUSD's ability to provide all students and staff access to clean, safe, and updated facilities which will enhance school pride and support students. TUSD maintains an FTE for M & O of 19.156.</p>		
1.2	Teacher Credentials - (Basic Service, Teacher Credentialing)	<p>TUSD will provide fully credentialed and effective teachers with appropriate authorizations, certifications, and training. Through an active teacher recruiting process, TUSD will be able to offer a broad-course of study to all students. One of the most important factors in raising student achievement is a highly qualified teacher. Research shows that teacher subject-matter knowledge is associated with student learning. This is important for our Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities who are at greater risk of being taught by an unqualified teacher. For example, by monitoring credentialing requirements, TUSD ensures that English Learners are taught by instructors who have met specific certification requirements for working with English Learner students. TUSD's FTE is generated based on student enrollment. With a student enrollment of 4,200, TUSD maintains an FTE of 200 teachers. TUSD has hired a math intervention teacher in response to declining math performance on the California School Dashboard and the red indicator that was generated due to low math performance on the CAASPP.</p>	\$23,402,207.00	No
1.3	Basic Services (Students Have Standards Based Instructional Materials)	<p>All TUSD students have standards-aligned instructional materials. The California Department of Education requires all students to receive instruction aligned to California State content standards and curriculum frameworks. To ensure teachers are using standards-based materials, TUSD adopts instructional materials that are on the list of approved materials by the California State Board of Education.</p> <p>At the beginning of each school year, the Instructional Services team checks with site administrators and librarians to ensure that all teachers</p>	\$500,000.00	No

Action #	Title	Description	Total Funds	Contributing
		have the board-adopted curriculum in their classroom and that there are a sufficient number of curricular resources for all students to have their own copy of the resources for the duration of the school year.		
1.4	New Teacher Support	TUSD will provide support to all new teachers through professional development offered at the District by TUSD Instructional Leaders and by providing support through a partnership with Kern County Superintendent of Schools' (KCSOS) Induction Program. KCSOS's Induction Program is a two year program that supports new teachers as they progress towards clearing their California Teaching Credential.	\$131,000.00	No
1.5	Support Staff	TUSD will provide support staff that will assist students in the classroom with instructional materials, supervise students while outside of the classroom to ensure safety for all students, and assist in providing small group support for interventions during instructional time within the school day. Support staff is provided based on student enrollment and to address identified areas of need. TUSD currently maintains an FTE of 37 general education Instructional Paras, 11.5 playground aides, and 11.563 campus security.	\$7,232,015.00	No
1.6	Student Technology	TUSD will provide students with access to technology when in the classroom and technology to use at home to increase access to digital instructional materials. TUSD recognizes that students live in a digital world where many academic resources are accessed through a digital device. Socio Economically Disadvantaged students may have limited access to a digital device that may limit their access to textbooks, digital resources, digital tutoring platforms, and the ability to correspond with their teacher through digital correspondence such as email or chat features in CANVAS.	\$294,000.00	No
1.7	School Library Staff	School library staff are a resource for students and staff to increase learning. School library staff help students develop a student's interest in	\$499,795.00	No

Action #	Title	Description	Total Funds	Contributing
		reading by sharing stories, guiding students to pick out high interest reading materials at the student's instructional level, and provide academic resources needed for research projects.		
1.8	Technology Staff	TUSD employs one full time Director of Technology who oversees the implementation of the TUSD technology plan. With the increase of the use of technology on all TUSD campuses, TUSD provides a Site Tech to each comprehensive school site to ensure that technology in the classroom works efficiently for students and staff. For staff to deliver the lessons that they have planned, it is imperative that the technology in their classrooms work consistently. Each classroom has a class set of Chromebooks, Site Techs ensure that the Chromebooks are in proper working order for students and provide repairs when needed. Many of the adopted curriculum resources and instructional programs are web-based or have web-based materials. The District Network Manager ensures that the TUSD network is properly running, all necessary staff have the appropriate credentials to access the appropriate programs and curriculum.	\$771,698.00	No
1.9	Tehachapi Independent Learning Academy	Tehachapi Independent Learning Academy (TILA) provides high school students with an alternative school environment for those students who are unable to attend a full in-person school day at TUSD's comprehensive high school. Additionally, through TILA, students can take courses that may not be offered at THS.	\$359,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Tehachapi Unified School District will provide a rigorous, and standards-based instructional program to adequately support all students in meeting and exceeding grade-level expectations to ensure all students are prepared to transition to college or into a career upon graduation from high school.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

