

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Taft Union High

CDS Code: 15638180000000

School Year: 2025-26

LEA Contact Information:

Dr. Jason Hodgson

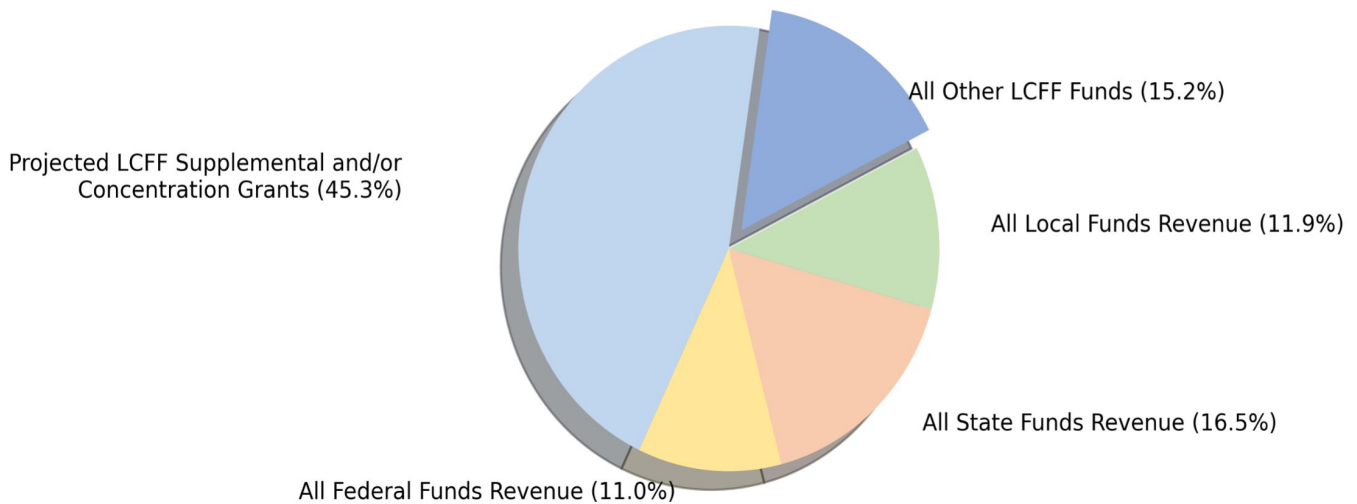
Superintendent

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(661) 763-2300

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Projected Revenue by Funding Source



Funding Source	
Projected LCFF Supplemental and/or Concentration Grants	\$4,579,759
All Federal Funds Revenue	\$1,116,433.3
All State Funds Revenue	\$1,672,119.31
All Local Funds Revenue	\$1,198,311
All Other LCFF Funds	\$1,537,249

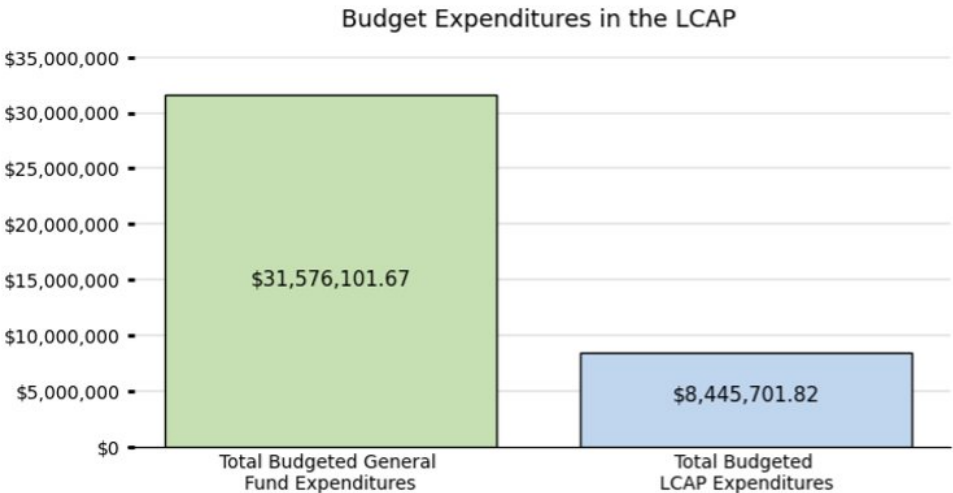
This chart shows the total general purpose revenue Taft Union High expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Taft Union High is \$32,395,359.61, of which \$28,408,496.00 is Local Control Funding Formula (LCFF), \$1,672,119.31 is other

state funds, \$1,198,311.00 is local funds, and \$1,116,433.30 is federal funds. Of the \$28,408,496.00 in LCFF Funds, \$4,579,759.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

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This chart provides a quick summary of how much Taft Union High plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Taft Union High plans to spend \$31,576,101.67 for the 2025-26 school year. Of that amount, \$8,445,701.82 is tied to actions/services in the LCAP and \$23,130,399.85 is not included in the LCAP.

The budgeted expenditures that are not included in the LCAP will be used for the following: The budget for the local school district includes various allocations and expenditures. It outlines funding for staff salaries, educational programs, facility maintenance, and extracurricular activities. Additionally, there are provisions for special education and community engagement initiatives. The local school district's budget includes general operating expenditures for both basic and routine costs. It also covers the costs of capital projects. There are one-time transfers being made to the Capital Reserves in order to repay internal borrowing related to the GESFA. Additionally, ongoing transfers to the Cafeteria Fund are being made to maintain the solvency of this fund. Overall, the budget aims to support the district's educational goals and operational needs efficiently.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Taft Union High is projecting it will receive \$4,579,759.00 based on the enrollment of foster youth, English learner, and low-income students. Taft Union High must describe how it intends to increase or improve services for high needs students in the LCAP. Taft Union High plans to spend \$6,569,292.05 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following: *The budget of the local school district has been prepared and is ready for review. It includes detailed allocations for various departments and initiatives, ensuring that all necessary resources are accounted for. The budget aims to support educational excellence and address the needs of students and staff effectively.*

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Taft Union High budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Taft Union High estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Taft Union High's LCAP budgeted \$4,810,199.00 for planned actions to increase or improve services for high needs students. Taft Union High actually spent \$5,045,069.46 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$234,870.46 had the following impact on Taft Union High's ability to increase or improve services for high needs students: The difference between the budgeted and actual expenditures. The anticipated Supplemental and Concentration funds for the 2024- 25 timeframe will be carried over to 2025-26 upon completion of associated actions. These actions primarily involve capital investments that have been delayed due to DSA processing.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Taft Union High School	Jason Hodgson Superintendent	jhodgson@taftunion.org 661.763.2300

Plan Summary 2025-2026

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Taft Union High School District is characterized by a diverse and inclusive approach in service of four communities: Elk Hills, McKittrick, Midway, and Taft City. As an educational institution founded in 1912, the district is responsible for maintaining and administering the operations of Taft Union High School (TUHS) and Buena Vista Continuation/Alternative High School (BVHS). Providing education to students from the 9th to the 12th grade is its primary function. A geographic area of 362 square miles falls under the purview of the district. This region represents a community largely reliant on the industries of petroleum, natural gas production, and agriculture. A diverse range of services is provided by the district to facilitate the educational and social development of its students.

In the academic year 2022-23, the services of the district were utilized by 1,268 students, indicating a marked increase from preceding years.

Among this total, 61% of the students qualified for free or reduced meals, 11% utilized Special Education services, 17% were identified as English learners, and 7% fell under the Migrant classification. Less than 1% of these students were either foster children or homeless. The student body demonstrated diversity with 59% Hispanic/Latino, 37% White, and 4% representing other ethnicities.

Regarding staffing, the district employs a team of 64 teachers, 4 counselors, and 7 Certificated Management personnel (which include a school nurse, a school psychologist, and a speech-language pathologist). In addition to these, 78 individuals form the classified staff, 6 assume Classified Management roles, and 6 Confidential employees. The Career Technical Education Center (CTEC) forms an integral component of the district's structure, offering courses in eleven distinct career pathways. This includes courses endorsed by the Perkins Grant 2023-24, CTEIG Grant 2023-24, and K-12 Strong Workforce Project Grant 2023-24.

The Taft Union High School District adheres to three overarching goals: the provision of rigorous and relevant instruction to facilitate students' academic growth; the nurturing of personal awareness skills among both students and staff for enriching the learning and work environments; and enhancing parent and community involvement to bolster the preparation of students for their forthcoming professional and educational journeys. Both BVHS and TUHS have been commended by the Kern County Superintendent of Schools for their efforts in student welfare, with an acknowledgment for BVHS's low suspension rate in the 21-22 academic year and TUHS's efforts to reduce chronic absenteeism rates in the 2023-24 academic year.

The Local Control and Accountability Plan (LCAP) is utilized by the Taft Union High School District to develop a robust support framework. The district's operations pivot on active family and community involvement, as evidenced by community participation in internships, advisory committees, and district events. The intense focus on community engagement reflects the school district's commitment to creating a nurturing, engaging, and stimulating academic environment for all its students.

Buena Vista School will be receiving Equity Multiplier funds are utilized in Goal 4 Actions 1-3. Highlights of increased performance metrics include a 35-point increase in ELA, a 22.8-point increase in math, an 8.4% increase in English learner performance, and a 3% decrease in chronic absenteeism among low-income students.

Reflections: Annual Performance

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

On the 2024 California Dashboard for Taft Union High District, College Career is red for English Learners, Hispanic and Long-Term English

Learners. Buena Vista High School shows no performance colors this year due to the limited number of students taking the assessment.

The district saw growth in many areas this year.

ELA scores increased by 35 points. Math scores increased by 22.8 points. English learner performance increased by 8.4%. Chronic absenteeism decreased by 3% among low-income students.

Goal 1 actions are largely effective, focusing on English learners and a new metric for dual enrollment. Some actions are completed; others are pending approval. AP courses were being eliminated and additional opportunities for dual and concurrent enrollment are being offered for students.

Goal 2 actions have successfully reduced suspension and absenteeism rates. Chronic absenteeism rates dropped in 2023-24 to 23.4% from 26.4%. Home visits by Intervention Specialists focus on all subgroups.

Goal 3 has seen success in parent engagement, with plans to offer on-site parent university sessions.

Goal 4's effectiveness is yet to be determined, with new tutoring support being implemented. A part-time teacher for intensive tutoring was in our actions but the goal was altered due to hiring issues. A consultant was brought in to supplement instruction and the teacher was not added this year. The flexible seating was purchased and added to the classrooms.

Goal 5 training is ongoing, with positive trends in English learner progress. 23% of staff completed training.

Currently, the district does not have unspent LREBG funds. In anticipation of additional LREBG funds proposed as part of the 2025-26 Budget Act, a needs assessment has been conducted using 2024 CA Dashboard data and student data to support targeted actions in the 2026-27 LCAP.

