Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taft Union High School District	Dr. Jason Hodgson Superintendent	jhodgson@taftunion.org (661) 763-2300, extension 330

Plan Summary [2021-22]

General Information

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

The Taft Union High School District serves students in grades 9-12 at Taft Union High School (TUHS) and Buena Vista Continuation/Alternative High School (BVHS) with the vision of Providing Engaging Rigorous Curriculum with Global Applications. The Career Technical Education Center (CTEC) provides courses in eleven career pathways to students from TUHS and BVHS. Students from Belridge, Elk Hills, McKittrick, Midway and Taft City School Districts matriculate from eighth grade to attend secondary school in the district. Of the 1,096 students served in 2020-21, 78% qualify for free/reduced meals, 13% receive Special Education services, 14% are English Learners, 4% are Migrant, and less than 1% are homeless or foster children. The ethnicity of the student body is 41% White, 56% Hispanic/Latino, and 3% other. Students are served by 70 certificated staff members, including 56 teachers, 4 counselors, 8 administrators, 1 school nurse, 1 school psychologist, and 76 classified staff. Located in the city of Taft, the district was established in 1911 and covers an area of 362 square miles. The local economy depends on petroleum and natural gas production. The Taft Union High School District has three overarching goals:

1. To provide rigorous and relevant instruction that prepares students to be career, college and future ready demonstrated by all students achieving academic growth.
2. To develop personal awareness skills so that students and staff actively practice the skills and demonstrate growth by contributing to a positive and collaborative learning/work environment. The skills will be measured by local survey data relating to social emotional learning.

Students will further demonstrate growth by attending school regularly, being engaged in their classes and applying the knowledge, skills and attitudes to develop and manage their thoughts and emotions.
3. To increase parent and community communications and involvement in school activities in order to further solidify the partnership with the district and schools in supporting student success.

Reflections: Successes

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

The COVID-19 pandemic has impacted the Taft Union High School District (TUHSD) students, staff, parents, and community members and altered how instruction and support services are provided. After the Governor's Executive Order requiring all individuals in the State of California to stay home, on March 18, 2020, instruction in the District moved to distance learning. Because TUHSD students have annually been issued a laptop to use at home and at school, they already had access to technology. The challenge was with students who did not have Internet access at home. That problem was addressed through the use of hotspots for families who needed access. District-wide professional development shifted to a focus on operations during school closure, transitioning to distance learning and meal distribution. Google Classroom, Zoom meetings, phone calls, texts, and email were used to connect with students and continue with the instruction. The 2020 spring semester concluded with a virtual Honor's Night, Mock Rock, and virtual graduation ceremony. Books and materials were collected during a drive-through and seniors were able to pick up their diplomas during a similar event, "Senior Send-off." Over the summer, teachers, instructional assistants, and administrators had the opportunity to participate in professional development focused on distance learning strategies and tools, including creating their Fall 2020 courses in the Canvas platform during 20 hours of professional development. In addition, teachers and administrators were invited to engage in professional development focused on Social, Emotional, and Academic Learning (SEAL) for a minimum of 24 hours. In July 2020, the Reopening Schools Planning Committee, a 100-member stakeholder group, met to develop recommendations for reopening schools in the fall. Recommendations were developed for nine different areas: Instruction, Meals, Health and Safety, Mental Health, Cleaning and Disinfecting, Athletics and Activities, Transportation, Communications, and Risk Management. The Committee consisted of students, parents, teachers, classified staff, trustees, and administrators from TUHSD and local feeder districts as well as community members.   As a result of Kern County being placed on the State Monitoring List, TUHSD began the 2020-21 school year with a distance learning instructional model.

In October 2020, TUHSD brought back small cohorts of Special Education, Alternative Education, and English learners for in-person instruction. As soon as the county moved into the Red Tier and schools were allowed to reopen, TUHSD declared itself open for in-person instruction and began offering classes for all grade levels under a hybrid phase 1 model. Students were assigned to one of the teachers on their class schedule for homeroom instruction. TUHSD was one of the few districts in Kern County offering in-person instruction for high school students
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In April 2021, schools moved into the hybrid phase 2 model, and students were assigned to the blue cohort or gold cohort for in-person instruction. They met with each of their teachers over a two-day period. Over 60% of the students elected to participate in in-person for instruction. One of the greatest successes in 2020-21 was that staff and students were able to shift quickly to a distance learning model in

the Fall and, a few months later, shift to a hybrid model of instruction. Teachers were quick learners of online platforms and courses and simultaneous online and distance learning instruction. Meals to youth up to 18 years of age were served curbside and through delivery to remote areas. Meals were also provided during Thanksgiving, winter, and spring breaks.

Prior to school closures due to the pandemic, in 2019, TUHS mathematics increased 7.8 points, moving from the red tier to the orange tier on the California School Dashboard. The math department at TUHS and a representative from BVHS participated in root cause analysis and worked to identify areas of student needs. TUHS English Learners and Socioeconomically Disadvantaged subgroups moved from the red to the orange tier, while White students moved from orange to yellow. TUHS maintained the orange tier in the College/Career indicator, and Hispanic and Socioeconomically Disadvantaged subgroups show in the yellow tier, while the White subgroup was in the lower orange tier. The District decreased the number of students not prepared for College/Career from 42.9% in 2018 to 37.2% in 2019. The District also increased the number of students "approaching prepared" and "prepared" in comparison to past years and have increased by four the number of classes that are A-G approved.

To build upon this success, the District plans to continue to work with root cause analysis and using data combined with student work to identify areas for improvement in student learning, provide additional intervention opportunities, and increase student engagement, especially as they relate to our populations with the greatest needs such as English learners, socio-economically disadvantaged, foster, homeless and special education.

Reflections: Identified Need

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

English Language Arts continues to be an area of low performance at both district sites. TUHS showed a decline of 17.2 points in 2019, and all subgroups are identified in the red tier. English Learners maintained their -2.7 points while Socioeconomically Disadvantaged students and White students showed a 20 point decline. Students with disabilities continue to score below standard in both ELA and Math district-wide. The District began root cause analysis work with the 9th-grade ELA teachers and this work is still in progress. The face-to-face training was temporarily suspended due to the school's closure due to COVID. The District also focused a summer training, offered to all teachers in the District, on literacy standards, specifically standard 7, integrating and evaluating content throughout all subjects. The District graduation rate declined 2.8%, with all significant subgroups scoring in the orange tier except one subgroup. Hispanic students scored higher in the yellow tier. The District continues to evaluate pathways and increase the number of approved A-G classes in order to increase College Readiness. TUHS has expanded its after school student tutoring program. As part of the WASC accreditation process, BVHS identified two critical needs for learners after evaluating data through the Single Plan for Student Achievement (SPSA) process. The targeted areas are Close Reading and Quality Writing across the curriculum. All BVHS faculty have agreed to common rubrics and strategies to support close reading and writing across the curriculum to address these needs. As part of the WASC accreditation process, TUHS has identified the following areas as Critical Learner Needs for their campus as a result of data evaluated through SPSA and WASC Action Planning:

1: The CAASPP scores are indicating increased need in the areas of academic interventions and supports.
2: Increase the number of students prepared based upon the College Career Readiness Indictor on the CA Dashboard.

3: Continued engagement with community to collectively address the academic and social emotional needs of our students.