When analyzing results academic outcomes for all students through internal data points such as iReady, grade distribution, CAASPP scores, AP course enrollment, and A-G completion rates TUSD recognizes that many students and student groups are performing below grade-level standard. Metrics were identified to measure student outcomes related to academic achievement. Actions were created to support students and their learning and improve the effectiveness of TUSD's instructional program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students will make progress toward meeting grade-level standards in the area of English Language Arts Source: California School Dashboard CAASPP English Language Arts Assessment	2023-24 California School Dashboard results 36.97% of all students met or exceeded standards (Data Quest) All students= 37 points below standard (yellow)			2026-27 Expected Outcomes: 52% of all students will meet or exceed students will meet standards on CAASPP testing (California School Dashboard)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 4A	Foster Youth= 111.8 points below standard English Learners=82.5 points below standard Hispanic=54.2 points below standard Homeless=78.9 points below standard Socio Economically Disadvantaged=65.3 points below standard Students with Disabilities= 120 points below standards White= 28.5 points below standard			All students= 21 points below standard Foster Youth= 90 points below standard English Learners= 60 points below standard Hispanic= 40 points below standard Homeless= 60 points below standard Socio Economically Disadvantaged=45 points below standard Students with Disabilities= 80 points below standards White= 12 points below standard	
2.2	Students will make progress towards meeting grade-level standards in the area of mathematics Source: California School Dashboard	2023-24 California School Dashboard results 24.19% of all students met or exceeded standards (Data Quest)			2026-27 Expected Outcomes: 46% of all students will meet or exceed standards on CAASPP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CAASPP Math Assessment Priority 4A	All students= 79.4 points below standard (yellow) Foster Youth= 173.3 points below standard English Learners= 119 points below standard Hispanic= points below standard Homeless= 95 points below standard Socio Economically Disadvantaged= 105.7 points below standard Students with Disabilities= 146.3 points below standards White= 71.9 points below standard			testing (Data Quest) All students= 63 points below standard (yellow) Foster Youth= 150 points below standard English Learners= 100 points below standard Hispanic= 75 points below standard Homeless= 75 points below standard Socio Economically Disadvantaged= 85 points below standard Students with Disabilities= 126 points below standards White= 50 points below standard	
2.3	Graduation rate Source: California School Dashboard Priority 5E	2022-23 California School Dashboard results 92.1% of all students graduated			2026-27 Expected Outcome 98% of all students will graduate	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio Economically Disadvantaged= 88.5% Students with Disabilities= 69.6% Hispanic=91% White= 92.6% Homeless=81.8%			Socio Economically Disadvantaged= 96% Students with Disabilities= 75% Hispanic=96% White= 98% Homeless=90%	
2.4	Local ELA Assessment: to measure mastery of grade-level standards. Source: Local Data/ iReady Priority 8	2023-24 Spring Diagnostic Results Mid or Above Grade Level=20% Early on Grade Level= 20% One Grade Level Below= 26% Two Grade Levels Below=9% Three or More Grade Levels Below= 24% EL=0% SED= 0% Homeless= 0% Foster Youth= 0% Student w/Disabilities=0% *During the 2023-24 school year, data was not disaggregated by subgroup.			2026-27 Expected Outcome Mid or Above Grade Level=25% Early on Grade Level= 30% One Grade Level Below= 26% Two Grade Levels Below= 5% Three or More Grade Levels Below=14% EL= 30% of students early on grade-level or above SED= 40% of students early on grade-level or above Homeless= 60% of students early on grade-level or above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Foster Youth= 30% of students early on grade-level or above Students w/Disabilities= 30% of students early on grade-level or above	
2.5	Local Math Assessment: to measure mastery of grade-level standards. Source: Local Data/iReady Priority 8	2023-24 Spring Diagnostic Results Mid or Above Grade Level=15% Early on Grade Level=19% One Grade Level Below=31% Two Grade Levels Below=11% Three or More Grade Levels Below=25% EL=0% SED= 0% Homeless= 0% Foster Youth= 0% Student w/Disabilities=0%			2026-27 Expected Outcome for all student groups Mid or Above Grade Level= 20% Early on Grade Level= 30% One Grade Level Below= 30% Two Grade Levels Below= 5% Three or More Grade Levels Below=15% EL= 15% of students early on grade-level or above SED= 25% of students early on grade-level or above Homeless= 20% of students early on	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					grade-level or above Foster Youth= 15% of students early on grade-level or above Students w/Disabilities= 10% of students early on grade-level or above	
2.6	College and Career Indicator Source: California School Dashboard Priority 4H	2022-2023 California School Dashboard Results 26.3% of all students are identified as prepared SWD=2.2% Hispanic=18% Homeless=13.6% SED=17.8% White=30.5%			2026-27 Expected Outcomes 45% of all students are identified as prepared SWD=10% Hispanic=35% Homeless=25% SED=30% White=45%	
2.7	% of EL students who make progress toward English Proficiency Source: California School Dashboard Priority 4E	2022-23 California School Dashboard Results 59.5% of ELL students are making progress towards English proficiency.			2026-27 Expected Outcome 63% of ELL students will be identified on the California School Dashboard as Making Progress towards English Proficiency.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	The % of students who have passed an AP exam. Source: College Board Priority 4G	2023-24 133 students took an AP exam and 55% of those students passed an AP exam with a 3 or better. SWD= 0% SED= 15% EL= 0.7% Foster= 0% Homeless= 0%			2026-27 Expected Outcome 65% of students who participate in AP testing will achieve a 3 or better on their AP test. SWD= 5% SED= 20% Foster= 1% Homeless= 1%	
2.9	The % of ELL reclassification rate Source: SIS/KIDS Priority 4F	2022-23 ELL reclassification rate of 19%			2026-27 Expected Outcomes ELL reclassification rate of 24%	
2.10	The % of students who completed A-G requirements and at least one CTE pathway Source: SIS/KIDS Priority 4D	2022-23 3.4%% of graduating seniors graduated with at least once CTE pathway completed and met A-G requirements. EL: 0% SED: 1% FOS: N/A			2026-27 Expected Outcome 10% of students will complete at least one CTE pathway and meet A-G requirements. EL: 10% SED: 10% FOS10%	
2.11	IEP Compliance Rate Source: Internal Audit Priority 7C	2023-24			2026-27 Expected Outcome	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		72.2% of IEPs are in compliance.			TUSD will have 100% in compliance with all IEP's.	
2.12	SAT Participation Rate Source: College Board Priority 7B	2023-24 The SAT was not offered during the 2023-24 school year.			2026-27 Expected Outcome 30% of THS students will participate in SAT Preparation Courses and complete SAT testing.	
2.13	Students will make progress toward meeting grade-level standards in the area of English Language Arts and mathematics Source: California School Dashboard Priority 2B	2023-24 California School Dashboard results English Language Arts English Learners=82.5 points below standard Mathematics English Learners= 119 points below standard			2025-2027 Expected Outcomes ELA 65 points below standard Math 95 points below standard	
2.14	Implementation of state board adopted academic content and performance standards for all students Source: Local Indicator Self Reflection Tool	2023-24 All areas were rated as a 4 except ELD and mathematics which was rated as a 3.			2026-27 Expected Outcomes 4+ ratings in all areas	

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

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Professional development opportunities will be provided to all teachers to focus on implementing high-leverage instructional strategies and practices that are research-based and have been proven to increase student academic outcomes. Consistent instructional strategies, including Explicit Direct Instruction and Universal Design for Learning, will support the teaching of essential standards and increase student performance, especially for underperforming student groups that include: Foster Youth, Socioeconomically Disadvantaged Students, and English Language Learners. Professional development opportunities will include Workshop Wednesday, release time for district-led professional development	\$271,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>opportunities, Teacher Bootcamp, New Teacher training, site-led Instructional rounds, and conference attendance. At Title I school sites, the Learning Director will provide professional development, to address the unique needs of the students that are performing below grade level. TUSD will be providing professional development to support a new math adoption in grades kindergarten through eighth grade. The new math adoption and math professional development will address the red indicator from the California School Dashboard at Golden Hills Elementary in the area of Math for Students with Disabilities.</p> <p>*The TUSD Professional Development Plan will be used to address ATSI</p>		
2.2	Digital Instructional Resources	<p>TUSD purchases subscriptions to supplemental digital resources to support students by giving students extra time to practice instructional concepts, differentiate for students based on their needs, or increase student engagement. Some additional digital resources such as iReady provide valuable data to teachers that inform their instructional practices, identify students who need intervention, and can be used to measure student growth throughout the school year. Digital programs such as iReady help to address students' specific needs.</p> <p>This action addresses the identified need on the California School Dashboard for the red indicators for Golden Hills Elementary in the area of ELA for Socioeconomically Disadvantaged students and Students with Disabilities in ELA and Math. This action addresses the red indicator for Tompkins Elementary for Students with Disabilities in ELA.</p>	\$200,000.00	Yes
2.3	English Language Learner Support-Para Professionals and Ellevation	<p>Each school site will be provided with at least one bilingual paraprofessional to help support English Language Learners in the classroom by translating instruction, providing small group support on assignments, and working one-on-one with English Language Learners who are struggling in the classroom.LTEL students will be provided with more intensive support to assist in LTEL's making progress towards English proficiency. In addition to student support, the bilingual</p>	\$401,179.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>paraprofessionals will assist with parent communication to relay information as it pertains to their student. TUSD utilizes the ELlevation program to monitor English Language Learner progress throughout the school year. Additionally, the district will employ two district translators who will assist in the assessment of English Language Learners, provide support to parents, and attend meetings that require translations.</p>		
2.4	Multi-tiered Systems of Support	<p>TUSD has implemented a Multi-tiered System of Support (MTSS) at all TUSD school sites. MTSS utilizes a framework to maximize student achievement by providing academic, social-emotional, and behavioral support to students. Within the MTSS framework, educators engage in data-based decision-making based screening and progress monitoring data collection. The US Department of Education and the California Department of Education both endorse MTSS as an effective practice to improve student outcomes. TUSD's Coordinator of Instructional Support and Improvement works collaboratively with school administrators, Learning Directors, social workers, Response to Intervention (RTI) teachers, and MTSS lead teachers from each school site to deepen implementation of MTSS practices at each school site and review student progress. The TUSD MTSS plan addresses the needs of students who have identified learning gaps and are performing below grade level. Foster Youth were identified to be performing below grade level in ELA and Math and Socioeconomically Disadvantaged students were identified to be performing below grade level in Math as illustrated on the California School Dashboard. This action addresses the red indicators at Tehachapi High for all students, hispanic and socioeconomically disadvantaged student groups in the area of math.</p> <p>*MTSS is a strategy that will be used to address ATSI.</p>	\$186,000.00	Yes
2.5	Extended Learning and Tutoring	<p>Additional support will be provided to students who have identified learning gaps, through the use of extended learning opportunities outside of the school day. Students will be offered intensive academic support in small</p>	\$146,720.00	No