Taft Union High School District: Comparative Analysis Table of Key Performance Metrics (2023 vs. 2024)					
Metric	Student Group	2023 Score	2024 Score	Change	Performance

					Trend
ELA – Distance from Standard (DFS)	All Students	-60 points	-25 points	▲ +35	Improving
	Hispanic	-73 points	-36 points	▲ +37	Improving
	Socioeconomically Disadvantaged	-64.5 points	-30.8 points	▲ +33.7	Improving
	White	-45.6 points	-15.7 points	▲ +29.9	Improving
	English Learners	-136.5 points	-127.3 points	▲ +9.2	Slight Improvement
	Students with Disabilities	-165 points	-117.3 points	▲ +47.7	Improving
Math – Distance from Standard (DFS)	All Students	-155.4 points	-132.6 points	▲ +22.8	Improving
	Hispanic	-165.6 points	-132.9 points	▲ +32.7	Improving
	Socioeconomically Disadvantaged	-160.3 points	-132.6 points	▲ +27.7	Improving
	White	-144.3 points	-134.3 points	▲ +10	Slight Improvement
	English Learners	-202 points	-192.3 points	▲ +9.7	Slight Improvement
	Students with Disabilities	-216 points	-199.3 points	▲ +16.7	Improving
Graduation Rate	All Students	92%	88.9%	▼ - 3.1%	Declining
	English Learners	85.5%	78.3%	▼ - 7.2%	Declining
	Socioeconomically Disadvantaged	91.4%	88.8%	▼ - 2.6%	Declining
	Students with Disabilities	74.2%	68.3%	▼ - 5.9%	Declining
College & Career Indicator	All Students	31.4% Prepared	25.5% Prepared	▼ - 5.9%	Declining
	Hispanic	28% Prepared	18.3% Prepared	▼ -	Declining

Chronic Absenteeism	English Learners	7% Prepared	3.3% Prepared	9.7% ▼ - 3.7%	Declining
	Low-Income	29% Prepared	23.2% Prepared	▼ - 5.8%	Declining
	Students with Disabilities	0% Prepared	9.8% Prepared	▲ +9.8%	Improving
	All Students	26.4%	23.4%	▼ - 3.0%	Improving
	English Learners	27.8%	20.8%	▼ - 7.0%	Improving
	Low-Income	31%	25.1%	▼ - 5.9%	Improving
	Homeless	53%	48.5%	▼ - 4.5%	Improving
	ELPI (English Learner Progress) English Learners	28% Making Progress	36.7% Making Progress	▲ +8.7%	Improving

2023 CA School Dashboard Red Indicators:
District Level

CCI: English learner, Homeless, Students with Disabilities Addressed in Goal 1 Actions 1.11, 1.12, 1.15
ELA: All Students, Hispanic, Socioeconomically Disadvantaged, White Addressed in Goal 1 Actions 1.11, 1.12, 1.15
ELPI: English learner Addressed in Goals 1 and 5 Actions 1.8, 1.10, 5.1
Math: All Students, English learner, Hispanic, Socioeconomically Disadvantaged, White Addressed in Goal 1 Actions 1.11, 1.12, 1.15

Schoolwide Level

Taft Union High School:
ELA: All Students, Hispanic, Socioeconomically Disadvantaged Addressed in Goal 1 Actions 1.11, 1.12, 1.15
Math: All Students, English learner, Hispanic, Socioeconomically Disadvantaged, White Addressed in Goal 1 Actions 1.11, 1.12, 1.15
Suspension: White Addressed in Goal 2 Action 2.1
CCI: English learner Addressed in Goal 1 Action 1.18

Buena Vista Continuation School:
CCI: All Students, Hispanic, Socioeconomically Disadvantaged Addressed in Goal 1 Action 1.18

Reflections: Technical Assistance

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

In light of academic performance concerns within the district, technical assistance has been previously sought. Such a requirement arises from the English Learners subgroup's scores for the California Assessment of Student Performance and Progress (CAASPP), the English Learner Progress Indicator (ELPI) scores, and the College Career Index (CCI) scores. The initiation of this technical assistance is through the Kern County Superintendent of Schools was completed. There has been the commencement of supportive meetings between the schools in the district and the Kern County Superintendent. New systems and data analysis procedures have been set in place to monitor progress on the ELPI and CCI scores. Emphasis continues to be on the precision of instructional standards and the promotion of student involvement. Regular assessments and data analyses are conducted within each department and at all school sites. Educator training, vital for English Learners' support occurred in the 2024-25 school year and will continue next year. Provision has been made for the ongoing additional training of assessment teams, teacher clarity, student engagement, and English Learner Standards. The district is currently in year 2 monitoring. ELA and Math Scores have increased and English Learner scores are also increasing even though training is not yet complete for all staff. Actions to address technical assistance: 1.6, 1.7, 1.8 and 1.9

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	<ul style="list-style-type: none">– Annually conduct surveys to collect feedback from students in Fall and Spring, with the final survey completed in March 2025.– Scheduled principal meetings named "Pizza with the Principal" to obtain additional student feedback throughout the year. Feedback was gathered during these events in February and April.– Received student feedback from OilTech Academy as part of the American Association of Drilling Engineers Student Section Steering Committee on multiple dates, including [August/December/February/March/April]
Teachers	<ul style="list-style-type: none">– Surveys administered to teachers three times a year to gather feedback on various aspects of educational engagement and district goals [August, October, March].– Monthly school leadership team meetings were conducted to facilitate continuous communication and gather additional input from teachers regarding ongoing educational initiatives [August, October, March].– Additional feedback sessions were organized during the monthly school leadership team meetings to address immediate concerns and incorporate teacher insights into decision-making [August, October, March].– Data from these various feedback mechanisms were reviewed periodically to ensure comprehensive teacher engagement and representation in the district's educational planning [August, October, March].
Administrators including Principals	<ul style="list-style-type: none">– Produced surveys to gather feedback from administrators and staff three

Educational Partner(s)	Process for Engagement
	<p>times a year in August, October, and March.</p> <ul style="list-style-type: none"> – Conducted meetings with administrators to review survey findings and discuss areas of improvement [August, October, March]. – Scheduled events to facilitate open dialogue between administrators and the school district to ensure goals alignment [August, October, March]. – Compiled and analyzed data obtained from the surveys and meetings to inform decision-making and strategic planning [August, October, March]. – Provided regular updates to administrators on survey results and subsequent actions taken to address identified needs [August, October, March]. – Equity Multiplier money was discussed at executive meetings.
Staff	<ul style="list-style-type: none"> – Conducted surveys with staff three times a year to gather input on various issues including student needs, potential actions, and updates to district plans [August/October/March]. – Scheduled meetings with staff to present survey results and discuss feedback for the improvement of educational strategies and policies [August/October/March]. – Produced comprehensive surveys to ensure broad participation and representation across different staff groups, facilitating more inclusive feedback [August/October/March]. – Analyzed survey data for trends and actionable insights, followed by targeted outreach to address any underrepresented voices among staff [August/October/March]. – Reviewed and incorporated staff feedback into district planning processes, ensuring that staff perspectives are considered in decision-making [August/October/March]. – Face-to-face school meetings were used to discuss the equity multiplier money.
Parents	<ul style="list-style-type: none"> – Conducted annual surveys with parents to gather feedback on school performance and areas of improvement [Spring]. – Organized school site council meetings where parents were invited to provide their input on educational policies and initiatives monthly – Scheduled quarterly DELAC meetings that included opportunities for

Educational Partner(s)	Process for Engagement
	<p>parents to discuss and share their perspectives on district-wide educational strategies</p> <ul style="list-style-type: none"> – Analyzed feedback from surveys and meetings to ensure comprehensive parental input was incorporated into LCAP decision-making processes [February]. – Engaged parents through multiple channels to collect diverse viewpoints and address any concerns raised by the community throughout the year.
LEA Bargaining Units	<ul style="list-style-type: none"> – Conducted surveys with bargaining units as part of our staff surveys to collect input from staff and teachers. [August, October and March] – Included bargaining unit feedback through a survey administered to ensure teacher and staff perspectives are considered. [October] – Produced a follow-up survey to gather additional insights from the bargaining units for planning purposes. [March]
Community Service Groups	<ul style="list-style-type: none"> – Conducted surveys with community service groups to gather input and feedback pertinent to the school district's goals and initiatives. [Spring] – Produced and distributed surveys to the Kiwanis community service group and analyzed their responses for inclusion in district planning initiatives. [March] – Scheduled and conducted feedback sessions with the Rotary community service group to examine their input on district objectives. [May] – Reviewed and consolidated data received from community service groups to assess their perspectives and needs, enabling informed decision-making in the district. [Spring] – Engaged in follow-up discussions with community service organizations to clarify and delve deeper into survey responses, ensuring comprehensive community representation in the district's annual plans. [Spring]
Businesses	<ul style="list-style-type: none"> – Conducted Advisory Committee Meetings and carried out a California Local Needs Assessment to gather feedback from business partners, particularly focusing on their input and contributions to the district's goals [April]. – Scheduled specific meetings with the American Association of Drilling Engineers to engage with industry professionals and understand the

Educational Partner(s)	Process for Engagement
	<p>employment needs and educational requirements for future workers [November, January, April].</p> <ul style="list-style-type: none"> – Reviewed data gathered from these business interactions to assess the alignment of educational programs with local job market demands and skills gaps [January]. – Requested feedback targeted at business partners to request detailed feedback on industry trends, necessary competencies, and how the school curriculum could be adapted to meet these requirements during advisory meetings. – Coordinated follow-up sessions with business leaders to discuss survey results and refine educational strategies based on industry insights and recommendations [February].
Buena Vista School Site Committee	<ul style="list-style-type: none"> – Met with teachers, parents and student representatives on needs of the campus related to student performance, the greatest areas of need and ways the needs could be addressed using the equity multiplier money. [March, May]
Special Education Local Plan Area	<ul style="list-style-type: none"> – Met with local SELPA on April 22, 2025 to discuss LCAP goals and serving special education needs
Community Schools Grant Focus Group	<ul style="list-style-type: none"> – Focus groups held with students [September, December, April]
Community Input from Kiwanis and Rotary	<ul style="list-style-type: none"> – Met with Kiwanis for feedback and discussion of goals.[April]

Insert or delete rows, as necessary.

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

The adopted Local Control and Accountability Plan (LCAP) reflects a collaborative effort that deeply values and integrates the voices of our educational partners. Feedback from diverse stakeholders was instrumental in shaping priorities and strengthening initiatives across the district. Key areas of influence include:

Student Engagement and Attendance:

Input from student focus groups emphasized the positive impact of attendance incentives. Students shared that these efforts were motivating their peers to attend school more regularly, reinforcing a sense of belonging and accountability. As a result, the district maintained and

enhanced its attendance incentive programs to support consistent student engagement.

College and Career Readiness:

Members of the local Kiwanis Club highlighted the importance of preparing students for life beyond high school. They specifically endorsed the district's emphasis on Career Technical Education (CTE) and supported the expansion of dual enrollment opportunities. This feedback reinforced the district's commitment to offering real-world learning experiences and post-secondary pathways that equip students with valuable skills and college credit.

Support for Students with Disabilities:

Continued conversations with families and educators underscored the need to prioritize the academic and social-emotional development of students with disabilities. In response, the district has reaffirmed its dedication to tailored supports, professional learning for staff, and inclusive practices that ensure all learners have access to a high-quality education.

Equity Multiplier Funds

Continued conversations with families and educators underscored the need to prioritize the academic development of students at Buena Vista. Increased support through academic growth monitoring by software and review during student study meetings were requested. Advisory period where credit recovery and career options were deemed helpful and should continue. Additional work to engage students in learning were also the focus of the conversations and led to the purchase of flexible furniture. Continued intensive need in academic supports were also considered as staffing was completed.