LCAP Highlights

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

Enrollment - After a steady decline starting in 2014-15, district enrollment increased by 31 students from 2018-19 to 2019-20 and 48 students from 2019-20 to 2020-21. The population of Socioeconomically Disadvantaged, Students with Disabilities, and English Learner student groups increased while other student groups remained relatively stable. Since 2018, the enrollment of Hispanic students increased by 9.7%, while the White student population decreased by 7.9%.

CAASPP - English Language Arts: From 2017 to 2019, all student groups showed improvement and decreased their distance from the standard.   The data for English Learners shows student growth, while the All Student group data shows greater growth than all other groups. Ethnic student group outcome data decreased during this same time period, along with all other student groups.

CAASPP - Mathematics: the White student group data from 2018 to 2019 demonstrated growth in the distance from the standard, while the Hispanic student group remained relatively stable. From 2017 to 2019, student group outcome data shows student growth for mathematics in the difference from the standard. The White student group showed growth in meeting or exceeding the standard, while the Hispanic student group demonstrated a decrease. The English Learner student outcome data increased while other student groups remained relatively stable.

Suspension - Outcome data for all ethnic groups and special populations show a decrease (improvement) from 2018-19 to 2019-20.

Chronic Absence - African American students outcome data increased for 2017-18 to 2018-2019, although it is important to note that the number of students decreased from 8 to 3 students and the data of just one student can affect the data considerably. Chronic absenteeism for Pacific Islander and American Indian groups decreased during the same time period. Foster Youth showed the greatest decrease in chronic absenteeism, while Homeless students showed an increase.

Graduation Rate - The data show an increase for all students from 2018 to 2019, with a slight dip for Hispanic students. English Learners showed the greatest increase in graduation rate during the same time period.

College/Career Preparedness - Students from all ethnic student groups showed an increase in preparedness from 2017-18 to 2019-20. The data for All Students showed a 7% increase overall in comparison to other student groups. Significant work has been done in the district to identify additional A-G courses, submit them for approval, and to guide students to be "completers" in career fields. These District actions have led to an increase in students being college and career-ready.

Comprehensive Support and Improvement

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

Schools Identified

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

Taft Union High School	CDS Code: 15 63818 1535905

Support for Identified Schools

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

The CSI plan was started in partnership with the Kern County Superintendents of Schools' (KCSOS) Continuous Improvement Process (CIP) before COVID closed the schools. The process is still continuing with the steps below:

A combined leadership retreat was held in November 2019 with the District Learning Team (DLT) - comprised of teachers, school staff, administrators, bargaining unit members, board members - and the School Learning Team (SLT), which is comprised of department chairs. As part of the California Labor Management Initiative process, the team began identifying the district's challenges and needed student supports based on survey data, state test data, and data showing failure rates by classes. The greatest needs were identified by the state and local performance indicators in the Red or Orange performance category. The district's suspension rate, English Language Arts, and Mathematics were identified as targeted areas for focus. A consultant was brought in to lead staff in developing an action plan. Professional development focus on Literacy Standard 7, Social-Emotional Academic Learning and the use of the district's online platform for content delivery was provided over the summer.

Data gathering and analysis protocols will continue throughout the 2020-2021 school year with a focus on examining student engagement and classroom data used to drive the need for student support time and online tutoring during distance learning. Taft Union High has a continuous improvement team that is working closely with the Kern County Superintendent of Schools to identify root causes and develop action plans that also meet the requirements of the CSI. The action plans will inform the School Plan for Student Achievement (SPSA) and will be implemented and updated regularly through progress monitoring by the school during SLT and DLT meetings and by KCSOS in its discussion with District teams.

Based on the outcomes of the CIP process, evidence-based interventions were reviewed by school staff and adopted to improve student outcomes. Research-based interventions will be considered from the resources provided by the Schoolwide Integrated Framework for Transformation (SWIFT) Schools in the Fidelity Integrity Assessment (FIA) resource locker. All interventions will be reviewed for effectiveness through repeated use and comparison to the previous FIA.

At the April 27, 2020 meeting with KCSOS and CIP team, the district planned deeper analysis into the California School Dashboard training for staff to understand the Dashboard and where the district falls into Differentiated Assistance eligibility.

During the May 27, 2020 meeting with KCSOS and the CIP team, the group identified a Literacy Standard that could be the district-wide focus for the summer and school year. Summer professional development was offered to all teachers to be trained in the Literacy Standards with a focus on Literacy Standard 7. Lessons were developed by the departments to increase the understanding and ELA objectives associated with Literacy Standard 7. Social-Emotional Learning training was also provided during the Summer as an option to staff to show additional ways of engaging students and identifying emotional drivers in learning. The topics that were included were: stress, well-being, and emotional contagion, the biology of belonging and cultivating connection, teaching practices, purpose and engagement, cultivating presence and resilience, practices to boost focus, self-management and resilience, mindset, and the transformative power of empathy.

All students have district-issued laptop computers they take home, textbooks, and other resources specific to their course schedule. A form survey was given to all students in March 2020 to describe their ability to access the Internet from home. All students who did not have access to the Internet were provided a hotspot by the district. Online content delivery training was offered to teachers over the summer to address the adjustment to teaching using Zoom and Canvas with students during the COVID-19 pandemic. To be the most beneficial for students, teachers worked with department chairs to prioritize essential standards and to focus on distance learning instruction.

Back to School Night was converted to an online platform. Parents had access to videos created by teachers and live Zoom interactions. Students and parents were able to start the year by asking questions of teachers online. Back to School Night messages were sent home to parents using Aeries Communicate.

A needs assessment survey was sent to students, parents, teachers, and administrators to identify the strengths and weaknesses of various aspects of the educational process such as academics, athletics, supports and intervention, and school climate. The needs assessment survey data was informed by all state indicators and was compiled and shared at School Site Council meetings, DELAC, Migrant Education Council meetings, staff meetings, and other various stakeholder meetings. The needs assessment was sent to all parents using Aeries Communicate to the mode selected by parents. i.e. phone, text message, email, or all of the above. Aeries Communicate also translates the messages between parents and teachers. Results were shared with the School Site Council, DELAC, and at the Board meeting.

In 2021-2022 the District will continue to focus on data analysis and the use of data by the department to identify the root causes of low student performance and to adapt action plans in response to student data.

Monitoring and Evaluating Effectiveness

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

Throughout the Continuous Improvement Process, Taft Union High School District will develop an action plan with timelines for implementation and will monitor outcomes. Progress will be monitored by school sites, district, and KCSOS team members. This plan will include actions and resources that will be provided by Taft Union to support implementation. The plan will include additional instructional resources, professional learning, and funding based on the action plan to increase capacity. Taft Union will examine demographic factors, student outcomes, and perception data to determine the effectiveness of these actions. The plans will be fluid and adjustments will be made

as needed. Communication with stakeholders to update and inform them of progress towards implementation will be provided through regularly-scheduled stakeholder meetings and dialogue to solicit feedback will be obtained during the same meetings.

Stakeholder Engagement

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

Parents and Students- Parents were surveyed to gather input on the LCAP goals providing feedback to the district. School Site Council meetings for both campuses are were held in May, 2021. The DELAC meeting topics reflected district goals throughout the year with opportunities for input from the general committee and the elected representative committee. In addition, students and parents were invited to actively participate in committees to guide decision-making during the COVID-19 pandemic.