Action #	Title	Description	Total Funds	Contributing
		groups to target their identified areas of need. Each school site will develop a tutoring program to meet the unique needs of their students. Priority enrollment for tutoring will be given to student groups that have demonstrated a need for additional support as illustrated on the California School Dashboard. These student groups include Foster Youth, Socio-Economically Disadvantaged, Homeless, and English Learners.		
2.6	Hands-on Experiences	Students will be given opportunities to travel to various locations to engage in hands-on learning experiences that enhance the learning that takes place within the classrooms or bring in experts to provide assemblies that enhance the district-adopted curriculum or provide deeper learning on grade-level standards. Students in 3rd grade will spend two days at Mountain Park to learn about the four layers of the earth and how animal habits impact their longevity.	\$20,000.00	No
2.7	Burst Tutoring	Students who do not read at grade-level by the end of third grade are more likely to struggle throughout their academic career which leads to an increase in the drop out rate as verified by educational research conducted by the Casey Foundation and the Institute of Education Sciences. To address the needs of struggling readers in the primary grades, TUSD implements Burst Tutoring to provide early intervention for students that are struggling to become fluent readers. The goal of Burst Tutoring is to decrease the number of students that are behind in reading prior to moving to upper elementary.	\$208,645.00	Yes
2.8	College and Career Awareness	All students in a secondary setting will have access to visit colleges, universities, and/or trade schools to explore options available to them as they graduate from compensatory education. In the community of Tehachapi, approximately 15% of the population has a Bachelor's degree or higher which translates to some families not being able to provide exposure to higher education from first-hand experience. Additionally, Tehachapi is a remote community, and not all families have the means to travel to visit college or university campuses. By exposing students to options for continuing education after graduation, TUSD students will be able to make informed decisions on class selections when preparing for life	\$26,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		after high school. This action is in response to the CCI on the California School Dashboard generated by THS (orange indicator), THS special education students (red indicator), and Monroe Continuation School (red indicator).		
2.9	AVID	AVID is a researched based program that has proven (What Works Clearinghouse) to positively impact the number of High School graduates that enroll in post secondary coursework after high school graduation. Additionally, AVID training has proven to have a positive correlation between teacher behavior and positive student outcomes. The introduction of AVID to THS is in response to the "Low" College and Career Indicator (CCI) and the "very low" CCI metric for Students with Disabilities and white student groups on the 2023 California School Dashboard for THS and Monroe students .	\$45,000.00	Yes
2.10	Learning Directors	Although TUSD has experienced an increase in achievement in ELA and Math as illustrated in the 2023 California School Dashboard, socioeconomically disadvantaged students continue to lag behind their same-aged peers in ELA and Math. Foster Youth generated a red indicator in ELA and math, while Socioeconomically Disadvantaged Students generated a red indicator on the California School Dashboard in math. The red indicator was generated due to a decline in achievement and performed more than 100 points below the indicated standard in the perspective academic discipline on the CAASPP test. All TUSD Title I schools (Golden Hills, Tompkins, and Jacobsen) have a Learning Director to increase the effectiveness of the instructional program and support the students who generate the Title I funds. The Learning Director at each school site works closely with their site's instructional team by leading data dialogues, providing professional development to increase instructional effectiveness, creating tutoring plans to meet the needs of students, and attending student study team meetings to create individualized plans for struggling students.	\$457,491.00	Yes
2.11	GATE	Annually, all students in grades 1, 2, and 3 have the opportunity to be identified for the district's Gifted and Talented Education (GATE) programs.	\$26,932.00	No