By actively listening to and integrating the perspectives of students, community members, and educators, the district's LCAP remains a living document—responsive to the needs of our students and reflective of our shared vision for educational excellence.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The goal was crafted to cater to various facets of educational quality and equity, primarily focusing on ensuring that all teachers continue to be properly assigned and possess the requisite credentials. This was achieved by implementing qualification checks and providing comprehensive professional development opportunities aimed at aligning their skills with the state's educational standards. Moreover, the goal encompassed the provision of standards-aligned instructional materials, which plays a pivotal role in facilitating high-quality instruction. This was complemented by a commitment to maintain school facilities in good repair, thereby creating a learning environment that is both conducive and safe for students. In addressing the Implementation of State Standards, the goal took a proactive approach by enforcing the rigorous implementation of California's content and performance standards. This initiative was especially targeted at ensuring equitable high-quality education for English learners, incorporating structured assessments designed to monitor and stimulate growth. Through these measures, the goal aimed to provide a consistent and effective curriculum across all educational levels. When focusing on Pupil Achievement, the goal emphasized the importance of monitoring standardized test scores and college readiness metrics. This was done through the development and implementation of comprehensive assessment tools and feedback mechanisms. Such tools are designed to

provide educators and policymakers with valuable insights into student performance, thereby enabling targeted interventions to ensure all students are adequately prepared for post-secondary success. Furthermore, the goal increased Course Access by offering a broad and comprehensive curriculum. This initiative ensures that students have access to a diverse range of subjects and courses, thereby equipping them with the necessary skills and knowledge for their future careers. This broad curriculum also serves to stimulate student interest and engagement, encouraging lifelong learning and adaptability. Lastly, in addressing Other Pupil Outcomes, the goal took a holistic view of student success beyond academic achievement. By monitoring pupil outcomes across a variety of subjects and extracurricular activities, the goal ensures that students not only acquire the necessary academic knowledge but also develop critical life skills.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment.	During the 2022-23 school year, 94% of our teachers were appropriately assigned and fully credentialed for their assignment per CalSAAS	During the 2023-24 school year, 95% of our teachers were appropriately assigned and fully credentialed for their assignment per CalSAAS	None	Maintain teachers appropriately assigned and fully credentialed for the assignment above 90%	ALL: +1%
1.2	Priority 1(b): Basic Services: Pupils access to standards-aligned materials using the Instructional Materials Williams Reporting.	During the 2022-23 100% of pupils have access to standards-aligned materials that are appropriately aligned, or state adoption availability. Textbooks are reviewed and replaced on a 6-8 year cycle depending on the	During the 2023-24 100% of pupils have access to standards-aligned materials that are appropriately aligned, state adoption availability	None	Maintain 100% of pupils have access to standards-aligned materials that are appropriately aligned, or state adoption availability.	ALL: No Change 100% access to standards-aligned materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		availability of the curriculum.				
1.3	Priority 1(c): Basic Services: School facilities maintained in good repair.	During the 2022-23 Maintain an overall rating of "Good" on all facilities as indicated on the FIT report	During the 2023-24 Maintain an overall rating of "Fair" on all facilities as indicated on the FIT report. 33% were not indicated on the FIT report as Good.	None	Maintain or exceed an overall rating of "Good" on all facilities as indicated on the FIT report	ALL: - from Good to Fair
1.4	Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards.	During the 2023-24 Implementation of Common Core State Standards (CCSS) for all students as measured by teacher feedback on surveys and the Self- Reflection Tool. 88% of teachers feel they 'thoroughly know' all the content needed to be taught.	During the 2024-25 Implementation of Common Core State Standards (CCSS) for all students as measured by teacher feedback on surveys and the Self- Reflection Tool. 94% of teachers feel they 'thoroughly know' all the content needed to be taught.	None	95% Full implementation or Full Implementation and Sustainability in all subject areas for instructional materials. Increase content standard knowledge of teachers to 95%	ALL: +6% increase in teacher feedback on self reflection survey.
1.5	Priority 2(b): Continue to implement State	During the 2023-24 60% of EL students are able to access	Local Data Needed During the 2024-25 100% of EL	None	75% Full implementation or Full	EL: +40% of all students were able to access the CCSS and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Standards: Programs/Services to enable English Learners access to CCSS and ELD standards	the CCSS and ELD standards full implementation or full implementation and sustainability for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the Self- Reflection Tool.	students are able to access the CCSS and ELD standards full implementation or full implementation and sustainability for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by the Self- Reflection Tool.		implementation and sustainability as measured by the Self- Reflection Tool.	ELD standards full implementation.
1.6	Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts.	CAASPP English Language Arts Performance Level Distance from standard as measured on the 2023 California Dashboard All Students: 60 points below standard Hispanic: 73 Points below standard Socioeconomically Disadvantaged: 64.5 points below	CAASPP English Language Arts Performance Level Distance from standard as measured on the 2024 California Dashboard All Students: 25 points below standard Hispanic: 36 Points below standard Socioeconomically Disadvantaged: 30.8 points below	None	Increase Distance from standard by 15 points	ALL: +35 points Hispanic: +37 points Socioeconomically Disadvantaged: +33.7 points White: +29.8 points English Learners: +9.2 points Students with Disabilities: +47.8 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standard White: 45.6 points below standard English Learners: 136.5 points below standard Students with Disabilities: 165 points below standard Groups with less than 11 students do not display for privacy.	standard White: 15.7 points below standard English Learners: 127.3 points below standard Students with Disabilities: 117.3 points below standard Groups with less than 11 students do not display for privacy.			
1.7	Priority 4(a): CAASPP-Overall Achievement in Math	CAASPP Math Performance Level Distance from standard as measured on the 2023 California Dashboard All Students: 155.4 points below standard Hispanic: 165.6 points below standard Socioeconomically Disadvantaged: 160.3 points below standard White: 144.3 points below standard English Learners: 202 points below standard Students	CAASPP Math Performance Level Distance from standard as measured on the 2024 California Dashboard All Students: 132.6 points below standard Hispanic: 132.9 points below standard Socioeconomically Disadvantaged: 132.6 points below standard White: 134.3 points below standard English Learners: 192.3 points below standard Students	None	Decrease distance from standard by 15 points	ALL: +22.8 points Hispanic: +32.7 points Socioeconomically Disadvantaged: +24.5 points White: +10 points English Learners: +9.9 points Students with Disabilities: +16.7 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		with Disabilities: 216 points below standard Groups with less than 11 students do not display for privacy.	with Disabilities: 199.3 points below standard Groups with less than 11 students do not display for privacy.			
1.8	Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test:	During the 2022-23 15.68% of students score Standard Met on the California Science Test.	During the 2023-24 17.94% of students score Standard Met on the California Science Test.	None	20% of students will score, Standard Met or Standard Exceeded, on the California Science Test.	ALL: +2.26%
1.9	Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU.	Percentage of students who met UC/CSU Requirements as measured on the 2023 California Dashboard in the combined four and five year graduation rate. All Students: 21% Hispanic: 19% Socioeconomically Disadvantaged: 19% White: 24% English Learners: 5% Students with Disabilities: 0% Groups with less	Percentage of students who met UC/CSU Requirements as measured on the 2024 California Dashboard in the combined four and five year graduation rate. All Students: 17.2% Hispanic: 12.9% Socioeconomically Disadvantaged: 15.2% White: 24.2% English Learners: 1.6% Students with	None	Percentage of students who met UC/CSU Requirements as measured on the 2023 California Dashboard in the combined four and five year graduation rate. All Students: 25% Hispanic: 23% Socioeconomically Disadvantaged: 23% White: 25% English Learners: 12% Students with Disabilities:	ALL: -3.8% Hispanic: -6.1% Socioeconomically Disadvantaged: -3.8% White: +0.2% English Learners: -3.4% Students with Disabilities: +0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		than 11 students do not display for privacy.	Disabilities: 0% Groups with less than 11 students do not display for privacy.		5% Groups with less than 11 students do not display for privacy.	
1.10	Priority 4(c) : Pupil Achievement: English Learners, including Long Term English Learners. Percentage of pupils who successfully completed CTE Courses.	2023 Dashboard shows Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate. All Students: 47% Socioeconomically Disadvantaged: 43% English Learners: 29%	2024 Dashboard shows Percent of students completing at least one CTE Pathway in the combined four and five-year graduation rate. All Students: 47.6% Socioeconomically Disadvantaged: 44% English Learners: 26.2%	None	Percent of students completing at least one CTE Pathway in the combined four and five- year graduation rate. All Students: 52% Socioeconomically Disadvantaged: 48% English Learners: 35%	ALL: +.6% SED: +1% EL: +15%
1.11	Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses	California Dashboard 2023 Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone	California Dashboard 2024 Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone	None	Percent of students in the combined four and five-year graduation rate who met UC/CSU requirements and completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course. All	ALL: -4% Hispanic: -5.4% Socioeconomically Disadvantaged: -3.5% White: +.9% English Learners: -3% Students with Disabilities: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>course.</p> <p>All Students: 15% Hispanic: 13% Socioeconomically Disadvantaged: 13% White: 17% prepared English Learners: 3% Students with Disabilities: 0% prepared</p> <p>* Groups with less than 11 students do not display for privacy.</p>	<p>course.</p> <p>All Students: 11.4% Hispanic: 7.6% Socioeconomically Disadvantaged: 9.5% White: 17.9% English Learners: 0% Students with Disabilities: 0%</p> <p>* Groups with less than 11 students do not display for privacy</p>		<p>Students: 15% Students with Disabilities: 5% prepared Groups with less than 11 students do not display for privacy.</p>	
1.12	Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)	2023 California Dashboard: 28% of students were making progress towards English Language Proficiency.	2024 California Dashboard: 36.7% of students were making progress towards English Language Proficiency.	None	33% of students will make progress towards English Language Proficiency as measured by the California Dashboard.	ALL: +8.7%
1.13	Priority 4(f): Pupil Achievement	11% of students were reclassified in 2022-23 as	13.9% of students were reclassified in 2023-24 as	None	15% of students were reclassified in 2022-23 as	ALL: +2.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Learner Reclassification Rate.	measured by the Kern Integrated Data System.	measured by the Kern Integrated Data System.		measured by the Kern Integrated Data System.	
1.14	Priority 4(g): Pupil Achievement: Percentage of students who pass AP exams with a score of 3 or higher.	Percent of exams with scores of 3 or higher as measured by College Board for 2023 was 73%	Percent of exams with scores of 3 or higher as measured by College Board for 2024 was 83%	None	Percent of exams with scores of 3 or higher as measured by College Board for 2023 at 75%	ALL: +10%
1.15	Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness.	<p>31% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023.</p> <p>28% Hispanic 38% White 7% English Learners 29% Low Income 0% Students with Disabilities 8% Homeless</p>	<p>25.5% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2024.</p> <p>18.3% Hispanic 35.8% White 3.3% English Learners 23.2% Low Income 9.8% Students with Disabilities. 27.3% Homeless</p>	None	<p>36% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. 33% Hispanic 43% White 12% English Learners 34% Low Income 5% Students with Disabilities 13% Homeless</p>	<p>ALL: -5.5% Hispanic: -9.70% White: -2.20% English Learners: -3.70% Low Income: -5.80% Students with Disabilities: +9.80% Homeless: +19.30%</p>
1.16	Priority 7 (a)	2023-24 All	2024-25 All	None	Maintain the	ALL: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Course Access: Extent to which pupils have access to and are enrolled in a broad course of study	students will have access to a broad course of studies per school site Master Schedules. Dual Enrollment Courses: 14 courses offered Concurrent Courses: 23 courses offered 12 CTE Pathways	students will have access to a broad course of studies per school site Master Schedules. Dual Enrollment Courses: 14 courses offered Concurrent Courses: 23 courses offered 12 CTE Pathways		current number of Dual Enrollment and Concurrent courses offered. Maintain the current number of CTE Pathways.	
1.17	Priority 7 (b) Aeries: Course Access: Programs and services developed and provided to low income, English learner and foster youth students.	2023-24 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students.	2024-25 100% of unduplicated students have access to and are enrolled in programs and services for unduplicated students.	None	Maintain access to and enrollment in programs/service s for all unduplicated students.	ALL: No change
1.18	Priority 7 (c): Course Access: Exceptional Needs Access SIRIAS Students' IEP and 504 plans	2023-24 All students with exceptional needs have access to a broad course of studies per students' IEP and	2024-25 All students with exceptional needs have access to a broad course of studies per students' IEP and	None	Maintain access to a broad course of studies per students' IEP and 504 plans.	ALL: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		504 plans.	504 plans.			
1.19	Priority 8: College and Career Indicator Course: CA School Dashboard	2023 CA Dashboard All: 31.4% Prepared SED: 28.8% EL: 7.3% FY: N/A	2024 CA Dashboard All: 25.5% Prepared SED: 23.2% EL: 3.3% FY: N/A	None	2026 Dashboard: All Students - 45% Prepared SED - 40% Prepared EL - 15% Prepared FY: N/A	ALL: -5.90% SED: -5.60% EL: -4.00% FY: N/A

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The implementation of Goal 1 in the school district's Local Control and Accountability Plan (LCAP) has been marked by successes and challenges, as evidenced by data-driven analysis and recent insights. The original plan aimed to reduce class sizes in core classes to enhance student performance in English Language Arts and Math, as measured by the CAASPP assessments. Actions 1.1-1.6, 1.9, 1.12, 1.13, 1.14, 1.15, 1.17, 1.18 and 1.19 were fully implemented. Initial outcomes indicated that students were 33.60 points below the standard in English Language Arts and 139.20 points below in Math. Recent data suggests significant improvements in these areas, highlighting the successful implementation of instructional strategies and professional development initiatives, such as AVID and Kagan strategies, which have increased student engagement and achievement. Action 1.11 was partially implemented, and additional training on some software is needed for full implementation.