Community Engagement-The LCAP goals and vision were presented to the public at the State of the City Luncheon in April, and to local service clubs such as Kiwanis in June of 2021. Feedback was collected from the participating service club members. The service clubs include representation from many of the local businesses.

District Special Education Students and Parents have given extensive feedback to the district as part of their IEP meetings throughout the year. We also met with our SELPA consultant from the Kern County Superintendent of Schools and went over our LCAP and our District plans.

Student feedback was collected through surveys sent to all students in May 2021.

Once a year a Comprehensive Local Needs Assessment (CLNA) and a joint Advisory Meeting are completed in order to receive grant funds from Perkins V and Career Technical Education Incentive Grant (CTEIG). The goal of the CLNA and Advisory Committee meeting is to help educators identify, understand, and prioritize the needs to address the district to improve performance. This meeting included Superintendents, Board Members, the Director of Special Education, Administrators, including principals, CTE Teachers, Counselors, Community College Representatives, Business Partners, Community Members, Parents, and Students. The purpose of the Advisory Committee meeting is to support educators, students, and businesses in developing, establishing, and evaluating our CTE programs to ensure students are well prepared for college and career. An End of the Year Survey (EOY) is sent out to all seniors that have completed a pathway for data tracking and to ensure positive program outcomes. A CTE pathway presentation was presented to the Migrant Education Advisory and members of DELAC. Monthly meetings with Taft and Bakersfield College to establish curricular alignments, articulations, and dual-enrollments for opportunities for our students. Bi-weekly meetings with California Community Colleges for our K-12 Strong Workforce grants to enhance and expand career technical education and workforce training are held to prepare students for high-wage employment in industries that meet the regional labor market needs.

Faculty and Staff- The goals and strategies of the LCAP were discussed with the School Leadership Team (SLT). The SLT is made up of department chairs, program leads, classified representation, and administration. SLT has given input through the review of the school-wide action plan. Site principals continued to share and fully implement LCAP goals and strategies with their staff at meetings throughout the school year. The staff has also received training in understanding the California Dashboard. A link to the LCAP was shared with all staff, including CTA and SEIU bargaining unit leadership, to allow them to provide input. Staff surveys were disseminated for feedback in May

2021. Opportunities for verbal input were provided during school SLT and district DLT (District Learning Team) meetings as well as information regarding a link on our website to allow for additional comments. A public hearing was held on May 17, 2021, to gather further input. In addition to receiving stakeholder input, the superintendent also reviewed the School Plan for Student Achievement for all sites to ensure that the LCAP Goals and Actions address the needs at the site level. The LCAP was approved by the Board of Trustees at the June 14, 2021, regular Board meeting.

A summary of the feedback provided by specific stakeholder groups.

Survey data summary is as follows on key topics:
Staff stated that the District has shown improvement in Supporting Social-Emotional Learning, and improving health and safety on campus, both physical safety and health safety. There is still a need to improve student academics and reduce chronic absenteeism.
Parents stated the District improved health safety, communication with parents, and meeting the needs of all students. The areas of need include improving student academics, student accountability, and continuing with socio-emotional learning.
Students stated the District showed improvement in improving student engagement, physical and health safety. The areas of need included improving meeting the needs of all students, supporting the socio-emotional needs of students, and improving communication.

Goal 1: Effective and Rigorous Instruction:
50% of staff, 66% of parents, and 76% of students agree or strongly agree that the school is preparing students for college before starting a career.
77% of staff, 60% of parents, and 72% of students agree or strongly agree that the school is preparing students to start a career path or trade school.

Goal 2: Positive and Collaborative Learning Environment
61% of staff, 76% of parents, and 76% of students agree or strongly agree that the District's actions support its goal of maintaining a positive and collaborative learning/work environment for students.
79% of staff, 70% of parents and 70% of students agree or strongly agree with the District social-emotional learning initiative.

Goal 3: Community and Parent involvement
60% of staff, 68% of parents and 65% of students agree or strongly agree that the District reaches out asking for input on school-related topics. 100% of the parents of Students with Disabilities were participants in the development of their students' IEPs.

Overall feedback on the three goals has been received from the District English Language Advisory Committee (DELAC) and Migrant Ed. Parent Advisory Committee (PAC), from the Career Technical Education (CTEC) Advisory Board, District Learning Team (DLT), and School Leadership Team (SLT).

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

The DELAC parent group influenced the goal of providing rigorous and relevant priority 2b: "Implementation of State Standards: Programs/Services to enable English Learners to access to CCSS and ELD standards."   Our parents gave us feedback on translation accuracy of information sent home, communication needs in their primary language, and the need for tutoring to assist students with homework. Based on this feedback we have adopted Parent Square to expand on communication abilities between parents and teachers and will continue tutoring for students after school hours.

Special Education parents whose students have been in distance learning over the past year have reported appreciation for the district's efforts to support their students' learning goals during the school closure and return to campus in hybrid learning. The district used its group of instructional support staff to deliver "case management" services and direct individualized virtual support to students to whom they were assigned. Those individualized supports have been instrumental in keeping students engaged in learning and making academic progress in spite of the school closure.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

According to the California School Dashboard, in 2019, Taft Union was in the red tier in English Language Arts for all of our student groups and our scores continued to decline over the past three years. Mathematics averages in the orange tier, slightly higher than English, with student groups placing in the red, orange, and yellow tiers. The math scores on the CAASPP have leveled off and even shown a slight increase. These remain areas of focus for the district.   The California School Dashboard also shows the district graduation rate declining 3% to the orange tier. According to LCAP surveys, 60% of parents and staff said that improving student academic achievement is an area in need of improvement.   Academic achievement is also a focus of both school sites and departments as they go through WASC accreditation. Providing additional supports, offering additional academic intervention and ongoing monitoring of metrics listed below will support the achievement of this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources Data	96% of teachers are fully credentialed.				Maintain or increase the percent of fully credentialed teachers to stay at or above 96%
Priority 1(b): Basic Services: Pupils access to standards-aligned materials using the Instructional	100% of pupils have access to standards-aligned materials and materials are appropriately aligned,				100% pupils to continue to have access to standards-aligned materials and materials are appropriately aligned,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Materials Williams Reporting? Data Source: School Accountability Report Card and Williams Visits	per state adoption availability.				per state adoption availability.
Priority 1(c): Basic Services: School facilities maintained in good repair. Data Source: FIT Report	Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report				Maintain or exceed an overall rating of "GOOD" on all facilities as indicated on the FIT report. Work to improve aging facilities and make a more equitable learning environment.
Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards. Data Source: Faculty Survey	100% of teachers across curricular areas will substantially to fully implement CCSS and substantially implement ELD standards as reported on faculty survey				100% of teachers across curricular areas have fully implemented CCSS and implemented ELD standard as reported on a faculty survey
Priority 2(b): Continue to implement State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards	100% of courses are implementing California State Standards. Continue to maintain ELD services for EL levels 1, 2 & 3 in English and sheltered				100% of courses are implementing California State Standards. Continue to maintain ELD services for EL levels 1, 2 & 3 in English and sheltered