Action #	Title	Description	Total Funds	Contributing
		To be identified for GATE students will complete the OLSAT8 assessment as one metric for the GATE program. OLSAT8 score will be used in conjunction with other district data to identify GATE students. Teachers with GATE students in their class will participate in monthly training that will support instruction for GATE students.		
2.12	Student Progress, Goal Setting, and Course and Program Completion	TUSD provides additional staff on school campuses that include CTEIG Coordinator, School Counselors, THEMA Coordinator, and School Psychologists that provide guidance to students when selecting courses, developing academic goals and post compensatory education goals, monitor student achievement, develop new courses and pathways to meet the varied interests and needs of students, and help to develop plans to assist students when they are struggling in making adequate gains. Services include academic counseling, Student Study Teams, Career Advising, etc.	\$1,911,107.00	No
2.13	Academic Incentives	To better serve students, TUSD recognizes the importance of gathering accurate data. When facilitating discussions with educational partners, it was apparent that many secondary students do not see the value in participating in a standardized assessment that does not impact the grade they receive on their report card. To create a culture that values, trying your best, and celebrating learning and success, TUSD will provide activities and academic incentives to celebrate the opportunity for students to demonstrate their learning at the end of each school year and celebrate students that have demonstrated high achievement or tremendous growth.	\$50,000.00	No
2.14	AP Tests and SAT	To remove barriers for students, TUSD will fund AP testing, SAT testing, and SAT Preparation Courses. By allocating funds, TUSD increases access for all students. Students that pass AP courses and achieve a high score on the SAT will begin college without needing to remedial coursework.	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.15	Hands-on Science Experience	All fifth-grade students will participate in the federal program, STARBASE, on Edwards Air Force Base. Fifth graders will spend five full school days in the STARBASE program. STARBASE covers all of the fifth-grade Next Generation Science Standards (NGSS). All third-grade students spend two days at Mountain Park immersed in science. Eighth-grade students will have the opportunity to participate in the Catalina Island Marine Institute (CIMI). While at CIMI, students will learn about the marine ecosystem, organisms, and the flow of energy among living and nonliving parts of the ecosystem which are NGSS middle school standards. Fifth and eighth-grade students participate in the California Science Test (CAST) every spring. Participation in STARBASE and CIMI helps to prepare students for the CAST.	\$160,000.00	No
2.16	District Instructional Coaches	TUSD provides two district instructional coaches, Coach of First Best Instruction and Coach of English Language Development. Both coaches provide professional development to administrators and teachers. Effective professional development and the implementation of coaching cycles, help to establish effective instructional practices in the classroom leading to improved academic outcomes for students. In addition, to providing professional development, district coaches assist with curriculum adoptions to ensure that proposed adoptions meet the varied needs of specific groups of students who need additional scaffolds to be successful. These student groups include students with disabilities, foster youth, socioeconomically disadvantaged, and English Language Learners.	\$289,732.00	Yes
2.17	Release time for IEP and SST Meeting Coverage	Each site will be allotted ten days of roving sub coverage to allow teachers to attend IEP and SST meetings. When IEP documents need to be revised or an SST meeting needs to be held, it is imperative that those meetings happen promptly to address the student's needs. It is imperative that schools have the ability to schedule SST and IEP meetings within the school day to not create a back log of meetings to be schedule outside of the school day. Additionally, by holding meetings promptly communication between the school and family increases.	\$7,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Tehachapi Unified School District will engage students, their families, school staff, and the community by providing an equitable, inclusive, and responsive school environment to support both personal and academic growth for all students.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>When reviewing data points that include attendance, suspension rates, and results from the California Healthy Kids Survey, TUSD continues to be focused on improving student engagement through increasing the rate of attendance. Additionally, data shows that many of our secondary students do not have a strong sense of connectedness, which is an area that TUSD continues to focus resources to increase that metric. TUSD has many opportunities for parental involvement and plans to continue those opportunities to ensure parents are educational partners with TUSD.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Source: California School Dashboard Priority 5B	2023-24 California School Dashboard All Students=34.4% Chronically Absent Foster Youth=53.8% African American=38.9% Homeless=59.8% Two or More Races=29.2% English Language Learners=32.1%			2026-27 Expected Outcome California School Dashboard All students=20% Chronically Absent Foster Youth=30% African American=20% Homeless=35%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic=35.6% Socioeconomically Disadvantaged=44.8% Students with Disabilities=41.1% White=34.3%			Two or More Races=18% English Language Learners=18% Hispanic=18% Socioeconomically Disadvantaged=20% Students with Disabilities=28% White=18%	
3.2	Suspension Rate Source: California School Dashboard Priority 6A	2023-24 California School Dashboard All Students= 2.8% suspended at least 1 day African American=8.9% Two or More Races=5% Asian=5% Foster Youth=9.7% Socioeconomically Disadvantaged=4.3% Homeless=5.5% Students with Disabilities=5.6% White=2.8% Hispanic=2.2%			2026-27 Expected Outcome California School Dashboard All Students= 1.9% suspended at least 1 day African American=4% Two or More Races=2.5% Asian=2.5% Foster Youth=5% Socioeconomically Disadvantaged=2.3% Homeless=3% Students with Disabilities=3.5% White=2% Hispanic=1.5%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Graduation Rate Source: California School Dashboard Priority 5E	2023-24 California School Dashboard All Students=92.1% graduated Socioeconomically Disadvantaged=88.5% Students with Disabilities=69.6% Hispanic=91% White=92.6% Homeless=81.8%			2026-27 Expected Outcome California School Dashboard All Students=96% graduated Socioeconomically Disadvantaged=92% Students with Disabilities=80% Hispanic=95% White=97% Homeless=88%	
3.4	Daily rate of attendance Source: district SIS. Priority 5A	2023-24 Daily Rate of Attendance TUSD Daily Attendance Rate= 91.58% EL= 91% SED= 91% Foster Youth= 93% SWD= 90% Homeless=87% Hispanic= 91% White= 92%			2026-27 Expected Outcome California School Dashboard All Students=95% Socioeconomically Disadvantaged=93% Students with Disabilities=95% Hispanic=95% White=95% Homeless=90%	
3.5	% of Middle School Dropouts Source: CALPADS	2022-23			2026-27 Expected Outcome	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 5C	0.9% of middle school students were identified as a dropout.			<0.5% Middle School Dropout Rate	
3.6	% of High School Dropout rates Source: CALPADS Priority 5D	2022-23 1.7% of high school students were identified as a high school dropout.			2026-27 Expected Outcome <1.0% High School Dropout Rate	
3.7	Student Expulsion Rate Source: Data Quest Priority 6B	2022-23 TUSD has an expulsion rate of 0%			2026-27 Expected Outcome TUSD will maintain an expulsion rate of 0%.	
3.8	School Connectedness Source: California Healthy Kids Survey Priority 6C	2023-24 Elementary= 67% of students reported have a sense of School Connectedness. Secondary Students= 36% of students reported have a sense of School Connectedness.			2026-27 Expected Outcome Elementary= 74% of students will report having a sense of School Connectedness. Secondary Students= 40% of students will report having a sense of School Connectedness.	
3.9	Parent Engagement-School Site	2023-24, all school sites operate a School Site			2026-27 Expected Outcome	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Audit Priority 3A	Council (SSC) and English Learner Advisory Council (ELAC).			All school sites will operate a School Site Council (SSC) and English Language Advisory Council.	
3.10	Parent and Community Engagement-District Source: Local Audit Priority 3B	2023-24 TUSD will facilitate six district parent and community advisory committees to solicit input from educational partners. Sipping with the Supe=8 meetings Citizens Task Force=11 meetings Facilities Advisory Committee= 9 meetings PTO Presidents Meeting=3 meetings Superintendent's Parents Advisory Committee=3 meetings District English Language Advisory Committee= 9 meetings			2026-27 Expected Outcome TUSD will facilitate six parent and community advisory committees to solicit input form educational partners.	
3.11	Assertive Discipline Incidents Source: TUSD's SIS system. Priority 7B	2023-2024 District Incidents= 542 ELL= 26 Foster Youth= 27 Socioeconomically Disadvantaged=376			2026-27 Expected Outcome District Incidents= 488 ELL= 23 Foster Youth= 24	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Socioeconomically Disadvantaged= 338	
3.12	Parental Participation for Students with Disabilities Source: Local Audit Priority 3C	2023-24 TUSD will facilitate district advisory committees that include special education parents. DELAC and CTF both have parent members who have students in special education.			2026-27 Expected Outcome TUSD will continue to involve special education parents in district advisory committees, DELAC and CTF.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Intervention and Support (PBIS)	<p>Research (American Psychology Association, 1975, Contemporary Educational Psychology, Volume 27, Issue 2, April 2002, and The American Economic Journal, 2016) found that behavior can have a predictable negative impact on student achievement not only on the student who is displaying the negative behavior, but also have a negative effect on their peers. To encourage positive behavior from students, build student confidence, and develop the ability to replace negative behaviors with more desirable behaviors, TUSD has a robust PBIS program at all school campuses. PBIS provides clear expectations for students on the behavior that is expected in all settings on a school campus. At most school sites, behavior is reinforced through the implementation of a token economy. When some students continue to struggle with behavior the school social worker or the district's applied Behavior Analyst can provide more intensive support by developing an individualized plan to meet the behavioral needs of the students. School administrators closely monitor student behavior and have a team to identify students who need more intensive behavioral support.</p> <p>The California School Dashboard has identified African American and students of Two or More Races as two student groups who need additional support. The suspension rate of both student groups increased during the 2023 school year. Additionally, Tompkins Elementary's white students generated a red indicator in the area of suspension.</p>	\$192,773.00	No
3.2	In-School Intervention (ISI) Class	TUSD will continue to offer two ISI classes, one ISI class at JMS and one ISI class at THS. ISI classes are an alternative to suspension intervention that allows students to remain on campus to engage in targeted interventions to change negative behaviors rather than students being sent home through the suspension process. While in ISI, students engage in social emotional learning, skill coaching to replace the negative behaviors, and continue to work on their classwork.	\$232,534.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	SRO and Anonymous Reporting System	To create a safer school environment, TUSD will employ one School Resource Officer to serve all school sites. The SRO will address student behavior in conjunction with site administrators in a timely manner preventing the opportunity for disruptive behavior to escalate. TUSD utilizes the, "Say Something," program that allows students or parents to anonymously report safety concerns to the school and District. Say Something is monitored 24 hours a day by the Say Something staff and TUSD administrators.	\$130,000.00	No
3.4	SEL Intervention	All school sites have one Social Worker and one Intervention Specialist to provide SEL support for students. Many times intensive SEL support to students involves play, coloring, or snacks. Each school site's SEL team has been allocated funds to provide materials to support the work that they do with students.	\$5,000.00	No
3.5	Positive Student/School Staff Relationships-CKH	TUSD will implement the strategies taught through Capturing Kids Hearts to strengthen relationships between students and staff. Students who have positive relationships with school staff have a higher rate of attendance and improved academic student outcomes.	\$180,000.00	Yes
3.6	School Climate and Safety Survey	Students in grades five, eight, nine, and eleven annually participate in the California Healthy Kids Survey (CHKS) to measure school climate, safety, student wellness, and student resiliency through anonymous and confidential survey tool. In addition to surveying students, the California Healthy Kids Survey gathers input from staff and parents through a digital survey. The CHKS data is used to measure growth and the effectiveness of interventions in place at each school site.	\$5,000.00	No
3.7	Social Emotional Learning	All school sites within TUSD will have one full-time Social Worker and one full-time Intervention Specialist to address the social emotional needs of students. Social Workers and Intervention Specialists will provide direct instruction around positive character traits and antibullying lessons. Social	\$1,096,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Workers provide resources to parents to better support students at school and home.		
3.8	School Attendance Review Team	<p>The district will provide one Director of Student Services and one Deputy of Security and Truancy to reduce chronic absenteeism. School sites and the district will utilize the A2A system to monitor absenteeism and record outreach to families regarding their students' chronic absenteeism. TUSD will continue to implement a truancy reduction program as well as refer students to the TUSD School Attendance Review Team (SART) for chronic absenteeism and truancy.</p> <p>This action addresses Foster Youth who were red on the California School Dashboard for chronic absenteeism.</p>	\$357,799.00	Yes
3.9	Fifth Grade Camp	Prior to matriculating to middle school, all fifth grade students will attend a three day camp at Mountain Park. At camp, fifth grade students will engage in activities to strengthen relationships amongst their peers. Additionally, Jacobsen Middle School leadership team members attend the camp which assists in students become familiar with the JMS administrative staff and learning about the middle school prior to matriculation.	\$15,000.00	No
3.10	Family Engagement	Parent engagement is a vital role in the education of students. TUSD supports site and district opportunities for parents to meaningful participate in their child's education by providing ample opportunities to serve on district and site committees and attend district and site parent events. Events and committees include, but are not limited to Kindergarten Round-up, Back to School Night, Open House, Math Night, Reading Night, Fifth Grade Parent Camp, ELAC, DELAC, School Site Council, Superintendents Parent Advisory Committee, Citizens Task Force, Sipping with the Sup, and Facilities Advisory Committee.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.11	Student Engagement	Research shows that students who participate in extracurricular activities have an increase in sense of engagement, improved grades, regular attendance, and a decline in negative behaviors (National Center for Education Statistics, 1995 and National Association of Secondary Principals, 2017). TUSD provides opportunities for all students to participate in extracurricular activities by providing enrichment classes outside of the school day, athletic programs, clubs, leadership opportunities through the Associated Student Body (ASB), Orator Club, Mathletes, School Site Ambassadors, etc.	\$278,646.00	No
3.12	School Connectedness	As students enter kindergarten and matriculate from elementary to middle to high school students will be provided with school promotional materials at the beginning of the school year. According to California Safe and Supportive Schools students are more likely to to succeed when students have a sense of belonging to their school. When students have a sense of belonging they are more likely to have regular attendance, display less disruptive behavior, and not experiment in drugs and alcohol.	\$10,000.00	Yes