Despite these academic gains, the district faced several implementation challenges. Facility improvements, including the culinary classroom and gym floor, are pending DSA approval, causing delays in implementation and spending. This has impacted the district's ability to fully realize the planned enhancements to the learning environment. Actions 1.20-1.23 were partially implemented in that planning and DSA requested revisions have been done and the district is pending new DSA updates. Additionally, staffing needs remain a critical issue, particularly in filling English and special education teaching positions showing action 1.24 as partially implemented. The remote location of the district necessitates continued advertising efforts to attract qualified candidates, which has been a persistent challenge.

Resource allocation has also presented difficulties, with some actions, like the installation of cooling towers, completed, while others remain in progress. This ongoing challenge underscores the need for careful financial planning and management of carryover funds, as well as potential Learning Recovery Emergency Block Grant (LREBG) funds. The district's strategic adjustments, such as focusing on dual enrollment opportunities over Advanced Placement courses, reflect a broader effort to align with educational goals and improve college and career readiness. The expansion of dual enrollment has been a notable success, contributing to the district's progress in preparing students for post-secondary education.

Stakeholder engagement has played a crucial role in informing ongoing actions and priorities. Feedback from parents, students, and community groups has been instrumental in shaping the district's approach to addressing academic challenges, such as the need for summer school due to decreased graduation rates and low English and math scores. The district's ability to adapt to external circumstances, including funding opportunities and approval processes, will be critical in sustaining and enhancing these efforts.

Overall, the district has made steady progress towards achieving Goal 1, with significant successes in academic performance and professional development. However, challenges related finding enough collaboration time for teachers and time for professional development became a difficult balance of finding subs, prioritizing learning time for students and contractual time for teachers. These challenges contributed to action 1.7, 1.8, 1.10 being partially implemented. Another challenge related to facility improvements, staffing, and resource allocation remain areas of focus. The district's careful financial planning and strategic adjustments, coupled with continued stakeholder engagement, will be essential in overcoming these challenges and achieving the desired outcomes.

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

The financial analysis for Goal 1 of the school district's LCAP reveals material differences between budgeted and actual expenditures due to

carryover funds, pending project approvals, and strategic shifts in educational focus.

The carryover of Learning Recovery Emergency Block Grant (LREBG) funds represents a significant material difference. These funds, initially intended for immediate use, are now allocated to summer school programs to address decreased graduation rates and low English and math scores. This reallocation impacts the timing and delivery of services, as the intended interventions are postponed, delaying improvements in student performance metrics.

1.5 The conference attendance was higher than anticipated and there were additional sub costs for the conferences.

1.6 Achievement teams training costs and faculty trainings exceeded the planned expenditures

1.8 English Learner professional development was higher than anticipated due to working with the Kern County Superintendent of Schools and joining the training cohort for EL Rise. This training also required the purchase of 4 resource books to support teachers in teaching English Learners.

1.20 was impacted as a result of higher than anticipated overtime costs for the Maintenance Department

Pending approvals from the Division of the State Architect (DSA) for projects such as the culinary classroom and gym floor have resulted in unspent funds. These funds will be carried over to the next fiscal year, affecting the scope and scale of planned facility improvements. The delay in these projects may hinder the district's ability to enhance learning environments, impacting student engagement and achievement.

The district's decision to shift focus from Advanced Placement (AP) classes to dual enrollment programs with a neighboring junior college involves reallocating resources. This strategic change aims to provide students with more diverse educational opportunities, improving college readiness. However, the reallocation may affect the availability of AP courses, impacting students who would have benefited from those specific offerings.

Collectively, these budget variances have impacted the implementation of Goal 1 by altering the timeline and focus of planned actions. The carryover of funds and project delays may delay the realization of intended outcomes, particularly for unduplicated pupils who rely on targeted interventions. The shift to dual enrollment programs, while promising, requires careful resource management to ensure that all students have access to the necessary support and opportunities for success. These financial adjustments necessitate ongoing monitoring to ensure that goal achievement remains on track and that student services are effectively delivered.

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

Action 1.1: Class Size Reduction in Core Classes

Reducing class sizes in core classes was effective. English Language Arts (ELA) scores increased by 35 points and Math scores by 22.8 points, indicating that smaller class sizes contributed to more individualized attention and support for students. Metric 1.6 shows a distance of 33.60 points below the standard for ELA, indicating progress towards meeting the standard. Metric 1.7 shows a distance of 139.20 points below the standard for Math, suggesting that while there is room for improvement, the action positively impacted student performance. The enhanced ability of teachers to focus on individual student needs is a direct result of reduced class sizes.

Action 1.2: Additional Social Studies Teacher to Support Lower Class Sizes and Support Ethnic Studies Requirement

Hiring an additional Social Studies teacher was effective in supporting lower class sizes and implementing the Ethnic Studies requirement. This action directly impacted Metric 1.1, with 95% of teachers being appropriately assigned and fully credentialed, ensuring quality instruction. The strategic allocation of teaching resources facilitated the introduction of new courses and maintained manageable class sizes.

Action 1.3: KCSOS Induction Program Costs-Staffing, Appropriate Credentials

The KCSOS Induction Program was effective in ensuring teachers are well-prepared and credentialed, as evidenced by Metric 1.1, where 95% of teachers were appropriately assigned and credentialed. This action supports the district's goal of maintaining a qualified teaching staff, crucial for effective instruction and student success. The program's effectiveness is due to its comprehensive approach to teacher preparation and credentialing.

Action 1.4: HR Advertising and Recruitment Costs- Staffing, Appropriate Credentials

HR advertising and recruitment efforts were effective in attracting qualified teachers, as reflected in Metric 1.1, with 95% of teachers being appropriately assigned and credentialed. The success of this action is attributed to targeted recruitment strategies that filled critical positions, including an English and a special education position. Stakeholder satisfaction with teacher quality and assignment further supports this action's effectiveness.

Action 1.5: Teacher Professional Development/Conference Costs for Achievement Teams

Teacher professional development and conference costs were effective in enhancing teaching strategies, as evidenced by the 8.4% increase in English learner performance and progress towards English proficiency indicated by Metric 1.12, with 36.7% of students making progress. Metric 1.6 and 1.7 where a decrease in distance from standard in English Language Arts and Math were indicated.

Action 1.6: Student Performance Data Analysis and Instructional Impact Review: 2 Days per Teacher

Conducting student performance data analysis and instructional impact reviews was effective. ELA scores increased by 35 points and Math by 22.8 points. Metrics 1.6 and 1.7, which measure performance levels in ELA and Math, respectively, indicate progress towards meeting standards. The data-driven approach allows teachers to identify areas for improvement and tailor instruction accordingly.

Action 1.7: Collaboration Time on Instructional Needs

Collaboration time is expected to enhance program development for low-income, English learner, and foster youth students, as it allows teachers to share best practices and strategies. Increase in scores for ELA and Math seem to show progress. However, Metric 1.19, which measures College and Career does not indicate progress. This action is partially effective.

Action 1.8: Professional Development - English Learners

Insufficient data currently exists to fully determine the effectiveness of Action 1.8. The training was conducted throughout the year. Nonetheless, the 8.4% increase in English Learners Performance on the California Dashboard suggests that professional development efforts are positively influencing instructional practices for this student group shown in Metric 1.12.

Action 1.9: Trust-Based Observations: Classroom-Based, Reflective-Coaching Conversations Around the 9 Areas of Pedagogy

Trust-based observations were effective in enhancing teaching strategies, as evidenced by the 8.4% increase in English learner performance and progress towards English proficiency indicated by Metric 1.12, with 36.7% of students making progress. The reflective-coaching model fosters continuous improvement in instructional practices.

Action 1.10: English Learners

Support provided to English learners was effective, as demonstrated by the 8.4% increase in performance and progress towards English proficiency shown in Metric 1.12, with 36.7% of students making progress. The effectiveness of this action is due to targeted bilingual support and resources that address the specific needs of English learners.

Action 1.11: Support Software to Identify and Address Learning Needs

The use of support software was effective in identifying and addressing learning needs, contributing to the improvement in ELA and Math scores. Metrics 1.6 and 1.7, which measure performance levels in ELA and Math, respectively, indicate progress towards meeting standards. The software's ability to provide data-driven insights informs instructional strategies.

Action 1.12: Implement Standards-Aligned Instructional Materials

Implementing standards-aligned instructional materials was effective in supporting students' academic progress. Metric 1.9, which measures the percentage of students meeting UC/CSU requirements, indicates that 23.96% of students are on track but showed a slight decrease, suggesting that access to high-quality materials aids in their preparation for higher education. Metric 1.10 shows an increase in students who have completed at least one CTE pathway. The alignment of instructional materials with state standards contributes to this effectiveness.

Action 1.13: Homeless/Foster Youth Supports

Supports provided to homeless and foster youth were effective in improving their academic performance, as evidenced by improvements in ELA and Math scores. Metrics 1.6 and 1.7, which measure performance levels in ELA and Math, respectively, indicate progress towards meeting standards. The effectiveness of this action is due to targeted academic supports and resources provided to these vulnerable student groups.

Action 1.14: Special Education Supports

Supports provided to special education students were effective, as demonstrated by improvements in ELA and Math scores. Metrics 1.6 and 1.7, which measure performance levels in ELA and Math, respectively, indicate progress towards meeting standards. The provision of credentialed teachers and appropriate materials addresses the unique needs of students with disabilities.

Action 1.15: Student Supports

The provision of student supports was effective in enhancing academic performance, as evidenced by improvements in ELA and Math scores. Metrics 1.6 and 1.7, which measure performance levels in ELA and Math, respectively, indicate progress towards meeting standards. The effectiveness of this action is attributed to the tutoring and academic support provided to students.

Action 1.16: Classroom Cooling System

Maintaining a conducive learning environment through facility improvements is expected to positively influence student engagement and performance. This action was deemed effective as evidenced by Metric 2.1. Attendance rates stayed consistent and the homeless subgroup improved by 1%. This action has been completed.

Action 1.17: Electronic Access

Providing electronic access is anticipated to support low-income, English learner, and foster youth students by ensuring they have the necessary tools for success. Metric 19 shows the need for additional focus in this area with a decrease in the college and career indicator.

Action 1.18: Dual Enrollment

The expansion of dual enrollment opportunities was partially effective in supporting college preparedness, as indicated by Metric 1.15, where 31% of students were prepared according to the College/Career Indicator. Increased access to college-level courses enhances students' readiness for post-secondary education.

Action 1.19: Special Projects Coordinator

The role of the Special Projects Coordinator was effective in supporting English learner programs, as evidenced by progress towards English proficiency shown in Metric 1.12, with 36.7% of students making progress. The focused coordination and implementation of targeted programs for English learners contribute to this effectiveness.

Action 1.20 has been delayed due to DSA approval. Managing projects to enhance instructional learning environments is expected to positively influence the quality of education provided and Metric 1.9 and 1.10

Action 1.21 due to DSA delays. The creation of a culinary classroom is anticipated to support the completion of CTE courses, contributing to students' career readiness. Metric 1.10 showing the percentage of pupils who have successfully completed CTE courses will be used to monitor effectiveness. CTE Pathway in the combined four and five-year graduation rate. All Students: 47.6% Socioeconomically Disadvantaged: 44% English Learners: 26.2%

Action 1.22: PE Gym Floor

Insufficient data currently exists to fully determine the effectiveness of Action 1.22 due to DSA delays. Replacing the gym floor is expected to ensure that school facilities are maintained in good repair, contributing to a positive learning environment.