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Faculty Survey	academic instruction, as well as provide the support of bilingual instructional assistants in other academic areas as measured by classroom observations and staff surveys.				academic instruction
Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: Ed-Data	Students scoring met or exceeded standard 32.6% Subgroups: White 6.02% Hispanic or Latino 6.57% SED 27% EL 0% SWD 0%				40% or more of students scoring met or exceeded the standard Subgroups: White 12% Hispanic or Latino 13% SED 32% EL 10% SWD 7%
Priority 4(a): CAASPP- Overall Achievement in Math Data Source: Ed-data	Students scoring met or exceeded standard 12% Subgroups: White 3.66% Hispanic or Latino 0.72% SED 11% EL 0% SWD 0%				20% or more of students scoring met or exceeded Subgroups: White 8.66% Hispanic or Latino 8% SED 20% EL 8% SWD 7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(b): Percentage of pupils who have successfully completed A-G courses. Data Source: California Dashboard - Add'l Reports	74% of all students are prepared in A-G completion.				Maintain at least 80% of students graduating A-G prepared.
Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses	63.6% of all students completed CTE Pathway.				Maintain at least 66% of students completing a CTE Pathway.
Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses	12.5% of students successfully completed both A-G and CTE courses				15% of students successfully completed both A-G and CTE courses
Priority 4(e): Pupil Achievement: ELPAC Progress. Data Source: California Dashboard	34.9% of students are making progress toward English language proficiency.				40% or more of students are making progress toward English language proficiency.
Priority 4(f): Pupil Achievement EL Reclassification Rate. Data Source: Ed-data	14% of students were redesignated FEP.				Maintain or exceed 20% of students redesignated to FEP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4(g): Pupil Achievement Percentage of Pupils passing AP exam with a 3 or higher: Data Source: Ed-data	14% of students scored 3 or higher on the AP tests in 2019.				Maintain or exceed 30% of students passing AP tests with a score of 3 or higher.
Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: California Dashboard	Class of 2019: Prepared: 37.2% Approaching Prepared: 35.3%				Increase the number of students scoring prepared on the California School Dashboard by 5%
Priority 5(a): Pupil Engagement: School attendance rates Data Source: Ed-data-ADA/Census Enrollment	Attendance rate in 2019-20 school year was 94.6%				Maintain or exceed current 94.6% attendance rate
Priority 5(b): Pupil Engagement: Chronic Absenteeism rates Data Source: Ed-data	16.7% Chronic Absenteeism rate				Decrease chronic absenteeism rate to 11%
Priority 5(c): Pupil Engagement: Middle School Dropout rate	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(d): Pupil Engagement: High School Dropout rate	The dropout rate for the 2019-20 school year was 6%.				Decrease dropout rate to below 5%
Priority 5(e): Pupil Engagement: Graduation Rate	89.3% of our Cohort graduates.				Increase to more than 93% of our Cohort graduates.
Priority 7 (a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Data Source: Ed-data/CalPads 3.14	Enrollment in UC A-G Coursework: 25% Cohort Graduates meeting UC/CSU Course Requirements: 28.7 AP Courses Offered: 3 courses offered AP Enrollment Rate: 2.4% of students were enrolled in AP courses in the 2020-2021 School year. Dual Enrollment Courses: 2 courses offered Concurrent Courses: 5 courses offered 11 CTE Pathways CTE Completers: 165				Increase cohort graduates meeting UC/CSU A-G Course requirements to 30% Maintain or increase AP course offerings, concurrent or dual enrollment offerings by 3%. Maintain 11 CTE Pathways Increase the number of students completers by 10 students in CTE pathways each year. Maintain 100% of all students with special needs being provided access and enrolled in specially designed instructional settings.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of students with special needs were provided access to and were enrolled in specially designed instructional settings.				
Priority 7 (b) Course Access: Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils:	100% of district Freshmen have access to Success 101. 100% of Sophomores and Juniors will receive instruction in Career Choices follow-up modules Maintain access for 100% of students with special needs in specially designed instructional settings. Assess the placement of the students within the nine intervention classes, per student's academic needs/deficiencies.				Maintain 100% enrollment, placement and instruction in courses.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7 (c): Course Access: Exceptional Needs Access	Maintain access for 100% students with special needs in specially designed instructional settings.				Maintain access for 100% students with special needs in specially designed instructional settings.
Priority 8: Other Student Outcomes: Physical Fitness Test NGSS Science Test Data Source: Ed-Data	Percent of students scoring in the healthy fitness zone on the physical fitness exam for grade 9 for 2018-19: Ab Strength 95% Aerobic Capacity 58% Body Composition 56% Flexibility 95% Trunk Extensions 99% Upper Body Strength 83% NGSS Science Test for 2019: Percent not met Standards: 21% Percent Nearly Met Standards: 66% Percent Met Standards: 11% Percent Exceeded Standards: 1.2%				Increase physical fitness results for Aerobic Capacity and Body Composition to 65%. Maintain all other physical fitness scores in the 65% or above. Increase percent of students meeting and exceeding standards to 15%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing	Maintain appropriately assigned and credentialed staff.	$17,054.00	No
2	Teacher Professional Development	Investments in teacher professional development on and off-site to build knowledge and skills on standards and standards-aligned material. Professional development will include Leadership planning time and staff professional development. Included in this professional development will be training for teachers on meeting the needs of English Learners and strategies specifically related to ELs.	$101,575.00	Yes
3	Data Analysis	Use data to inform decisions on student placement and student learning through department meetings, School Learning Team meetings, and District Learning Team meetings. 1. Use of Illuminate Assessment platform, including FastBridge or similar system to place and monitor students. 2. Use of Interim assessments to monitor student progress in English Language Arts and Math 3. Use of Read 180 and System 44 data to monitor special education and English Learner growth 4. Monitor and disaggregate data on California Assessment of Student Performance and Progress in English Language Arts and Math 5. Monitor and disaggregate data on CAST 6. Monitor and disaggregate data and reclassification rate on English Language Proficiency for California 7. Monitor and disaggregate data on annual physical fitness tests 8. Monitor and disaggregate classroom tests and student work	$34,360.00	No
4	English Learners Supports	Provided bilingual support to English learners and their parents. Provide professional development focused on the implementation of Common Core State Standards and how they align with ELD standards. Increasing the number of bilingual aides support for ELD students in ELD 1 due to the growing population of English learners in the district. Read 180 software will be used to accelerate reading	$511,073.00	Yes

Action #	Title	Description	Total Funds	Contributing
		acquisition. Funds will be principally directed for English Learner academic support.		
5	Pupil Engagement and School Attendance	Continue to use SI & A Attention 2 Attendance Program (A2A) for monitoring of reports and notification of parents when students miss classes. KiDs database for monitoring students who are close to becoming chronically absent.	$26,500.00	No
6	Support Software to identify and address learning needs	Continue with software such as Apex, No Red Ink, IXL, Ascend Math - math, IXL - Spanish, Accelerated Reader, Read 180, System 44, and Albert AP to enable teachers to use formative assessments and assign work based on identified learning needs. This will assist in credit recovery, remediation, and acceleration of student learning.	$76,150.00	No
7	Implement standards aligned instructional materials	Continue to implement standards-aligned instructional materials in English Language Arts, including English Language Development, Math, Science, Social Science and Career Technical Education courses. Embed standards cross-curricular with a focus on literacy standards.	$73,200.00	No
8	Homeless/Foster Youth supports	Foster youth will be promptly enrolled and classes awarded appropriate credit, including partial credit for work completed. Graduation options will be reviewed by the administration to ensure AB 167/216 qualifications are offered when appropriate. The Intervention specialist and district liaisons will follow up and monitor students' academic needs and help find appropriate academic supports.	$3,250.00	No
9	Special Education Supports	Continue to ensure students with disabilities are assigned to fully credentialed teachers with appropriate instructional materials that are standards-aligned. Train case managers to double-check student placement, and monitor goals with teachers. As part of the Individual	$119,124.00	No