3.13	Transportation	Tehachapi is a rural district that encompasses 522 square miles with turbulent weather patterns that include rain, snow, and ice. Transportation is provided to students who live outside of the one-mile walking zone. Families apply for transportation through an online application system. By removing the burden of transportation from parents, students are more likely to have regular attendance, be on campus on time, and remain on campus for the duration of the school day. Additionally, TUSD provides one day of a late bus after school removing a transportation barrier for students to participate in enrichment (elementary) or tutoring (secondary). Priority for transportation is given to students who have been identified as Socioeconomically Disadvantaged.	\$1,598,129.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,810,776	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.754%	0.000%	\$0.00	8.754%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	<p>Action: Professional Development</p> <p>Need: Foster Youth, English Learners, Socioeconomically Disadvantaged students are performing below their peers in the area of English language arts and mathematics. Educational partners have provided feedback</p>	All instructional staff members including school administrators, teachers, and classified instructional staff work with students on a daily basis. Professional development is provided LEA-wide because the effectiveness of instructional practices has a direct correlation to student outcomes.	CAASPP Metric 2.1, 2.2 iREADY Diagnostic results Metric 2.4, 2.5 Graduation rate Metric 2.3 All metrics will be used to identify if professional development that has been provided is effective.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>during LCAP feedback sessions that professional development is valuable in improving student outcomes.</p> <p>Scope: LEA-wide</p>		
2.2	<p>Action: Digital Instructional Resources</p> <p>Need: Data from internal metrics and state testing have identified that many students are significantly behind in meeting grade-level standards. Students that are socio-economically disadvantaged, foster youth, or English Language Learners are performing behind their same aged peers. Many students have significant learning gaps that prevent students from meeting grade-level standards. Staff members and parents have indicated, the digital programs are a valuable tool that increasing student engagement and allows for an increase in differentiation.</p> <p>Scope: LEA-wide</p>	<p>Digital instructional resources such as iReady, NewsEla, Gizmos, etc. are provided to all students throughout TUSD because they give students additional opportunities to practice and develop missing skills at their independent learning level that assist the student in making gains toward their grade-level expectations. As a district, students are not meeting grade-level proficiency levels in ELA and mathematics. Digital instructional programs provide opportunities to increase learning for students who are not meeting grade-level expectations. Additionally, these programs help to decrease the learning gaps that exist. Furthermore, many of these programs provide valuable data to teachers that impact their instruction to increase the effectiveness of their lesson delivery which is why we are providing this action on an LEA-wide basis.</p>	<p>CAASPP Metric 2.1, 2.2 iReady Diagnostic Metric 2.4, 2.5</p>
2.3	<p>Action: English Language Learner Support-Para Professionals and Ellevation</p> <p>Need: English Language Learners (ELL) need additional support in academics and in making</p>	<p>ELL need additional support to make gains in developing the English language while still making progress towards meeting grade-level standards in all academic area. Bilingual para educators provide students with opportunities to receive support in a small group setting and many times get support in the native language. ELL are</p>	<p>Reclassification rate Metric 2.9 English Language Proficiency Indicator on the California School Dashboard Metric 2.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>progress towards becoming a fluent English speaker. According to the California School Dashboard (2023), 59.5% of TUSD's English Language Learners are making progress toward English language proficiency. In the area of English language arts and mathematics, English Language Learners are lagging behind their same-aged peers as measured on the California School Dashboard (2023). Site administrators, teachers, and parents of EL students have expressed that bilingual paraprofessionals are extremely useful in supporting ELL students in the classroom.</p> <p>Scope: LEA-wide</p>	<p>enrolled at all school sites, hence, ELL paraprofessionals are provided at all school sites to support the needs of ELL students.</p>	<p>CAASPP results Metric 21., 2.2 Graduation rates Metric 2.3</p>
<p>2.4</p>	<p>Action: Multi-tiered Systems of Support</p> <p>Need: Foster Youth, socio-economically disadvantaged, and English Language Learners performing below their same aged peers as evident on the 2023 California School Dashboard in English language arts and mathematics. Staff members have indicated that MTSS teams and the development of site MTSS plans are an effective strategy to meet the needs of specific student groups to close the achievement gap that exists.</p> <p>Scope:</p>	<p>The MTSS leadership team meets regularly to review student data pertaining to academics, behavior, and attendance. The intervention plan is reviewed to ensure that intervention strategies are making a positive impact for all students, but especially unduplicated student populations. When an intervention is found to be ineffective, the MTSS team adjusts the MTSS site plan. All three school sites identified as Title I: Golden Hills Elementary, Tompkins Elementary, and Jacobsen Middle School have a Learning Director who works intensively with grade-level or departments to review student data, create effective units of study that include research-based instructional strategies, develop common assessments, review student performance student on common assessments, and make instructional decisions on how best to support students who need re-</p>	<p>CAASPP testing Metric 21., 2.2 iReady Diagnostic Metric 2.4, 2.5 passing rate of AP tests Metric 2.8 A-G eligibility rate of graduating seniors Metric 2.10</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide	teaching. We are providing this action to all students since there are multiple student groups who can benefit.	
2.7	<p>Action: Burst Tutoring</p> <p>Need: Foster youth, ELL students, and socioeconomically disadvantaged students are performing below their same aged peers in ELA on the CAASPP. Feedback from staff states that limited reading proficiency levels prevent many students from meeting grade-level standards.</p> <p>Scope: LEA-wide</p>	TUSD utilizes data from iReady to identify students who are missing foundational reading skills and then provides intensive supports to these students within the school day by the Burst Tutors. This action will be provided on an LEA-wide basis because all students reading below grade level can benefit from this tutoring.	iReady Metrics 2.4, 2.5 CAASPP ELA data Metric 2.1
2.8	<p>Action: College and Career Awareness</p> <p>Need: Students from families that are socioeconomically disadvantaged, are less likely to have the means to travel to visit college or university campuses. Lack of exposure can lead to fewer students adequately prepared to transfer to a university from high school. Our socioeconomically disadvantaged student group is graduating at a rate below the all student group and we believe this action will assist TUSD in targeting their needs, as well as our English learners and foster youth. Parents and students both</p>	By providing exposure to colleges, universities, and trade schools students will be able to develop an informed goal for their future and take the course work in high school that will allow them to make progress towards a goal for the life outside of compensatory education. This action will benefit all students so we are providing it on an LEA-wide basis.	A-G completion rates Metric 2.10 College and Career Indicator on the California School Dashboard Metric 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>indicated that they wanted to keep this action from the previous LCAP document.</p> <p>Scope: Schoolwide</p>		
<p>2.9</p>	<p>Action: AVID</p> <p>Need: Many students from unduplicated populations come from a home where a parent or guardian is not college-educated. Without college experience, many of these parents/guardians are unable to provide the support that is needed to guide students toward college. AVID embeds a focus on the continuation of education post-graduation allowing students to transition into a career. In the 2022-23 school year, 26.3% of graduating seniors were identified as being prepared for College and Career as measured by the California School Dashboard.</p> <p>Scope: Schoolwide</p>	<p>Through AVID, students are exposed to college campuses, possible careers, and build study skills through direct instruction that correlates to a focus on higher education and possible careers which is why we are providing this action at Tehachapi High. Students who participate in AVID have higher rate of academic success in high school. 3.4% of THS seniors have A-G completion and completion of at least one CTE pathway.</p>	<p>Graduation rates Metric 2.3 A-G completion/ CTE completion rates Metric 2.10</p>
<p>2.10</p>	<p>Action: Learning Directors</p> <p>Need: Learning Directors are funded from Title I funds and are provided to Title I identified schools to address the needs of students who are performing below grade-level. Staff</p>	<p>The Learning Director reviews student achievement data and facilitates data dialogues with grade-level and department teams, coordinates intervention efforts and monitors the effectiveness of those interventions, and provides professional development based on identified needs.</p>	<p>iReady Metrics 2.4, 2.5 CAASPP achievement levels in ELA and mathematics. Metrics 2.1, 2.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>members have indicated during LCAP feedback sessions that the Learning Director is a valuable position at the school site. Foster youth, socio-economically disadvantaged, and English Language Learners performing below their same aged peers as evidenced on the 2023 California School Dashboard in ELA and mathematics.</p> <p>Scope: LEA-wide</p>		
<p>2.16</p>	<p>Action: District Instructional Coaches</p> <p>Need: According to the California School Dashboard, ELL students, socioeconomically disadvantaged students, foster youth, and students with disabilities are performing in the low range in math and English language arts and are lagging behind their same aged peers in English language arts and mathematics. All educational partner groups expressed the district Instructional Coaches are a valuable resource and should continue to be provided</p> <p>Scope: LEA-wide</p>	<p>All school sites serve unduplicated student groups and need to provide first best instruction to improve student outcomes. Coaching is an effective strategy to increase instructional effectiveness. District coaches provide targeted professional development to increase student achievement and provide differentiation to better support student needs. This action is principally directed to our unduplicated student groups but will be beneficial for all students so we are providing this action LEA-wide.</p>	<p>CAASPP Metric 2.1, 2.2 data from the iReady diagnostic Metric 2.4, 2.5 ELPI Metric 2.7 reclassification rate Metric 2.9</p>
<p>3.2</p>	<p>Action: In-School Intervention (ISI) Class</p> <p>Need:</p>	<p>In School Intervention provides support for students to change negative behaviors and replace those behaviors with positive behaviors.</p>	<p>Suspension rate Metric 3.2 Expulsion rate Metric 3.7</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Foster youth and students that socioeconomically disadvantaged are suspended at a higher rate than their peers. Additionally, these are the students who need to be in school to address identified learning gaps. In School Intervention allows students to stay on campus, receive intervention, and continue to participate in instruction. Educational partners have expressed that In School Intervention is an effective tool to prevent students from being suspended.</p> <p>Scope: Schoolwide</p>	<p>This service will be provided LEA-wide since there is a need to support all students.</p>	
<p>3.5</p>	<p>Action: Positive Student/School Staff Relationships-CKH</p> <p>Need: When students have a strong connection to their school and positive relationships with the staff that work at their school, students are more likely to have regular attendance, and improved academic outcomes. Foster youth chronic absenteeism rates generated a red indicator on the California School Dashboard and an orange indicator in suspensions. ELL, Foster Youth, and socioeconomically disadvantaged students are lagging in achievement levels behind their same-aged peers. Staff, parents, and community members have expressed strong support in the continual implementation of Capturing Kids Hearts strategies in the classroom.</p>	<p>TUSD implements Capturing Kids Hearts strategies to create a positive learning environment where students develop positive relationships with school staff members and a sense of connection to their school and peers. This action will be provided on an LEA-wide basis because all students will benefit from stronger connections.</p>	<p>Chronic Absenteeism Metric 3.1 Suspension Rates. Metric 3.2</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.7</p>	<p>Action: Social Emotional Learning</p> <p>Need: Foster youth and socioeconomically disadvantaged students are suspended more frequently than their same-aged peers. Student feedback revealed that frequently these students have experienced trauma, food insecurity, and housing insecurity which causes them to act out negatively on the school campus.</p> <p>Scope: LEA-wide</p>	<p>The School Social Worker and the Intervention Specialist provide intensive support to students who are struggling to be successful at school. The School Social Worker collaborates with the teacher and parent to develop system for the students to learn new coping mechanisms and replacement behaviors to be more successful in school. Staff, parents, and students all expressed support in continuing to offer the support of School Social Workers and Intervention Specialists. This action will be provided district wide since all students can benefit from effective social emotional learning.</p>	<p>Suspension Rate Metric 3.2 Expulsion Rates. Metric 3.7</p>
<p>3.8</p>	<p>Action: School Attendance Review Team</p> <p>Need: Foster Youth have a high absenteeism rate generating a red indicator on the California School Dashboard. School staff have identified this action as necessary to improve attendance rates for students who are in the most need of being on campus regularly such as our foster youth.</p> <p>Scope:</p>	<p>The A2A system allows school office staff and school administrators to closely monitor school attendance. The school staff develops plans with the parents by meeting with parents, signing attendance contracts, and conducting home visits to improve student attendance. This action is being provided LEA-wide since we believe that all students can benefit from extra supports.</p>	<p>Chronic Absenteeism rate Metric 3.1</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	<p>Action: English Language Learner Support-Para Professionals and Ellevation</p> <p>Need: Many ELL students have limited English skills and require additional support in developing the English language and accessing instructional material. The ELLevation program is a tool that allows teachers and administrators to monitor the progress of ELL students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Bilingual para educators provide support to ELL students in the classroom during instructional times. Bilingual paras provide clarity on instruction by translating into the students native language and working with ELL students on a 1:1 basis or in a small group.	Reclassification rate Metric 2.9 English Language Proficiency Indicator on the California School Dashboard Metric 2.7 CAASPP results Metric 2.1, 2.2 Graduation rates Metric 2.3
2.14	<p>Action: AP Tests and SAT</p> <p>Need: 36.1% of TUSD students are identified as socio-economically disadvantaged. Not all students can afford to pay to participate in SAT Preparation courses or pay to participate</p>	By funding SAT Preparation courses, AP and SAT testing, all students will have the opportunity to participate in this college preparatory assessment which can lead to admittance to a university and the opportunity to bypass remedial courses. This action will benefit all students so we are providing it schoolwide at Tehachapi High School.	AP completion rate Metrics 2.8 SAT participation rate 2.12