Action 1.23: Woodshop

Insufficient data currently exists to fully determine the effectiveness of Action 1.23 due to DSA delays. A future data collection process will gather more conclusive evidence on this action's impact. Replacing the roof for the Woodshop classroom is anticipated to ensure that school facilities are maintained in good repair, supporting student learning.

Action 1.24: Teacher Retention

Retaining teachers through salary increases was effective, as reflected in Metric 1.1, with 95% of teachers being appropriately assigned and credentialed. The stability and quality of the teaching staff are crucial for maintaining effective instruction and student success.

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

Based on a review of 2024 A-G completion data and partner feedback, Action 1.4 has a reduction in funds due to not as much need for recruitment. Action 1.6 was funded with different funds and not LCFF dollars, Action 1.8 has a reduction in funding due to materials previously purchased. Action 1.11 was expanded to fund AVID electives, tutorials, and teacher training; corresponding A-G Completion and College/Career Indicator metrics were added to track the impact of this investment on English Learner and Low-Income students. Action 1.12 was not funded with LCFF dollars. Action 1.16 was retired as completed, Action 1.19 was increased to include work with English Learners around testing and data verification and meeting compliance. 1.24 was split because funding for the raise at the Alternative site was funded from the Equity Multiplier fund which was not contributing.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class size reduction in core classes.	<p>Maintain class size reduction in core classes. Classroom support for students will be increased. Time and support for teachers on effective instructional strategies will be ensured. Support for teachers in best practices around learning environments and classroom pedagogy will be implemented.</p> <p>Spending Items: 2-Science Teachers, 2-Social Science Teachers, 2-Math Teacher, 2-English Teacher, Additional Social Science Teacher (22-23 addition), Additional TUHS Science Teacher (22-23 addition)</p> <p>Corresponding Metrics:</p> <p>Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p>Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math. Data Source: California Dashboard</p> <p>Metric 9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career</p> <p>Metric 1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>	\$1,379,429.35	Yes
1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	<p>Adding an additional Social Studies teacher will reduce class sizes and implement the required Ethnic Studies course. Spending Items: Teacher</p> <p>Corresponding Metrics: Metric 1: Priority 1(a): Basic Services: Teachers are appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas.</p>	\$106,590.58	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	KCSOS Induction Program Costs-Staffing, Appropriate Credentials	Recruitment efforts will ensure the hiring of well-qualified teachers for the District. Spending items include mentor stipend salaries, wage costs, and KCSOS induction program costs. Corresponding metrics: Metric 1: Priority 1(a): Basic Services: Teachers are appropriately assigned and fully credentialed for their assignments. Data source: Human Resources CalSaas.	\$39,167.13	Yes
1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Increase recruitment efforts by allocating funds for HR advertising and recruitment costs to attend recruitment fairs and attract highly qualified teachers. Spending items include entry fees and advertising costs. Corresponding metrics: Priority 1(a): Basic Services, ensuring teachers are appropriately assigned and fully credentialed for their assignments. Data source: Human Resources CalSaas.	\$1,250.00	Yes
1.5	Teacher Professional Development/Conference costs for Achievement Teams	<p>Preparing students for college, career, and future success involves receiving Common Core State Standards professional development for data analysis systems in all departments. Monthly professional development is conducted by faculty members, and peer observations are conducted throughout the school year.</p> <p>Spending items include personnel sub-costs, peer observations, staff travel and conference, Illuminate Education license, Illuminate Education training, and Read180 license.</p> <p>Corresponding metrics include Metric 4: Priority 2(a), which focuses on the implementation of state standards, specifically the implementation of California academic and performance standards. The data source for this is the Faculty Survey on Teaching Efficacy and the CDE Self-Reflection Survey from the CDE.</p>	\$121,226.46	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	<p>Perform data analysis to inform decisions on student placement and learning through department meetings, School Learning Team meetings, and District Learning Team meetings. Conduct full-day data analysis sessions for each core department to monitor and disaggregate data on the California Assessment of Student Performance and Progress in English Language Arts and Math, California Science Test, English Language Proficiency for California, annual physical fitness tests, classroom tests, and student work. Monitor student progress on learning targets using the department's established cycle of assessment.</p> <p>Spending Items: Substitute costs, Achievement Teams Training</p> <p>Corresponding Metrics: Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>	\$0.00	No
1.7	Collaboration time on instructional needs	<p>Incorporate additional collaboration time each semester for departments to focus on instructional needs and adjustments to pacing guides. Schedule collaboration time twice a week for departments to work together and for student remediation.</p> <p>Spending Items:</p> <ul style="list-style-type: none"> - Sub Costs for collaboration on instructional needs - Blue and Gold collaboration days <p>Corresponding Metrics:</p> <ul style="list-style-type: none"> - Metric 17: Priority 7 (b) Course Access: Programs and services developed and provided to low-income, English 	\$490,141.83	Yes

Action #	Title	Description	Total Funds	Contributing
		learner, and foster youth students.		
1.8	Professional Development - English Learners	Investments in teacher professional development will enhance knowledge and skills on standards and standards-aligned material. This development includes leadership planning time and staff professional development. Training will focus on meeting the needs of English Learners and strategies for their engagement. Spending items include CAFE Conference Attendance, ELD Network, and ELD Program Supplies and Materials. Corresponding metrics are Metric 5: Priority 2(b), which continues to implement State Standards and programs/services to enable English Learners access to CCSS and ELD standards. The data source is the CDE Self-Reflection Survey.	\$2,250.00	Yes
1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	<p>Conducting classroom observations and facilitating discussions on instructional strategies will enhance teaching tools and student engagement. This approach will improve learning outcomes for all students, including those with disabilities and unduplicated students, on state assessments.</p> <p>Spending Items: Trust Based Observation Training, Peer Observations, Teacher Observations</p> <p>Corresponding Metrics: Metric 12: Priority 4(e): Pupil Achievement: Percentage of English learner students progressing toward English proficiency as measured by the ELPAC (ELPI Rate) Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	English Learners	<p>Provide bilingual support to English learners and their parents. Increase the number of bilingual aides to support English learners in ELD 1 courses due to the growing population of English learners in the district. Allocate salary and benefits for new TUHS ELD positions. Provide partial counselor time at TUHS to support English learner students' needs and track graduation status to improve graduation rates. Purchase and use Ellevation software to monitor academic progress. Conduct professional development on implementing Common Core State Standards and their alignment with ELD standards. Direct funds primarily towards academic support for English learners. Work with CalSoap, California College Guidance (CCGI) to increase understanding of college requirements and funding opportunities.</p> <p>Spending Items: Bilingual Aides, Ellevation Software, Vista Higher Learning Software, TUHS Counselor, ELD Teacher</p> <p>Corresponding Metrics: Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Metric 11: Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses Metric 12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate) Metric 13: Priority 4(f): Pupil Achievement English Learner Reclassification Rate. Data Source: KCSOS, KIDS</p>	\$739,013.73	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Support Software to identify and address learning needs	<p>Continue using software such as Apex, No Red Ink, IXL, IXL Spanish, Accelerated Reader, Read 180, and System 44 P to enable formative assessments and assign work based on identified learning needs. Support credit recovery, remediation, and acceleration of student learning by addressing learning needs. Beginning in 2025-26, AVID electives, tutorials, and teacher professional learning will be funded to raise A-G completion and college-readiness for English Learners and Low-Income students</p> <p>Spending Items: Apex Software, NoRedInk Software, IXL Software, Renaissance -AR and Star Software, Read 180, Student Devices, AVID base wages & benefits, AVID stipends & benefits, AVID tutor wages, AVID program supplies, AVID consortium & membership fees.</p> <p>Corresponding Metrics: Metric 7: Priority 4(a): CAASPP - Overall Achievement in Math. Data Source: California Dashboard Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP - Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate) Metric 8: Priority 4(a): Pupil Achievement: Statewide assessments: CAST - Overall Achievement on California Science Test. Data Source: Ed-Data</p>	\$338,953.99 \$615,263.52	Yes
1.12	Implement standards-aligned instructional materials	Providing supplemental textbooks and instructional materials for targeted students. Services are improved and increased through additional novels in English classes, high-quality lab supplies in Science classes, and added athletic equipment in Physical Education	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>classes. Access and availability of textbooks for targeted students are increased for early college and career preparation.</p> <p>Spending Items: Supplemental materials</p> <p>Corresponding Metrics: Metric 9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career</p> <p>Metric 10: Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>		
1.13	Homeless/Foster Youth supports	<p>Ensuring prompt enrollment and awarding appropriate class credits, including partial credit for completed work, to homeless and foster youth. Reviewing graduation options to ensure qualifications under AB 167/216 are offered when applicable. Monitoring academic needs and academic progress. Providing necessary academic supports and school supplies using Title 1 funding.</p> <p>Spending Items: Supplies McKinney-Vento Training</p> <p>Corresponding Metrics: Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP - Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p>Metric 7: Priority 4(a): CAASPP - Overall Achievement in Math. Data Source: California Dashboard</p>	\$1,600.00	No
1.14	Special Education supports	<p>Continue ensuring students with disabilities are assigned to fully credentialed teachers with appropriate, standards-aligned instructional materials. Train case managers to verify student placement and monitor goals</p>	\$8,910.58	No

Action #	Title	Description	Total Funds	Contributing
		<p>with teachers. Discuss college and career readiness, academic outcomes, and appropriate interventions during Individual Education Plan (IEP) meetings. Monitor student performance in classes and assess IEP goals quarterly. Case managers review IEPs and class placements over the summer and verify progress annually. Conduct academic reviews for triennial IEPs. Utilize System 44 to support student reading interventions and Goalbook to measure progress triennially. Direct funds principally for special education students to provide additional instructional aide support and collaborate with case managers to close the achievement gap. Emphasize special education with additional part-time teacher support.</p> <p>Spending Items: Goalbook</p> <p>Corresponding Metrics: Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Metric 8: Priority 4(a): Pupil Achievement: Statewide assessments: CAST- Overall Achievement On California Science Test: California Dashboard NGSS Science Test Data Source: Ed-Data</p>		
1.15	Student supports	<p>Providing intervention tutors to assist students outside of normal class hours. Offering 24/7 online tutoring with translation services via Tutor.com. Maintaining increased counselor time at BV to support English Learner and low-income students in scheduling and tracking graduation status. Directing funds for English Learner academic support, low-income academic support, and special education support.</p>	\$232,343.27	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Spending Items: AVID Tutors, Tutor.com, Instructional Aide Tutoring and transportation costs for additional transportation needs of students attending after school tutoring.</p> <p>Corresponding Metrics: Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP - Overall Achievement in English Language Arts. Data Source: California Dashboard Metric 7: Priority 4(a): CAASPP - Overall Achievement in Math. Data Source: California Dashboard</p>		
1.17	Electronic Access	<p>Provide access to Canvas, G Suite, and Aeries Student Information System to assist students in organization, structure, and adherence to class due dates. Allow parents to follow student grades and missing assignments through Canvas and MyCats. Wi-Fi access will be provided to students without home access who live within the range of the District cell tower.</p> <p>Spending Items: Canvas, G Suite, Aeries, Wi-Fi Access to Students in Taft</p> <p>Corresponding Metrics: Metric 17: Priority 7 (b) Course Access: Programs and services developed and provided to low-income, English learner, and foster youth students.</p>	\$17,323.00	Yes
1.18	Dual Enrollment	<p>Increase opportunities for a broad course of study by partnering with local community colleges to enhance concurrent and dual enrollment opportunities for students on track for graduation. Provide necessary materials and rentals to support students in dual enrollment programs.</p> <p>Spending Items: Dual Enrollment-Biology, Dual</p>	\$93,499.25	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Enrollment English, Dual Enrollment Foods, Dual Enrollment Rental, Dual Enrollment Supplies, and Materials</p> <p>Corresponding Metrics: Metric 15: Priority 4(h) Pupil Achievement - Percentage of pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard</p> <p>Metric 16: Priority 7(a) Course Access - Extent to which pupils have access to and are enrolled in a broad course of study. Data Source: Principal Approved List</p>		
1.19	Special Projects Coordinator	<p>Assign a Special Projects Coordinator to assist with English Learner programs primarily directed towards English Learners.</p> <p>Spending Items: Special Projects Coordinator and travel</p> <p>Corresponding Metrics: Metric 12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)</p>	\$88,298.66	Yes
1.20	Instructional Learning Environment Project Management Allocation	<p>Allocate 50% of the salary and benefits for the MOT manager to school facilities and 100% for Facilities Maintenance. Manage planned projects through MOT to enhance instructional learning environments. Oversight of facility projects is pending DSA approval.</p> <p>Spending Items: MOT manager salary/benefits allocation (50%) school facilities.</p> <p>Corresponding Metrics: Priority 1(c): Basic Services: School facilities maintained in good repair. Data Source: FIT Report.</p>	\$814,039.28	NO