Action #	Title	Description	Total Funds	Contributing
		Education Plan (IEP) case managers should discuss college/career readiness, academic outcomes and provide guidance on appropriate interventions to support students in the classroom and on testing. Case managers will monitor student performance in classes and assess IEP goals quarterly. Case managers annually review IEPs for progress and conduct academic reviews for triennial IEPs. Teachers will continue with System 44 to support student reading interventions where needed and Goalbook to measure progress triennially. Funds are principally directed for special education students to provide additional instructional aide support to assist with the growing population and close the achievement gap for these students by working closely with case managers.		
10	Student Supports	Intervention tutors will be available to assist students outside of normal class hours.	$105,847.00	Yes
11	School facilities	Improve and renovate aging school facilities to keep them in good repair according to the FIT Report and maintain and enhance an equitable learning environment for a safe and effective learning environment that supports equitable achievement. Departments, Management, and the Board of Trustees have identified and prioritized facility projects. The main focus for this funding source is HVAC, roofing, painting, and paving.	$2,918,063.00	Yes
12	Electronic Access	Continue to provide access to Canvas, G-suite and Aeries Student information system. This will assist students in organization, structure and following class due dates and allow parents to follow student grades and missing assignments through Canvas and MyCats.	$82,811.00	No
13	Dual Enrollment	Increase opportunities for a broad course of study by partnering with local community colleges to increase the opportunities for concurrent and dual enrollment opportunities for students on track for graduation.	$139,371.00	Yes

Action #	Title	Description		Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

According to our LCAP survey results, 35% of students and parents reported social-emotional supports as a continued need for district improvement. Staff survey also reports 65% feel the district has shown improvement in the area of supporting social-emotional learning through professional development activities and training. Greater social-emotional capacity will lead to positive and collaborative learning/work environments and better mental health. Social-emotional learning will also help students connect with staff and build relations that will help reduce chronic absenteeism. The metrics and actions included in Goal 2 will build on the foundation previously created by the district for social-emotional learning and will continue to help create a positive and collaborative learning/work environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(a): Pupil Engagement: School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment)	Attendance rate in 2019-20 school year was 94.6%				Maintain or exceed 95%
Priority 5(b): Pupil Engagement: Chronic Absenteeism rates. Data Source: Ed-data	The chronic absenteeism rate for 2018-19 was 16.7%.				Reduce chronic absenteeism rate to 11% or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5(c): Pupil Engagement: Middle School Dropout rate	N/A				N/A
Priority 6 (a): School Climate: Pupil suspension rate Data Source: Ed-data/California School Dashboard	The suspension rate in 2018-19 was 8.2% which dropped to 3.4% in 2019-20 but the school was closed in March. Students with Disabilities, Socioeconomically Disadvantaged, and White student groups scored in the red performance level on the California Dashboard.				Decrease suspension rate to 5% or less for all student groups.
Priority 6 (b): School Climate: Pupil expulsion rate	Expulsion rate in 2019-20 was 0% but the school was closed in March.				Maintain expulsion rate under 1%
Priority 6 (c): Staff and students treat each other with respect. Data source: District annual surveys	73% scoring 4 or higher on staff survey 58% scoring 4 or higher on student survey 72% scoring 4 or higher or parent survey				75% or higher of all groups stated they agreed or strongly agreed when asked if Staff and students treated other with respect.
Priority 6(c) Social Emotional Learning	79.2% of staff believed social-				Maintain social-emotional learning in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Staff and student survey	emotional learning was implemented to provide supports to students and rated the topic with a 4 or 5 on the District survey. 70% of parents 70% of students				the curriculum with 75% or more of staff, students, and parents rating it as agree or strongly agree on the District survey.
School Climate: Other local measures (surveys): Focus Questions: Student accountability Data Source: District annual survey	59% of staff scored 4 or higher on survey question regarding student accountability. 78% of parents 82% of students				Continue to increase student accountability through academic supports, clear behavioral expectations, and attendance interventions with all groups scoring 75% or better in agree or strongly agree on the District survey.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development in Social Emotional Activities	Increase knowledge of students and staff in socio-emotional learning through professional development and classroom lessons. Continue to provide professional development in using the KiDS dashboard to identify students in need of assistance. Continue work with MTSS and PBIS.	$19,165.00	No

Action #	Title	Description	Total Funds	Contributing
2	Alternative Student Placement	Continue implementation of Alternative to Suspension Program and the Personalized Academic Center. Funds will be principally directed to keep district Socioeconomically Disadvantaged and English Learners on campus with the ability to personalized learning needs through alternative placements whenever possible.	$373,322.00	Yes
3	Intervention Specialist	Intervention Specialist to assist students who are on the verge of being chronically absent. The person will help teach organizational skills, set appointments with teachers, and be a point of contact for the students, parents, and school resources for the most at risk students, including students with disabilities, socioeconomically disadvantaged, EL students, foster and homeless youth.	$162,858.00	Yes
4	Student Leadership	Continue to grow student leadership through groups such as ASB, Human Element and SAVE Promise clubs working to improve student involvement and support a positive school culture.	$64,534.00	No
5	Attendance Supports	Attendance clerks and school personnel will monitor student attendance with Attention 2 Attendance and KiDS dashboard looking for student absence trends and intervening before students become chronically absent. Continue with home visits by SRO and school staff. Continue with calls to parents to find the cause of the absences.	$350,090.00	No
6	Social-Emotional Skills	Continue to teach SEL lessons and embed SEL strategies that teach and support conflict resolution and employment skills. Identify subgroups most at risk from the California School Dashboard results and intentionally teach support lessons or refer to ATS and other supports, as appropriate. Continue with interventions for substance abuse and mental health services.	$88,650.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	3. To increase parent and community communications and involvement in school activities in order to further solidify the partnership with the district and schools in supporting student success.

An explanation of why the LEA has developed this goal.