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>in AP and SAT testing. In the 2022-23 school year, 26.3% of graduating seniors were identified as being prepared for College and Career as measured by the California School Dashboard. This action will ensure that all students will be able to participate in AP and SAT testing. During LCAP feedback meetings, parents requested that TUSD provide opportunities for students to complete the SAT.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
<p>3.12</p>	<p>Action: School Connectedness</p> <p>Need: Socioeconomically disadvantaged students may struggle with purchasing items that help them to connect with their school. TUSD had an attendance rate of 91.54% during the 2023-24 school year. Our English learners and socioeconomically disadvantaged student groups both have an attendance rate lower than the all student rate. We believe this action will help students feel connected and supported at school.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>TUSD provides spirit material to students upon entering Kindergarten, sixth grade, and ninth grade to ensure that all students can participate in spirit activities that take place throughout the school year. We expect our low income students will benefit more since this action was developed with their needs in mind but will provide it LEA-wide so all students will feel connected to the school.</p>	<p>Attendance Rates Metric 3.4</p>
<p>3.13</p>	<p>Action: Transportation</p> <p>Need:</p>	<p>This action prioritizes transportation for students identified as Socioeconomically Disadvantaged. Ensuring that Socioeconomically Disadvantaged student receive bus passes to provide students</p>	<p>Attendance Rates Metric 3.4</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Socioeconomically Disadvantaged students do not always have reliable transportation available to transport them to and from school. Both the socioeconomically disadvantaged student group and English learner attendance rates are below the all student rate. During LCAP development meetings, parents have expressed that district provided transportation is a necessity for the child to attend school regularly.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>with free transportation to and from school. We are providing this action LEA-wide because there is a need for all students to have transportation to school.</p>	