Action #	Title	Description	Total Funds	Contributing
1.21	Culinary Classroom	<p>Creating a new culinary classroom will facilitate growth in the District by relocating the foods class to the cafeteria. Opportunities will be offered to take the course as a dual enrollment course with necessary certifications for jobs, such as the ServSafe certificate. Experience in working in a kitchen will provide more authentic training for students enrolled in the pathway. The cafeteria roof replacement is a carryover from 22-23 LCAP.</p> <p>Spending items include the cafeteria remodel.</p> <p>Corresponding metrics are Metric 10: Priority 4(c): Pupil Achievement, which measures the percentage of pupils who successfully completed CTE Courses.</p>	\$450,000.00	Yes
1.22	PE Gym Floor	<p>Gym flooring replacement is planned to improve PE facilities for students and will be used for athletic events due to the small size and limited access in the town. This is a carryover from the 22-23 LCAP due to DSA approval requirements and timeline. Spending items include floor replacement.</p> <p>Corresponding metrics are Metric 3: Priority 1(c): Basic Services, ensuring school facilities are maintained in good repair. The data source is the FIT Report.</p>	\$400,000.00	Yes
1.23	Woodshop	<p>Preparing students for college, career, and future success involves replacing the roof for the Woodshop classroom where classes are conducted. Certifications and training are provided to students despite the limitations due to the small size of the town. This action carries over from the 22-23 LCAP.</p> <p>Spending items include roof replacement.</p> <p>Corresponding metrics are Metric 3: Priority 1(c): Basic Services, ensuring school facilities are maintained in good repair. The data source is the FIT Report.</p>	\$325,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.24a	Teacher Retention.	Preparing Students for College, Career, and Future Success Provide funding for a portion of salary increases to retain teachers in the remote district, ensure teacher retention and ensuring consistent quality instruction for English learners and economically disadvantaged pupils to improve the academic achievement of the unduplicated pupil population at Taft Union High School. Spending Items: Teacher Retention- 2.5% Salary Increase	\$826,046.68	Yes
1.24b	Teacher Retention.	Equity Multiplier-funded: Preparing Students for College, Career, and Future Success Provide funding for a portion of salary increases to retain teachers, ensuring consistent quality instruction for English learners and economically disadvantaged pupils to improve the academic achievement of the unduplicated pupil population at Buena Vista Campus. Spending Items: Teacher Retention- 2.5% Salary Increase (24-25) & 4% increase (25-26)	\$2,739.16	No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment) Source: KIDS	Attendance rate in 2023-24 school year was 92% SED: 93% ELs: 94% FY: 91% Homeless: 86%	Attendance rate in 2024-25 school year to date using the KiDS database: ALL: 92% SED: 92% ELs: 92% FY: 91% Homeless: 87%	None	Maintain or exceed 95% for all student groups	ALL: No change SED: -1% ELs: -2% FY: No change Homeless: +1%
2.2	Priority 5(b): Chronic Absenteeism Data Source:	Chronic Absenteeism rate for 2022- 23 was	2023-24 School year ALL: 23.4%	None	Reduce chronic absenteeism rate to 20% or less for	ALL: -2.1% EL: -7% Homeless: -4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Ed-data	25.5% English Learners - 27.8% Homeless - 53% Low-Income - 31%	EL: 20.8% Homeless: 48.5% Low-Income: 25.1%		all student groups	Low-Income: -5.9%
2.3	Priority 5(c) : Middle School Dropout Source: Ed-data	N/A	N/A	N/A	N/A	N/A
2.4	Priority 5 (d): High School Dropout Source: Ed-data	Cohort Dropout rate for 2022-23 was 5.3%	Cohort Dropout Rate for 2023-24 8.9% English Learners 20% Low-Income - 8.7% SWDs - 19.5%	None	Reduce cohort dropout rate to below 5%	ALL: -3.6%
2.5	Priority 5 (e): High School Graduation Source: Ed-data	Cohort Graduation rate for 2022-23 was 92% English Learners - 85.5% Low-Income - 91.4% SWDs - 74.2%	Cohort Graduation rate for 2023-24 was 88.9% English Learners 78.3% Low-Income - 88.8% SWDs - 68.3%	None	Maintain or exceed 90% for all groups	ALL: -3.1% EL: Local data needed to calculate SED: Local data needed to calculate SWD: Local data needed to calculate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard	The suspension rate in 2022-23 was 4.7% for all students English Learners - 4.7% Low-income - 5.2%	The suspension rate in 2023-24 was 2.9% for all students English Learners 3.4% Low-income - 3.3%	None	Maintain suspension rate of under 5%	ALL: -1.80% EL: -1.30% SED: -1.90%
2.7	Priority 6 (b): Student Expulsions Source: Ed-data	Expulsion rate in 2022-23 was 0.32%	Expulsion rate in 2023-24 was 0.17%	None	Maintain suspension rate of under 2%	ALL: -0.15%
2.8	Priority 6 (c): Other Local measures: Panorama Survey Results	Student Survey Spring 2024 Student: School Climate 46% Student: School Engagement: 24% Student: School Safety: 53% Staff School Climate 54% Staff Engagement: 24% Staff Safety: 53%	Student Survey Spring 2025 Student: School Climate 45% Student: School Engagement: 25% Student: School Safety: 45% Staff School Climate 45.5% Staff Engagement: 24% Staff Safety: 53%	None	Student School Climate 50% Student School Engagement: 28% Student School Safety: 57% Staff School Climate 58% Staff Engagement: 28% Staff Safety: 57%	Student Survey Spring 2025 Student: School Climate -1% School Engagement: +1 School Safety: -8% Staff Spring Survey School Climate -8% Staff Engagement: No change Staff Safety: No Change

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The implementation of Goal 2 in the school district's Local Control and Accountability Plan (LCAP) involved actions aimed at improving student outcomes, particularly in suspension rates, chronic absenteeism, and school climate. Action 2.1, focusing on alternative student placement, was directly linked to Metric 2.6, the suspension rate. The implementation of alternative programs to suspension, along with teaching social-emotional skills, decreased suspension rates, with the district maintaining metrics and staying on track with spending. This success was supported by Action 2.5, emphasizing social-emotional skills and associated with both Metric 2.6 and Metric 2.8, highlighting the connection between social-emotional support and improved school climate.

Action 2.2 involved Intervention Specialists working with students at risk of chronic absenteeism, directly targeting Metric 2.2. The specialists' efforts, including home visits, effectively reduced chronic absenteeism rates across all subgroups and was implemented as intended. Similarly, Action 2.4 focused on attendance supports, relating to both Metric 2.1 and Metric 2.2, and contributed to a reduction in chronic absenteeism. The roles of the assistant principal and dean, as part of Action 2.7, were effective in implementing incentives related to attendance and behavior, further contributing to reduced suspension rates and maintaining high attendance rates. This action also related to Metric 2.4, with local data needed to assess its impact on graduation and dropout rates, and Metric 2.6, where the suspension rate data was already provided. While this has been successful, it is mainly at Taft Union High School and needs to be replicated at Buena Vista. The challenge is there is a sole administrator at Buena Vista and the Intervention Specialists are housed at Taft Union High. This represents a personnel challenge of doing the same work with less people.

Action 2.3, promoting student leadership, was linked to Metric 2.8 and aimed to enhance school culture. Initiatives such as ASV and the Promise Club successfully implemented and addressed campus culture needs, as evidenced by positive feedback from staff and student surveys. Action 2.6, focusing on school climate, involved efforts by the District Leadership Team (DLT) and School Leadership Team (SLT) to improve school climate through effectively implementing, planning and collaborative support. Feedback from surveys indicated a continued need for focus in this area, underscoring the importance of assessing perceptions of school climate and engagement.

Despite these successes, the implementation faced some challenges. The district decided not to use the SWISS license, which was a minor change in the implementation plan. This decision slightly affected total spending but was not significant. The district maintained the same metrics for Goal 2, with no changes needed, and the effectiveness of actions was measured through the California dashboard, showing improvements in suspension and chronic absenteeism rates. The involvement of Intervention Specialists, leadership teams, and school administration played a crucial role in the successful implementation of Goal 2. Feedback from staff and student surveys was instrumental in identifying areas of need, particularly in school culture and climate.

Overall, the implementation of Goal 2 was successful, with effective actions leading to improved suspension and absenteeism rates. The district managed to stay on track with spending and maintained consistent metrics, with minor adjustments such as the discontinuation of the SWISS license. The involvement of staff and stakeholders, along with data-driven decision-making, contributed to the positive outcomes. The lack of local data for several metrics, however, limited the ability to fully assess the impact of actions related to attendance, chronic absenteeism, and school climate, highlighting the importance of continued monitoring and data collection to evaluate the effectiveness of these educational goals.

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

The financial management of Goal 2 in the LCAP document has been assessed, and the budget is being utilized as planned, with no significant material differences identified. The expenditures are on track, and the actions under Goal 2 are effectively contributing to improvements in suspension rates and chronic absenteeism, indicating that the funds are being used efficiently to achieve the desired outcomes.

The discontinuation of the SWISS license was identified, which will slightly reduce expenditures. However, this program was not very expensive, and its discontinuation does not constitute a material difference in the overall budget for Goal 2.

The Learning Recovery Emergency Block Grant (LREBG) is not being used for Goal 2.

Overall, the budget variances for Goal 2 have not significantly impacted the implementation of the goal. The actions are achieving their intended outcomes. The effective use of funds has positively influenced student outcomes, particularly in reducing suspension rates and chronic absenteeism, thereby supporting the achievement of the goal.

Action 2.1: Alternative Student Placement

The Alternative Student Placement (ATS) action achieved its targeted outcomes. The primary purpose of this action is to utilize alternative programs to suspension, thereby reducing suspension rates. The effectiveness of this action is evidenced by the suspension rate in 2023-24, which was 2.9% for all students, with English Learners at 3.4% and low-income students at 3.3%. This decrease in suspension rates indicates that the ATS is successfully providing alternative placements and teaching social-emotional skills, which directly impacts the suspension rate metric. The reduction in suspension rates confirms that the action met its intended outcomes.

Action 2.2: Intervention Specialist

The Intervention Specialist action reduced chronic absenteeism. This action involves specialists working with students at risk of chronic absenteeism, directly relating to the chronic absenteeism metric. The overall chronic absenteeism rate improved from 26.4% to 23.4%, indicating a positive impact. The Intervention Specialists' efforts, including home visits, have been effective across all subgroups, as evidenced by the decrease in absenteeism rates. This confirms that the action provided resources and support to at-risk students, achieving its targeted outcomes.

Action 2.3: Student Leadership

School climate and student engagement for students increased by 1% on the Panorama survey. The action aims to enhance school culture through student leadership and involvement, which is measured by climate survey results. While surveys from staff and students indicate a continued need for focus on campus culture.