The California School Dashboard shows 27% of students as prepared for college/career. All of our student groups are in the orange or yellow tiers. The LCAP survey data shows that the district has done a lot of work to improve communication with parents. 64% of parents said the district has shown an improvement. The LCAP survey also showed 60-70% of parents and students stated the school is preparing students for college and/or careers. Increasing parent and community participation in school will help increase college and career readiness of our students by building a foundation for student future success. A partnership with parents will ensure that the school and outside supports are all helping the students reach the same graduation goal and preparation for their journey beyond high school. The metrics for goal 3 will assist in maintaining and growing the parent, student, school and community partnerships and increasing the number of students who leave TUHSD college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making. Data Source: District Survey	School Site Council participation of at least 10 parents 68% of parents agreed or strongly agreed by rating a 4 or higher on the District survey question "The District reaches out to me frequently asking for my input on school-related topics."				Maintain the School Site Council attendance rate of at least 10 parents. Increase the percent of parents rating an agree or strongly agree on the district survey to above 70%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3(b): Parental Involvement: Participation of Parents of Unduplicated Pupils Data Source: Attendance Records	166 Parents attended DELAC meetings for the 19-20 school year.				Increase the number of parents attending DELAC meetings to 170 parents.
Priority 3(c): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs by increasing the number of parents of pupils with exceptional needs participating in the IEP process. Data Source: Attendance Records	Parent participation in the IEP process for the 2020-21 school year was 100%				Maintain 100% parent participation in the IEP development process.
College Bound Parent Meeting Data Source: Attendance Records	Engage all parents of students preferenced in AP/A-G level courses. This meeting includes an explanation of the College Bound Contract and information delivered by teachers of the courses for the upcoming school year. The College Bound Meeting had 245				Continue with annual parent meetings of at least 250 parents attending. This number may vary slightly with enrollment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	parents in attendance with their students for the 2019-20 school year. The meeting was not held in 2020-21 due to COVID.				
Social Media Use: Website, Facebook, Instagram Data Source: Social Media and Website Reports	The District Website has 26,249 views this past year. 2020-21 Facebook posts reach 7,266 people with 1,720 total page likes between April and May. The District Instagram was just started this year and gained 828 followers with 100 posts for the first year.				Maintain website views of over 25,000. Increase the Facebook and Instagram followers to 1000.
Parent University	Partner with Fresno State's Parent University program to teach digital literacy, English language comprehension, parenting skilss, social and emotional wellness and financial literacy.				20 parents will complete the 4 week cohort.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement Support	These funds will cover costs of staff to provide childcare to increase the number of parents who are able to attend meetings. Also providing parents with beverages or snacks since they are coming from work to attend the meetings.	$7,929.00	Yes
2	Pupils with Exceptional Needs	Maintain parent participation in student Individualized Education Plans. Parents are asked for input on student's strengths and weaknesses and that input is considered as part of the goal-setting.	$329,287.00	No
3	Parent Student Meeting regarding graduation expectations.	Parent Meeting to engage all parents of students preferenced in AP/A-G level courses, explain College Bound Contract and information delivered by teachers of the courses for the upcoming school year. Explain career pathway options for students not wanting to be college bound.	$200.00	No
4	Coordination with West Kern Adult Educational Network	Continue education opportunities with a liaison for GED completion and ESL, Citizenship, Literacy and career technical education courses in conjunction with West Kern Adult Education Network. Principally directed at serving foster and homeless youth, English Learners, and Socio-Economically Disadvantaged students.	$3,645.00	Yes
5	Parent Notifications	Maintain current web and social media presence, but add Parent Square migration from Signal Kit. Parent Square will allow parents to receive a summary of all posts and be notified through an app installed on their phone. This will make it more convenient for parents to receive information on their own time and to communicate back to the school or teacher in their preferred language.	$6,750.00	No
6	Parent University	Create a pilot partnership with Fresno State University to give parents the opportunity to participate in Parent University. If the pilot is successful after the first year, then we will continue the program.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.86%	2387138

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

Required Descriptions

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

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

Taft Union High School District continues to focus on improving instructional practices in order to ensure that students are making academic progress in all areas leading to increases in academic achievement leading towards improvement in graduation rates and college and career readiness.

Providing rigorous and relevant instruction that addresses the learning needs of all students has always been a priority but this need has been magnified as a result of the pandemic.

Prior to school closures during the Spring of 2020, low-income and English Learners were already experiencing learning gaps when compared to their peers. On the most recent ELA Dashboard data available from 2019, while "All" students and all student groups were in the red, socio-economically disadvantaged students (SED) and English Learners (ELs) were still performing lower. "All" students were 56.7 points below standard while SED students were 73.4 points below. The gap was even more significant for English Learners who were 136.7 points below standard and current EL were more than a hundred point gap when compared to "All" at 172 points below.

These achievement gaps for unduplicated groups were also evident in the area of math where "All" students were orange at 121.6 points below standards while SED students were 132.2 points below and ELs were 190.9 points below. When further disaggregating math results for current ELs, they were 200.8 points below standards.

These achievement gaps go beyond academic performance and are negatively impacting graduation rates and college and career readiness. On the 2019 Dashboard Graduation indicator, the graduation rate for "All" students was 90.4% while SED students were at 89%. While English Learners were not assigned a color, their graduation rate was significantly lower at 68%. On the College and Career Indicator for 2019m "All" students were at 27.5% prepared and SED were slightly lower at 25.6% prepared. English Learners, while once again not receiving a color, were at 0% prepared.

The need to provide more effective and rigorous instruction is also echoed by stakeholder feedback as only 50% of staff, 60% of parents, and 76% of students agreed or strongly agreed that the district was preparing the students for college. Stakeholders also indicate a need for the district to improve their efforts in preparing students to enter the workforce with 77% of staff, 60% of parents, and 72% of students agreed or strongly agreed that the school is preparing them to start a career path or trade school.

Improving the learning environment for unduplicated students is another area of need in order to ensure our ELs, and SED are provided with an environment that is conducive to learning. Increased enrollment has required us to renovate classrooms and facilities that were previously abandoned in order to meet this growing need. For the 2021-2022 school year, our enrollment is projected to increase from 983 in 2018-2019 to 1163. We have also seen a dramatic change in the student population as a result of this increase with enrollment trends indicating a higher percentage of English Learners and SED students enrolling in our schools. From 2018-2019 our EL population has grown from 78 students to 122 in 2020-2021 with a projected increase to 165 for the upcoming school year. In addition, our low-income student population has also seen an increase from 786 students identified as SED in 2016-2017 to 786 in 2019-2020. The emphasis to repair these facilities is a direct response to our changing students' needs as we need to ensure that our facilities are safe and renovated to meet this expansion.

The actions in this goal are designed to meet these needs by investing in building the capacity of school personnel to better meet the needs of unduplicated students, providing additional tutoring supports to students beyond the regular school day, improving the quality of school facilities, and increasing the opportunities for a broad course of studies to offer concurrent and dual enrollment to increase the students who are on track for graduation.

While this goal is important for all students, the actions and services of Goal 1 were designed to meet the needs of Low-Income and English Learners who have performance gaps in the indicators listed above. In addition, both these groups were more significantly impacted during COVID with many of our low-income students struggling to engage academically as many of them began to work during the period of school closures.

These LEA or school-wide actions are designed to address these specific needs and help achieve increasing student achievement which will translate to higher graduation rates and an increase in the percentage of students being prepared for college and careers.

Action #1. Teacher Professional Development-
Investments in teacher professional development on and off-site to build knowledge and skills on standards and standards-aligned material. This action will include Leadership planning time to analyze student data and differentiate instruction based on students' needs. Professional development included Universal Design for Learning and working with English learners. These actions are effective in meeting the goals for these student groups because they build staff capacity to provide effective instructional strategies to improve student achievement.

Action #10. Student Support-
Intervention tutors will be available to assist students outside of normal class hours. The needs of Foster Youth, English Learners, and Socio-Economically Disadvantaged students were considered because this is additional instruction or assistance that is available to students who may need more time and reteaching to address their learning needs. These actions are effective in meeting the goals for these
students because it provides them with additional and individualized opportunities to learn and advance their studies.