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.

N/A

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.

Not applicable.

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	1:21.4	N/A

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 certificated staff providing direct services to students	1:18.58	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	43,531,829	3,810,776	8.754%	0.000%	8.754%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$31,053,977.00	\$8,914,442.00	\$0.00	\$5,146,317.00	\$45,114,736.00	\$42,655,830.00	\$2,458,906.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Basic Facilities	All	No			All Schools	Annually	\$3,359,941.00	\$0.00	\$2,999,128.00	\$360,813.00	\$0.00	\$0.00	\$3,359,941.00	
1	1.2	Teacher Credentials - (Basic Service, Teacher Credentialing)	All	No			All Schools	Annually	\$23,402,207.00	\$0.00	\$17,917,363.00	\$4,678,316.00		\$806,528.00	\$23,402,207.00	
1	1.3	Basic Services (Students Have Standards Based Instructional Materials)	All	No			All Schools	Annually	\$0.00	\$500,000.00		\$500,000.00			\$500,000.00	
1	1.4	New Teacher Support	All	No			All Schools	Annually	\$54,000.00	\$77,000.00	\$131,000.00				\$131,000.00	
1	1.5	Support Staff	All	No			All Schools	Annually	\$7,232,015.00	\$0.00	\$2,587,799.00	\$962,265.00	\$0.00	\$3,681,951.00	\$7,232,015.00	
1	1.6	Student Technology	All	No			All Schools	Annually	\$0.00	\$294,000.00	\$209,303.00			\$84,697.00	\$294,000.00	
1	1.7	School Library Staff	All	No			All Schools	Annually	\$407,795.00	\$92,000.00	\$499,795.00	\$0.00	\$0.00	\$0.00	\$499,795.00	
1	1.8	Technology Staff	All	No			All Schools	Annually	\$771,698.00	\$0.00	\$771,698.00	\$0.00	\$0.00	\$0.00	\$771,698.00	
1	1.9	Tehachapi Independent Learning Academy	All	No			Specific Schools: Tehachapi Independent Learning Academy	Annually	\$50,000.00	\$309,000.00	\$359,000.00				\$359,000.00	
2	2.1	Professional Development	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25 School Year	\$0.00	\$271,904.00	\$168,254.00			\$103,650.00	\$271,904.00	

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
			Low Income			Low Income										
2	2.2	Digital Instructional Resources	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	
2	2.3	English Language Learner Support-Para Professionals and Ellevation	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 School Year	\$389,179.00	\$12,000.00	\$389,179.00			\$12,000.00	\$401,179.00	
2	2.4	Multi-tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$183,000.00	\$3,000.00	\$36,000.00	\$150,000.00			\$186,000.00	
2	2.5	Extended Learning and Tutoring	All	No			All Schools	2024-25 School Year	\$132,048.00	\$14,672.00		\$146,720.00			\$146,720.00	
2	2.6	Hands-on Experiences	All	No			All Schools	2024-25 School Year	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.7	Burst Tutoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Cummings Valley, Golden Hills, and Tompkins First, Second, and Third grade	2024-25 School Year	\$208,645.00	\$0.00	\$208,645.00				\$208,645.00	
2	2.8	College and Career Awareness	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Jacobsen Middle School, Tehachapi High School, and Monroe Continuation	2024-25 School Year	\$0.00	\$26,500.00	\$26,500.00				\$26,500.00	
2	2.9	AVID	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth	Specific Schools: Tehacha	Ongoing	\$0.00	\$45,000.00	\$45,000.00				\$45,000.00	

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
			Low Income			Low Income	pi High School Nine through twelve									
2	2.10	Learning Directors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Tompkins, and Jacobsen Middle School Transitional Kindergarten through grade eight	2024-25 School Year	\$457,491.00	\$0.00				\$457,491.00	\$457,491.00	
2	2.11	GATE	All GATE	No			All Schools	2024-25 School Year	\$21,932.00	\$5,000.00	\$5,000.00	\$21,932.00			\$26,932.00	
2	2.12	Student Progress, Goal Setting, and Course and Program Completion	All	No			All Schools	2024-25 School Year	\$1,911,107.00	\$0.00	\$1,051,239.00	\$859,868.00			\$1,911,107.00	
2	2.13	Academic Incentives	All	No			All Schools	2024-25 School Year	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
2	2.14	AP Tests and SAT	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Tehachapi High School Eleventh and Twelfth Grade	2024-25 School Year	\$0.00	\$35,000.00	\$35,000.00				\$35,000.00	
2	2.15	Hands-on Science Experience	All	No			Specific Schools: Cummings, Tompkins, Golden Hills, and Jacobsen Middle School	2024-25 School Year	\$0.00	\$160,000.00	\$160,000.00				\$160,000.00	
2	2.16	District Instructional Coaches	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25 School Year	\$289,732.00	\$0.00		\$289,732.00			\$289,732.00	

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
			Low Income			Low Income										
2	2.17	Release time for IEP and SST Meeting Coverage	Students with Disabilities	No			All Schools	2024-25 School Year	\$7,500.00	\$0.00	\$7,500.00				\$7,500.00	
3	3.1	Positive Behavior Intervention and Support (PBIS)	All	No			All Schools	2024-25 School Year	\$172,043.00	\$20,730.00	\$20,730.00	\$172,043.00			\$192,773.00	
3	3.2	In-School Intervention (ISI) Class	Foster Youth Low Income	Yes	School wide	Foster Youth Low Income	Specific Schools: Jacobsen Middle School and Tehachapi High School	2024-25 School Year	\$232,534.00	\$0.00	\$232,534.00				\$232,534.00	
3	3.3	SRO and Anonymous Reporting System	All	No			All Schools	2024-25 School Year	\$0.00	\$130,000.00	\$130,000.00				\$130,000.00	
3	3.4	SEL Intervention	All	No			All Schools	2024-25 School Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.5	Positive Student/School Staff Relationships-CKH	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$33,000.00	\$147,000.00	\$180,000.00				\$180,000.00	
3	3.6	School Climate and Safety Survey	All	No			All Schools	2024-25 School Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.7	Social Emotional Learning	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25 School Year	\$1,096,489.00	\$0.00	\$323,736.00	\$772,753.00			\$1,096,489.00	
3	3.8	School Attendance Review Team	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools	2024-25 School Year	\$322,699.00	\$35,100.00	\$357,799.00				\$357,799.00	
3	3.9	Fifth Grade Camp	All	No			Specific Schools: Cummings Valley, Golden Hills, and Tompkins	2024-25 School Year	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
3	3.10	Family Engagement	All	No			All Schools	2024-25 School Year	\$3,000.00	\$17,000.00	\$20,000.00				\$20,000.00	
3	3.11	Student Engagement	All	No			All Schools	2024-25 School Year	\$269,646.00	\$9,000.00	\$278,646.00				\$278,646.00	