Action 2.4: Attendance Supports

The Attendance Supports action improved student attendance. This action focuses on monitoring and improving attendance as show, directly correlating with the school attendance rates Metric 1. The decrease in chronic absenteeism rates from 26.4% to 23.4% suggests that attendance supports and home visits have been effective. By identifying and addressing absence trends, the action improved the overall attendance rates for our Homeless student group and maintained attendance rates for the All Student group. This shows effectiveness for this action. Metric 2.4 will be used to increase graduation rate through the use of student workers on campus with the requirement of 2.0 and good attendance to be considered for a campus job. This will assist students in being at school and working within the hours on campus instead of finding outside employment due to economic hardship. The need for this is shown in the high number of low-income students and meetings with students saying work is a reason for not continuing with school.

Beginning in 2025-26 the action also funds an on-campus Student Worker Program (\$169,689.81). Students with a 2.0 GPA and satisfactory attendance may work paid positions during the school day, removing the need for outside employment and increasing time on campus. This responds to feedback from low-income students who cited work obligations as a reason for dropping out.

Action 2.5: Social-Emotional Skills

The Social-Emotional Skills action reduced suspension rates and improved school climate will assist with improving graduation rates. This action includes interventions for social-emotional and mental health, which reduce behavioral issues leading to suspensions. The suspension rate in 2023-24 was 2.9% for all students, indicating a positive impact. Additionally, the action contributes to a positive school climate, as measured by climate survey results. The decrease in suspension rates and increase in attendance confirm that the action addressed behavioral issues and supported mental health, achieving its targeted outcomes. In addition, New Vision is a mental and substance abuse counseling treatment to support students which will assist is lowering suspension rates and increasing graduation rates. Estimated actions were related to an increase in wages and salaries increase

Action 2.6: School Climate actions reduced suspension in all subgroups. This actions is effective and will continue

Metric 2.8 exists to determine the effectiveness of Action 2.6. This action involves planning and support for school climate improvement, directly related to climate survey results. While staff and student surveys indicate this action is ineffective and there is a need for continued focus on school climate.

Action 2.7: Assistant Principal and Dean

The Assistant Principal and Dean action reduced suspension and expulsion rates and improved attendance. This action supports attendance initiatives, directly impacting the school attendance rates metric. The overall chronic absenteeism rate improved from 26.4% to 23.4% however, there is a continued need to focus on students with disabilities and homeless subgroups. The suspension rate was 2.9% for all students. The expulsion rate in 2023-24 was 0.17%, indicating a positive impact. By enhancing resources focused on personal development and behavior, the action indirectly impacted suspension rates, contributing to fewer suspensions and expulsions. The action aligned resources and monitored attendance, achieving its targeted outcomes.

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

Action 2.1 Alternative Student Placement: No modifications are planned for this action. This action has demonstrated effectiveness as evidenced by improvements in student placement outcomes and alignment with district priorities.

Action 2.2 Intervention Specialist: No modifications are planned for this action. The effectiveness of this action is supported by data showing a decrease in suspension rates and chronic absenteeism, indicating successful intervention strategies.

Action 2.3 Student Leadership: No modifications are planned for this action. This action has been effective in fostering student engagement and leadership skills, contributing positively to school climate and student outcomes.

Action 2.4 Attendance Supports: Beginning in the 2025-26 school year, this action will begin to fund an on-campus Student Worker Program beginning the 25-26 school year that offers paid positions to students with a 2.0 GPA and good attendance, reinforcing daily presence while alleviating the economic pressures that previously led many low-income students to seek off-campus employment. Metric 2.4 will be added as as a metric for additional monitoring.

Action 2.5 Social-Emotional Skills: Additional support from New Vision Substance Abuse and Mental Health counseling for Buena Vista Alternative High School due to student need. There is a split between 2.5 a and 2.5 b since they are funded using equity multiplier money to add an additional day to counseling services at Buena Vista.

Action 2.6 School Climate: No modifications are planned for this action. The emphasis on school climate has been effective, as evidenced by improvements in suspension rates and feedback from school surveys.

Action 2.7 Assistant Principal and Dean: No modifications are planned for this action. The roles of the Assistant Principal and Dean have been effective in supporting school operations and student discipline, contributing to the overall success of Goal 2.

Overarching Changes: The continuation of focus areas on English learners, mathematics, and college and career indicators remains a priority due to their ongoing importance. The elimination of the SWISS license is expected to have minimal financial impact, allowing resources to be directed towards more effective strategies. These overarching changes are designed to maintain and enhance the effectiveness of current actions, as demonstrated by positive trends in suspension and absenteeism rates.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Alternative Student Placement	Continue utilizing the Alternative to Suspension Program (ATS) and the Personalized Academic Center (PAC). Direct funds to keep low-income and English Learner students on campus with access to alternative placements. Teach social-emotional learning lessons and embed strategies that support conflict resolution and employment skills. English Learners progress on the California School Dashboard and help with suspension rates, which are currently orange for English Learners. Intentional support lessons and other supports are monitored through student discipline by the TUHS Dean. Goal 2, Action 1 will address the red indicator for the white subgroup in suspension for Taft Union High School.	\$295,609.87	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Spending Items:</p> <ul style="list-style-type: none"> - ATS Teacher - PAC Teacher - PAC Teacher - ATS Consulting - ATS/PAC Supplies <p>Corresponding Metrics:</p> <ul style="list-style-type: none"> - Metric 6: Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard <p>No changes are needed.</p>		
2.2	Intervention Specialist	<p>Intervention Specialists will assist students on the verge of chronic absenteeism. Contact will be made with students and parents, offering school resources for the most at-risk students, including students with disabilities, low-income students, EL students, and foster and homeless youth. Home visits will focus on all subgroups. Spending Items: Intervention Specialist Corresponding Metrics: Metric 2: Priority 5(b): Chronic Absenteeism Data Source: Ed-data</p>	\$198,781.16	Yes
2.3	Student Leadership	<p>Promote student leadership through groups such as ASB, Human Element, and SAVE Promise clubs to enhance student involvement and support a positive school culture. Student leadership will focus on building student culture, measured with climate survey results.</p> <p>Spending Items: Teacher Salaries, Travel and Conferences, Supplies</p> <p>Corresponding Metrics: Metric 8: Priority 6(c): Other Local Measures: Climate Survey Results</p>	\$86,525.56	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Attendance Supports	<p>Monitor student attendance using the KIDS dashboard to identify absence trends and intervene before chronic absenteeism occurs. Continue home visits conducted by the Safety and Security Manager, Intervention Specialists, and Assistant Principal or Dean. Maintain communication with parents to determine the causes of student absences.</p> <p>Spending Items: Attendance Office Supplies, Attendance Office Travel and Conference, Professional Services, Student Worker salaries & benefits.</p> <p>Corresponding Metrics: Metric 1: Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment), Metric 4: Cohort Dropout Rate</p>	\$212,425.74	Yes
2.5a	Social-Emotional Skills	<p>Establish systems of support for social-emotional and mental health using existing programs, software, and initiatives, including PAC, Raptor, Share 911, SSARS, and New Vision Recovery. Scan students on and off campus to aid in discipline, incentives, and safety, with all students receiving an ID scanned at campus entrances. Continue interventions for substance abuse and mental health services. Incorporate a social worker at each site through a community support grant partnership.</p> <p>Spending Items: New Vision Recovery Safety Software - Share-911, Raptor, SSICA, SmartPass Safety and Security Manager Safet and Security Supplies and Expenses Safety and Security Travel</p> <p>Corresponding Metrics: Metric 6: Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard Metric 8: Priority 6 (c): Other Local measures: Climate</p>	\$539,343.69	Yes

Action #	Title	Description	Total Funds	Contributing
		Survey Results		
2.5b	Social-Emotional Skills	<p>Equity Multiplier-funded: New Vision Recovery for additional mental and substance abuse counseling needed on the Alt. Ed campus of BV. Continue interventions for substance abuse and mental health services are needed on the campus.</p> <p>Spending Items: New Vision Recovery additional support</p> <p>Corresponding Metrics: Metric 6: Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard Metric 8: Priority 6 (c): Other Local measures: Climate Survey Results</p>	\$20,350.00	No
2.6	School Climate	<p>Planning of District training and collaborative support is managed by the District Learning Team. Regular meetings of the School Leadership Team with the principal are conducted to provide feedback and disseminate information to departments related to district and site goals, actions progress, and continuous improvement efforts. Spending items include SLT, DLT Consultant Ann Cummins Bogan. Corresponding metrics are Metric 8: Priority 6 (c): Other Local measures: Climate Survey Results.</p>	\$53,299.13	No
2.7	Assistant Principal and Dean	<p>Support attendance initiatives by collaborating with staff trained in the KiDs dashboard to monitor attendance. Align the attendance office and Intervention Specialists to maintain high attendance rates for all students. Enhance school resources focused on personal development competencies related to student</p>	\$199,813.20	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and behavior. Spending Items: - Assistant Principal Salary 10% - Dean Salary - PBIS Incentives Corresponding Metrics: - Metric 1: Priority 5(a): School attendance rates. Data Source: Ed-data (Average Daily Attendance/Enrollment) - Metric 2: Priority 5(b): Chronic Absenteeism. Data Source: Ed-data - Metric 4: Priority 5(d): High School Dropout - Metric 6: Priority 6(a): Student Suspensions. Data Source: Ed-data/California School Dashboard - Metric 7: Priority 6(b): Student Expulsions The scope is school-wide.		

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making. Priority 3(b): Parental Involvement: Participation of

Parents of Unduplicated Pupils. 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.

An explanation of why the LEA has developed this goal.

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making. Data Source: District Survey	During the 22-23 school year we continued to maintain 10+ participants at school site council.	During the 23-24 school year we continued to maintain 10+ participants at school site council.	None	Maintain the School Site Council attendance rate of at least 10 parents	ALL: No Change
3.2	Priority 3(b): Parental Involvement: Participation of Parents of Unduplicated Pupils Data Source: Attendance Records	During the 22-23 school year we have had 4 meetings so far and each have had over 30 parents in attendance.	During the 23-24 school year we had 4 meetings and had over 30 parents in attendance	None	Maintain 4 meetings a year and increase DELAC parent attendance to at least 50 parents	ALL: No Change
3.3	Priority 3(c): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs by	Parent participation in the IEP process for the 2022-23 school year continued to be 100%	Parent participation in the IEP process for the 2023-24 school year continued to be 100%	None	Parent participation in the IEP process for the school year continued to be 100%	ALL: No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	increasing the number of parents of pupils with exceptional needs participating in the IEP process. Data Source: Attendance Records					
3.4	Dropout Rate Source: Ed-data	2022-23 School Year: Cohort dropout 5.3%	2023-24 School Year: Cohort dropout 8.9%	None	Cohort dropout rate of below 5%	ALL: +3.6%
3.5	Priority 3(a) Social Media Use: Website, Facebook, Instagram Data Source: Social Media and Website Reports. Parent Square Notification System Source:	District Website had 60,871 page views during 2022-23. 2023-24 Facebook posts reached 21,200 people with 2.3 K followers and our Instagram had 5,200 profile visits with 1.44 K followers. Parent Square 73% receiving emails, 28% receiving texts, 15% of parents	District Website had 45,079 page views during 2024-25 School year Facebook posts reached 2.5K followers and our Instagram had 1.6K followers. Parent Square 72% receiving emails, 29% receiving texts, 17% of parents	None	Maintain 25 or more parents completing the 4 week cohort.	ALL: –15,792 website views +200 Facebook followers + .16Instagram followers +1% parents receiving texts from Parent Square

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Platforms Electronic dashboards	have the app	have the app			
3.6	During the 2023-24 school year we continued to partner with Fresno State to offer many online courses to parents. These course continue to be utilized by parents and we have had 19 parents receive certificates for completing so far this year	Partner with Fresno State's Parent University program to teach digital literacy, English language comprehension, parenting skills, social and emotional wellness and financial literacy. 3 parents completed in 2023-24	Continued to Partner with Fresno State's Parent University program to teach digital literacy, English language comprehension, parenting skills, social and emotional wellness and financial literacy. Classes were offered each month for a 4 week period. 1 parent completed in 2024-25		Maintain 25 or more parents completing the 4 week cohort.	No Change with 1 parent completing the 4 week cohort.