Action #11. Improved School Facilities-
Maintain school facilities to keep them in good repair according to the FIT Report. Creating a warm, safe, dry, comfortable, and inviting learning environment for our staff and students, with an emphasis on unduplicated students, is one of our primary goals. Departments, Management, and the Board of Trustees have identified and prioritized facility projects that are both of a routine/recurring nature and on much larger scale projects. The main focus for this funding source is HVAC, roofing, painting, and paving with an emphasis on renovating previously abandoned buildings as new classroom spaces are needed to meet the growth in our student population. The needs of foster youth, English learners and low-income students were considered because all students need and deserve a welcoming learning environment. In the past, student learning has been interrupted by facility deficiencies, including students having to move classrooms during the summer months due to ACs not functioning and students having to be relocated due to leaks in roofs which have damaged technology equipment necessary to deliver instruction. These actions are effective in meeting the goals for these students because it provides them with the best environment in which to learn and provides additional learning space as our enrollment continues to grow. As mentioned earlier, trends in enrollment show an increase in unduplicated student groups, particularly ELs and SED students. Furthermore, our facility improvement will allow us to maintain increased enrollment in programs that meet the instructional needs of unduplicated student groups such as our Alternative to Suspension Program, Buenva Visa continuation school, and Personalized Academic Center (PAC) which support our students needing alternative learning options.   This action will help increase achievement by ensuring that our unduplicated students are provided with physical environments that are conducive to learning and free from deficiencies that will interfere with the learning process.

Action #13. Dual Enrollment- For this year, we are increasing opportunities for a broad course of study by partnering with local community colleges for concurrent and dual enrollment opportunities for students on track for graduation. The needs of foster youth, English learners, and low-income students were considered because this action allows for academic advancement. These actions are effective in meeting the goals for these students because they allow this subgroup to advance their education and earn credit toward higher education while in high school.

Goal 2: To develop personal awareness skills so that students and staff actively practice the skills and demonstrate growth by contributing to a positive and collaborative learning/work environment. The skills will be measured by local survey data relating to social-emotional learning. Students will further demonstrate growth by attending school regularly, being engaged in their classes, and applying the knowledge, skills, and attitudes to develop and manage their thoughts and emotions.

The identified need for this goal is evident in our chronic absentee and suspension data. On the 2019 Dashboard "All" students were suspended at a rate of 8.2% with an increase of 2.9% and were orange. SED students performed in red and were suspended at a rate of 8.8% with an increase of 3.2% from the previous year.   While ELs had a lower rate of suspensions at 5.3, they saw a higher increase of suspensions with an increase of 4.3%. Chronic absenteeism rates were also higher for ELs and SED students during the most recent school year. Based on data from Kern Integrated Data System (KiDS), the chronic absenteeism rate for 2020-2021 was 24.92% for "All" students.   That rate was higher for ELs (27.42%) and SED students (27.56%). While the chronic absenteeism rate increased for all students, the increase for ELs and SED is particularly concerning as it is clear that these students groups were disproportionately affected by the pandemic. Based on this need, the following LEA-wide actions will be implemented to meet the needs of these student groups.

Action #2 Alternative Student Placement-
Continue implementation of Alternative to Suspension Program and the Personalized Academic Center which offers an independent study option. Funds will be principally directed to keep the district socioeconomically disadvantaged and English learners on campus with the ability to personalize instruction to their learning needs through alternative classroom placements. The needs of foster youth, English learners, and low-income students were considered because often some of these students need to make up credits in order to be on track for graduation. Both of these programs provide students with options for learning and remaining enrolled in school either because they are not being successful in a traditional setting or have extenuating circumstances such as pregnancy, medical or behavioral needs. These actions are effective in meeting the goals for these students because they provide them with the best opportunity to learn and advance their education.

Action #3- Intervention Specialist-
This new position of Intervention Specialist will assist students who are on the verge of being chronically absent. The Intervention Specialist will help teach organizational skills, set appointments with teachers, and be a point of contact for the students, parents. He/She will be a school resource for the most at-risk students, including students with disabilities, socioeconomically disadvantaged, EL students, foster and homeless youth. The needs of Foster Youth, English Learners, and Socio-Economically Disadvantaged students were considered because this action gives students another person to specifically monitor their progress and to be a resource for them as they navigate high school. As mentioned above, during the pandemic attendance rates for all students decreased and chronic absenteeism rates increased. ELs and SED students saw increase rates of chronic increase. Not only do ELs and SED have higher rates of chronic absenteeism, but they also saw big increases from the 2018-2019 school year, the last year for which this data was reported. The rate of SED students who were chronically absent increased from 19.8% to 27.56 and ELs increased from 14.2% to 27.42% which really highlights the need for this position. The intervention specialist will focus on re-engaging these students and connecting them to support services to help remove the barriers that are preventing them from attending school regularly. These actions are effective in meeting the goals for these students because it provides them with the best opportunity to learn, advance their education and be successful in school.

Goal 3: To increase parent and community communications and involvement in school activities in order to further solidify the partnership with the district and schools in supporting student success.

Improving parent communication and parent involvement has been a concern over the past few years. While improvement has been made in this area, on the most recent parent survey 30% of parents indicated that the district still needs to improve, and 50% of percent of EL parents indicated that improvement was still needed. Similarly, the participation of parents responding to surveys and providing feedback for EL parents still lags in comparison to all students. Increasing parent involvement will lead to increases in student success and will translate to more students being college and career-ready. The 2019 California School Dashboard shows 27.5% of students as prepared for college/career. All of our student groups, including SED are in the orange or yellow tiers. Although ELs were not assigned a color, 0% of ELs were prepared.   Similarly, graduation rates for SED and ELs are lower when compared to "All" students (90.4%) with SED students graduating at 89% and ELs at a rate of 68%. A partnership with parents will ensure that the school and outside supports are all helping the students reach the same graduation goal and preparation for their journey beyond high school. The metrics for goal 3 will assist in maintaining and growing the parent, student, school, and community partnerships and increasing the number of students who leave TUHSD college and career ready.

Action #1 Parent Involvement Support-
The needs of foster youth, English learners, and low-income students were considered because parent involvement has shown to have a positive influence on student achievement in school. 2) These actions are effective in meeting the goals for these student subgroups because the more knowledgeable the parents/guardians are of how to best help the student and access resources for them, the more likely it is that the student will successfully navigate high school and achieve graduation. Parent Meeting to engage all parents of students preferenced in AP/A-G level courses, explain College Bound Contract and information delivered by teachers of the courses for the upcoming school year. Explain career pathway options for students not wanting to be college-bound. The needs of foster youth, English learners, and low-income students were considered because the more informed parents/guardians are of the requirements for success in college-level courses, the more likely it is that their students will successfully navigate the courses. These actions are effective in meeting the goals for these student subgroups because they provide parents/guardians additional information that will help students be successful in these courses.

Action #2- West Kern Advisory Adult Education Network-
Continue education opportunities with a liaison for GED, ESL, Citizenship, Literacy, and career technical education courses in conjunction with a community-based organization, West Kern Adult Education Network. These services are principally directed at serving foster and homeless youth, English Learners, and socioeconomically disadvantaged students and their families. This community partnership provides an accelerated program for students who are significantly behind in credits needed to graduate. While often students are able to get caught up and return to Taft Union High School, other times, they continue with West Kern and successfully option a GED. In addition, this organization builds the capacity of our parents by providing ESL classes and citizenship courses. These services help to increase parent involvement by removing the language barrier that often prevents EL parents from supporting their student's academic needs. Undocumented parents often have fears which limit their ability to engage in the school setting and their organization educates parents on their rights and guides them through the naturalization process. The needs of foster youth, English learners, and low-income students were considered because these courses give students their students additional opportunities to complete their education and achieve certification

for specific jobs. These actions are effective in meeting the goals for these student subgroups because they provide them with the additional opportunities to earn and advance their education beyond high school.