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
3	3.12	School Connectedness	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-25 School Year	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.13	Transportation	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-25 School Year	\$1,598,129.00	\$0.00	\$1,598,129.00				\$1,598,129.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
43,531,829	3,810,776	8.754%	0.000%	8.754%	\$3,810,776.00	0.000%	8.754 %	Total:	\$3,810,776.00
								LEA-wide Total:	\$1,863,613.00
								Limited Total:	\$2,032,308.00
								Schoolwide Total:	\$340,034.00

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	1.6	Student Technology				All Schools	\$209,303.00	
2	2.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,254.00	
2	2.2	Digital Instructional Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$200,000.00	
2	2.3	English Language Learner Support-Para Professionals and Ellevation	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$389,179.00	
2	2.4	Multi-tiered Systems of Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$36,000.00	
2	2.7	Burst Tutoring	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Cummings Valley, Golden Hills, and Tompkins First, Second, and Third grade	\$208,645.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	College and Career Awareness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jacobsen Middle School, Tehachapi High School, and Monroe Continuation	\$26,500.00	
2	2.9	AVID	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Tehachapi High School Nine through twelve	\$45,000.00	
2	2.10	Learning Directors	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Golden Hills, Tompkins, and Jacobsen Middle School Transitional Kindergarten through grade eight		
2	2.13	Academic Incentives				All Schools	\$50,000.00	
2	2.14	AP Tests and SAT	Yes	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Tehachapi High School Eleventh and Twelfth Grade	\$35,000.00	
2	2.16	District Instructional Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	In-School Intervention (ISI) Class	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Jacobsen Middle School and Tehachapi High School	\$232,534.00	
3	3.5	Positive Student/School Staff Relationships-CKH	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
3	3.7	Social Emotional Learning	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$323,736.00	

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 (%)
3	3.8	School Attendance Review Team	Yes	LEA-wide	Foster Youth	All Schools	\$357,799.00	
3	3.12	School Connectedness	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$10,000.00	
3	3.13	Transportation	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$1,598,129.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$44,888,279.00	\$50,387,585.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development to Increase Student Achievement	Yes	\$433,068.00	\$595,538
1	1.2	SBAC Preparation and Follow-up Support Student Achievement (SBAC)	No	\$233,580.00	\$361,000
1	1.3	Support for English Learners - Other Student Outcomes (ELPI)	Yes	\$473,961.00	\$392,220
1	1.4	Basic Services (Facilities in Good Repair)	No	\$4,680,742.00	\$5,391,455
1	1.5	Teacher Credentials - (Basic Service, Teacher Credentialing)	No	\$30,898,904.00	\$34,491,812
1	1.6	Professional Development - Implementation of Academic Standards	Yes	\$212,911.00	\$23,624
1	1.7	Basic Services (Students Have Standards Based Instructional Materials)	No	\$610,000.00	\$532,358
1	1.8	School Librarians - Implementation of Academic Standards	Yes	\$404,658.00	\$469,242
1	1.9	Instructional Rounds	No	\$20,000.00	\$20,000
1	1.10	Substitute coverage for SST and IEP	No	\$130,000.00	\$130,000
2	2.1	Alignment of Instruction, Curricular Support and Resources	Yes	\$16,000.00	\$28,692

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Technology - Implementation of Academic Standards	Yes	\$744,122.00	\$862,292
2	2.3	Elementary Class Access - Course Access/Broad Course of Studies	Yes	\$606,956.00	\$676,347
2	2.4	Secondary Class Access - Course Access/Broad Course of Studies	Yes	\$346,217.00	\$630,418
2	2.5	Tehachapi Independent Learning Academy - Course Access/Broad Course of Studies	No	\$1,179,410.00	\$1,270,390
2	2.6	Professional Development to Support English Learners - Other Student Outcomes (ELPI)	Yes	\$54,000.00	\$36,357
2	2.7	Increased Learning Support	Yes	\$162,000.00	\$170,170
2	2.8	Academic Incentives	No	\$30,000.00	\$11,800
3	3.1	Positive Behavior Intervention and Supports - School Climate (Suspension Rate, Climate Survey)	Yes	\$30,000.00	\$30,000
3	3.2	Alternative to Suspension Class - School Climate (Suspension Rate, Climate Survey)	Yes	\$250,541.00	\$576,802
3	3.3	Site Supervisors and School Resource Officer - School Climate (Suspension Rate, Climate Survey)	Yes	\$1,469,102.00	\$1,668,933
3	3.4	Positive Student/Teacher Relationships - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$1,239,933.00	\$1,415,152
3	3.5	High Interest, Hands-On Curriculum - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$40,000.00	\$7,526

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Social Emotional Learning program - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$70,000.00	\$18,540
3	3.7	School Attendance Review Team - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$239,351.00	\$250,543
3	3.8	Family Engagement	Yes	\$23,038.00	\$12,552
3	3.9	Multi Tiered Systems of Support	Yes	\$40,000.00	\$8,262
3	3.10	School Connectedness	No	\$8,285.00	\$7,700
3	3.11	Hands-On Experiences	No	\$145,000.00	\$281,906
3	3.12	College and Career Exposure	Yes	\$26,500.00	\$4,750
3	3.13	After School Clubs	No	\$70,000.00	\$11,204

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$3,738,706	\$6,882,358.00	\$7,877,961.00	(\$995,603.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development to Increase Student Achievement	Yes	\$433,068	\$595,538		
1	1.3	Support for English Learners - Other Student Outcomes (ELPI)	Yes	\$473,961	\$392,220		
1	1.6	Professional Development - Implementation of Academic Standards	Yes	\$212,911	\$23,624		
1	1.8	School Librarians - Implementation of Academic Standards	Yes	\$404,658.00	\$469,242		
2	2.1	Alignment of Instruction, Curricular Support and Resources	Yes	\$16,000.00	\$28,692		
2	2.2	Technology - Implementation of Academic Standards	Yes	\$744,122	\$862,292		
2	2.3	Elementary Class Access - Course Access/Broad Course of Studies	Yes	\$606,956	\$676,347		
2	2.4	Secondary Class Access - Course Access/Broad Course of Studies	Yes	\$346,217.00	\$630,418		
2	2.6	Professional Development to Support English Learners - Other Student Outcomes (ELPI)	Yes	\$54,000	\$36,357		
2	2.7	Increased Learning Support	Yes	\$162,000.00	\$170,170		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Positive Behavior Intervention and Supports - School Climate (Suspension Rate, Climate Survey)	Yes	\$30,000.00	\$30,000		
3	3.2	Alternative to Suspension Class - School Climate (Suspension Rate, Climate Survey)	Yes	\$250,541	\$576,802		
3	3.3	Site Supervisors and School Resource Officer - School Climate (Suspension Rate, Climate Survey)	Yes	\$1,469,102	\$1,668,933		
3	3.4	Positive Student/Teacher Relationships - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$1,239,933	\$1,415,152		
3	3.5	High Interest, Hands-On Curriculum - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$40,000.00	\$7,527		
3	3.6	Social Emotional Learning program - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$70,000.00	\$18,540		
3	3.7	School Attendance Review Team - Student Engagement (Chronic Absenteeism & Graduation Rate)	Yes	\$239,351.00	\$250,543		
3	3.8	Family Engagement	Yes	\$23,038.00	\$12,552		
3	3.9	Multi Tiered Systems of Support	Yes	\$40,000.00	\$8,262		
3	3.12	College and Career Exposure	Yes	\$26,500.00	\$4,750		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$43,465,701	\$3,738,706	0%	8.602%	\$7,877,961.00	0.000%	18.125%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

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

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

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

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

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).