The following LEA-wide actions are being carried over from the 2017-2020 LCAP into this new three-year cycle. Stakeholder feedback and analysis of data to determine the effectiveness of these actions have supported the decision to continue these actions into the next three years. While there are areas that still need to be addressed and we have not reached the level of progress desired, we believe that foundations are in place to begin seen increases in all areas.

Goal 1
While state assessment data has not been available since 2018-2019, an analysis of local data using NoRed Ink for ELA, IXL for Math and Read 180 data for our English Learners is showing increases year over in the number of students mastering math skills and reaching higher levels of reading and language skills. In addition, ELs students saw a significant increase in graduation rates during the 2019-2020 school year with EL increasing from 68% to 82.9%. SED saw a slight increase from 89% to 89.3%. Furthermore, both groups saw an increase in College and Career measures further highlighting the effectiveness of these actions. SED students saw an increase in A-G course completion from 77.3 in 2018-2019 to 69.4% in 2019-2020. They also increased in College Course completion from 45.5% to 49%. ELs significantly increased in A-G course completion from 0% in 2018-2019 to 66.7% in 2019-2020. ELs increase in CTE course completion from 0 % in 2018-2019 to 33.3% the following year.
- Teacher Professional Development
- Students Supports
- Dual Enrollment

Goal 2
The effectiveness of this action can be seen in an overall decrease in suspension over the past four years. While we did see an increase in 2018-2019, from 2015-2016 to 2019-2020, suspensions have declined from 4.9% to 3.4%. In addition, SED students and ELs also saw a decline in suspension. In 2015-2016, ELs had a suspension rate of 6% and that dropped to 3.2% in 2019-2020. SED students were at 5.2% in 2015-2016 and dropped to 4.2 in 2019-2020. ELs have maintained an expulsion rate of 0 % over the course of the four-year period while SED students dropped from 0.4% in 2015-2016 to 0% in 2019-2020.
- Alternative Student Placement

Goal 3
The effectiveness of these actions can be measured by stakeholder inputs. On the most recent, LCAP survey data shows that the district has done a lot of work to improve communication with parents. 64% of parents said the district has shown an improvement. The LCAP survey also showed 60-70% of parents and students stated the school is preparing students for college and/or careers. Increasing parent and community participation in school will help increase college and career readiness of our students by building a foundation for student future success. As mentioned under Goal #1, we have seen increases in college and career readiness and graduation rates for EL and SED

student groups indicating that these actions are producing the intended outcome of increasing parent communication and engagement to increase students' success in high school and beyond.

Parent Involvement Support
- West Kern Advisory Adult Education Network

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

In addition to the school-wide actions listed above, the following action is being provided on a limited basis to helps support the unique needs of English Learners and equip teachers to support their language acquisition leading towards proficiency. This action in addition to the LEA actions listed above will ensure that we are increasing and improving services for the unduplicated students by the required percentage.

Limited Action:
Goal 1, Action #4 English Learner Support-
Provided bilingual support to English learners and their parents. Provide professional development focused on the implementation of Common Core State Standards and how they align with ELD standards. Increase bilingual aides support for ELD students in ELD 1 due to the growing population of English learners in the district. Read 180 software will be used to accelerate reading acquisition for ELs. Funds will be principally directed for English Learner academic support.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$4,613,449.00	$89,516.00	$2,750.00	$915,093.00	$5,620,808.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$2,426,601.00	$3,194,207.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Staffing	$2,000.00			$15,054.00	$17,054.00
1	2	English Learners Foster Youth Low Income	Teacher Professional Development	$62,405.00	$39,170.00			$101,575.00
1	3	All	Data Analysis	$25,295.00			$9,065.00	$34,360.00
1	4	English Learners	English Learners Supports	$14,230.00	$21,596.00		$475,247.00	$511,073.00
1	5	All	Pupil Engagement and School Attendance	$26,500.00				$26,500.00
1	6	All	Support Software to identify and address learning needs	$52,150.00	$15,000.00		$9,000.00	$76,150.00
1	7	All	Implement standards aligned instructional materials	$73,200.00				$73,200.00
1	8	All Foster and homeless youth	Homeless/Foster Youth supports				$3,250.00	$3,250.00
1	9	Students with Disabilities	Special Education Supports	$7,155.00			$111,969.00	$119,124.00
1	10	English Learners Foster Youth Low Income	Student Supports	$105,847.00				$105,847.00
1	11		School facilities	$2,918,063.00				$2,918,063.00
1	12	All	Electronic Access	$82,811.00				$82,811.00
1	13	English Learners Foster Youth Low Income	Dual Enrollment	$125,621.00	$13,750.00			$139,371.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Professional Development in Social Emotional Activities	$19,165.00				$19,165.00
2	2	Low Income	Alternative Student Placement	$373,322.00				$373,322.00
2	3	English Learners Foster Youth Low Income	Intervention Specialist	$89,474.00			$73,384.00	$162,858.00
2	4	All	Student Leadership	$64,534.00				$64,534.00
2	5	All	Attendance Supports	$350,090.00				$350,090.00
2	6	All	Social-Emotional Skills	$60,255.00			$28,395.00	$88,650.00
3	1	English Learners Low Income	Parent Involvement Support	$4,929.00			$3,000.00	$7,929.00
3	2	Students with Disabilities	Pupils with Exceptional Needs	$148,558.00			$180,729.00	$329,287.00
3	3	All	Parent Student Meeting regarding graduation expectations.	$200.00				$200.00
3	4	English Learners Foster Youth Low Income	Coordination with West Kern Adult Educational Network	$3,645.00				$3,645.00
3	5	All	Parent Notifications	$4,000.00		$2,750.00		$6,750.00
3	6	All	Parent University				$6,000.00	$6,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,697,536.00	$4,323,683.00
LEA-wide Total:	$3,557,685.00	$3,673,239.00
Limited Total:	$14,230.00	$511,073.00
Schoolwide Total:	$125,621.00	$139,371.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Teacher Professional Development	LEA-wide	English Learners Foster Youth Low Income		$62,405.00	$101,575.00
1	4	English Learners Supports	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$14,230.00	$511,073.00
1	10	Student Supports	LEA-wide	English Learners Foster Youth Low Income		$105,847.00	$105,847.00
1	11	School facilities	LEA-wide		All Schools	$2,918,063.00	$2,918,063.00
1	13	Dual Enrollment	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Taft Union High School	$125,621.00	$139,371.00
2	2	Alternative Student Placement	LEA-wide	Low Income		$373,322.00	$373,322.00
2	3	Intervention Specialist	LEA-wide	English Learners Foster Youth Low Income		$89,474.00	$162,858.00
3	1	Parent Involvement Support	LEA-wide	English Learners Low Income		$4,929.00	$7,929.00
3	4	Coordination with West Kern Adult Educational Network	LEA-wide	English Learners Foster Youth	All Schools	$3,645.00	$3,645.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

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

Requirements and Instructions
This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.