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

Action 3.1 focused on enhancing parental involvement through support for DELAC meetings and translation services, achieving implementation success. The district's efforts resulted in strong parent turnout at meetings and school functions, aligning with Metric 3.2 on increasing parental involvement and Metric 3.1 on gathering parent input. The Panorama survey tool and events like Back to School Night supported these metrics by actively seeking parent input. The district's effective use of translation services improved communication with non-English speaking parents, boosting participation and engagement.

Action 3.2 targeted pupils with exceptional needs, related to Metric 3.3, which measured parent participation in the IEP process. The action was implemented, with 100% of parents participating in IEPs and providing input on their children's strengths and growth opportunities. This high engagement level indicates the district's effective strategies for involving parents in the IEP process, aligning with the metric's goal of increasing participation.

Action 3.3 involved organizing a parental student meeting regarding graduation expectations but faced challenges. The district did not hold a College Bound Meeting as planned. Instead, smaller meetings discussed A-G requirements in each classroom, and FAFSA training/support was provided during Cash-for-College nights. In addition, a meeting was held for all incoming 8th graders and parents to explain dual enrollment opportunities for students. This partial implementation highlights the district's adaptability in addressing parents' needs, despite the original plan not being fully implemented. The increase in the dropout rate and decrease in the cohort graduation rate suggest broader systemic issues or gaps in support for at-risk students, impacting this action's effectiveness.

Action 3.4 involved coordination with the West Kern Adult Educational Network to provide continuing education opportunities for foster and homeless youth, English Learners, and low-income students. This action was successfully implemented, as partnerships with local institutions, such as the local junior college and adult education network, provided additional resources and opportunities for students and parents. These collaborations addressed educational needs and supported dropout prevention efforts.

Action 3.5 focused on parent notifications, related to Metric 3.5, which measured the district's web and social media presence. The action was implemented, as evidenced by parent use and feedback on surveys regarding the district's communication systems. The increased use of social media and the website indicates success in reaching parents. However, the need to revise the school website to improve communication suggests previous challenges. The increase in costs associated with this revision indicates a financial challenge in implementing these changes.

Action 3.6 involved a Parent Education Program, related to Metric 3.6, which tracked participation in Parent University. The action was successfully implemented, with various parent meetings and programs teaching and training parents on district requirements, plans, and systems. However, challenges were noted, as the Parent University program faced low participation rates, with parents preferring in-person

sessions over online formats. This suggests challenges in engaging parents through digital platforms. The district's responsiveness to stakeholder input, such as planning in-person Parent University sessions, is a positive factor. Despite challenges, the district managed to keep spending on track, indicating effective financial planning and resource allocation. Overall, the district demonstrated adaptability and a commitment to improving parent and community involvement through strategic partnerships and responsive planning.

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

Action 3.1- Translation and salaries were higher than anticipated after we adjusted for parent feedback that they liked having more translators available at meetings to answer questions and help complete surveys.

Action 3.2 Budget included Special Education carryover from prior year.

Action 3.3:

A material difference was identified in Action 3.3 due to the A-G grant being in the planning and roll-out phases, resulting in the allocated funds not being spent during the current plan. Tutoring system was implemented as planned. The amount of \$169,849.10 designated for A-G Learning Loss Mitigation will be carried forward to fund opportunities, with the intention to expend these funds within the next two years. Evaluation of how to best use the funds are still in progress.

Overall, the budget variances for Goal 3, which focuses on increasing parent and community involvement, have been managed effectively, with most spending on track. The district's efforts to enhance parent engagement through improved communication channels, such as website revisions, have shown positive results, as indicated by increased website and social media usage. The Parent University program faced challenges with low participation, and the district is considering adjustments to better meet parent needs, which may involve reallocating resources to provide face-to-face classes for parents. Collectively, these budget variances highlight the need for strategic planning to ensure that all planned actions are implemented effectively to achieve the goal and improve student outcomes, especially for unduplicated pupils.

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

Action 3.1: Parental Involvement Support

Action 3.1 increased parental involvement, evidenced by more parents attending school site council and DELAC meetings. This aligns with Metric 3.2, focusing on the participation of parents of unduplicated pupils. The provision of staff, supplies, and translation services facilitated this increase, directly supporting the metrics goal. The implementation of the Panorama survey tool to gather parent input aligns with Metric

3.1, which seeks to increase parental involvement and input. Events like Back to School Night further support this metric. Parent involvement remained consistent as in years past showing effectiveness of goal.

Action 3.2: Pupils with Exceptional Needs

Action 3.2 was effective, evidenced by 100% parent attendance at IEP meetings, directly aligning with Metric 3.3, which measures the participation of parents of pupils with exceptional needs in the IEP process. The district's focus on maintaining parent participation and considering parental input in goal-setting contributed to this success. Effective translation staffing ensured great participation from parents, highlighting the importance of language support in achieving targeted outcomes.

Action 3.3: Parental Student Meeting regarding Graduation Expectations

Action 3.3 was ineffective, as the College Bound meeting was not held, impacting Metric 3.4, which tracks attendance at College Bound Parent Meetings. Although alternate activities were conducted to assist parents, there remains a request for more training and information, indicating continued work is needed to meet expectations. The expressed need for additional support suggest that the action did not fully engage parents of students in Dual Enrollment and A-G courses as intended. Future strategies should address these gaps to improve effectiveness.

Action 3.4: Coordination with West Kern Adult Educational Network

Action 3.4 was ineffective in providing continued educational opportunities through coordination with the West Kern Adult Educational Network. Metric 3.4 tracks student dropout rate and supports the district's broader goal of helping parents and students complete their education. Partnerships with local junior colleges and adult education networks contribute to reducing dropout rates, despite the current increase in dropout rates and decline in graduation rates. These challenges indicate a need for ongoing focus and potentially revised strategies to enhance the action's impact.

Action 3.5: Parent Notifications

Action 3.5 was effective, evidenced by usage of the district's website and social media platforms, aligning with Metric 3.5, which measures social media and website usage. The Cal-Soap advisor's efforts, such as hosting "Cash for College" nights, helped parents understand FAFSA and college funding, further enhancing parent and community engagement.

Action 3.6: Parent Education Program

Action 3.6 was effective in increasing parent/community communication and strengthening partnerships, as indicated by positive survey feedback on the use of Parent Square, Facebook, Instagram, and the website. However, the Parent University program within this action was not successful due to low participation in online courses, impacting Metric 3.6, which involves tracking participation in Parent University. Parents expressed a preference for on-site sessions and additional tutoring support, suggesting that the current format did not meet their needs. The district plans to address this by offering an on-site session, which is expected to improve future participation and effectiveness.

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

Action 3.1 Parental Involvement Support: Funding has been increased due to requests from our Educational Partners to providing translation services and this will result in higher salaries. The district is looking to have an onsite option for parents to take their first class. This came from parent requests during Educational Partner feedback.

Action 3.2 Pupils with Exceptional Needs: No changes are needed.

Action 3.3 Parental Student Meeting regarding graduation expectations will be done and we will also maintain the principal meeting with each classroom of freshmen students.

Action 3.4 Coordination with West Kern Adult Educational Network: We will continue to streamline our focus to provide what families need. We will revise our strategies to meet ongoing needs.

Action 3.5 Parent Notifications: No changes are needed, parents reported feeling informed and notification were in their primary language.

Action 3.6 Parent Education Program: The district will pilot a face-to-face class to see if this helps increase parent engagement in the Parent Education Program.

Overall, the district is implementing broader changes to enhance parent and community involvement, such as offering some Parent University sessions on-site and revising the school website to improve accessibility and engagement. These adjustments are expected to increase parent participation and support, ultimately contributing to improved student outcomes by fostering a more informed and involved parent community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parental Involvement Support	Provide necessary staff and supplies for DELAC meetings. Ensure beverages and snacks for parent attendees. Offer translation services during meetings. Implement the Panorama survey tool to allow parent surveys in preferred languages with data comparison to national norms. Facilitate Back to School Night, Wildcat to Watch, and student recognition events to encourage	\$27,566.60	No

Action #	Title	Description	Total Funds	Contributing
		<p>parental involvement on campus.</p> <p>Spending Items: Translation DELAC Staffing DELAC Supplies School Site Council Meeting Supplies Principal Salary, Panorama Survey</p> <p>Corresponding Metrics: Priority 3(b): Parental Involvement: Participation of Parents of Unduplicated Pupils Data</p>		
3.2	Pupils with Exceptional Needs	<p>Maintain parent participation in student Individualized Education Plans (IEPs). Request input from parents on students' strengths and weaknesses. Consider parental input as part of the goal-setting process.</p> <p>Spending Items: Alt. Ed. Administrator Salary Benefits (35%), SpEd Technician Salary Benefits (100%), School Psychologist Salary Benefits (100%), School Psychologist Supplies, SpEd Assessment Supplies, School Psychologist Travel.</p> <p>Corresponding Metrics: Priority 3(b): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs participating in the IEP.</p>	\$370,947.90	No
3.3	Parental Student Meeting regarding graduation expectations	<p>Provide information sessions to engage parents of students enrolled in Advanced Placement (AP) and A-G level courses. Deliver an explanation of the College Bound Contract and share information from faculty regarding the courses for the upcoming school year. Explain career pathway options for students choosing non-college bound routes. Assist senior students with FAFSA applications through collaboration with CAL-Soap personnel. Utilize A-G grant projects and personnel to elevate participation in A-G courses.</p> <p>Spending Items: - Counselor and translation time</p>	\$2,138.84	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> - Supplies - Cash for College Meeting <p>Corresponding Metrics:</p> <ul style="list-style-type: none"> - Meeting attendance for A-G events 		
3.4	Coordination with West Kern Adult Educational Network	Provide continuing education opportunities in conjunction with the West Kern Adult Education Network, including a liaison for GED completion, ESL, Citizenship, Literacy, and career technical education courses. These opportunities primarily serve foster and homeless youth, English Learners, and low-income students. A representative from the adult network attends meetings to provide information on ESL, citizenship, literacy, and classes available for parents. This coordination effectively addresses the cohort dropout rate, which remains a focus.	\$4,192.99	No
3.5	Parent Notifications	<p>Maintain the current web and social media presence, as well as ParentSquare, to enhance parent and community engagement in school activities.</p> <p>Spending Items: Aeries Communication License Website License Parent Square and SmartSites</p> <p>Corresponding Metrics: Social media and website usage Parent square reach</p>	\$11,700.00	No
3.6	Parent Education Program	Providing parents the opportunity to participate in a Parent Education program is prioritized, with topics shaped by parent feedback. Parent University continues to address topics of interest and needs identified through parent feedback. Topics include financial literacy, learning English, and technology literacy.	\$8,550.00	No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 8: College/Career Indicator
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An explanation of why the LEA has developed this goal.

<p>The goal, designed to enhance students' performance on standardized tests, serves as a direct response to Priority 4: Pupil Achievement. To comprehensively address this priority, the development of the goal involved an in-depth analysis of standardized test scores to identify existing performance gaps among students.</p> <p>Educational Partner Engagement: Between March and May 2025, the district convened site committee meetings at Buena Vista involving:</p> <ul style="list-style-type: none">• Teachers• Parents• Students• Site administrators <p>These meetings reviewed:</p> <ul style="list-style-type: none">• California School Dashboard data (2023 and 2024)• Student subgroup performance (with a focus on socioeconomically disadvantaged and Hispanic students)• Chronic absenteeism and College/Career readiness metrics <p>Identified Areas of Greatest Need:</p> <ol style="list-style-type: none">1. College and Career Readiness (CCI): Buena Vista received a red indicator for CCI in the Dashboard, particularly among socioeconomically disadvantaged and Hispanic students.
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2. **Graduation Support:** The school has historically supported credit recovery and re-engagement, but a deeper analysis revealed the need for targeted, systemic interventions.
3. **Attendance and Engagement:** Chronic absenteeism remains high for key subgroups.

Chosen Focus Goals:

Based on site consensus, the following **focus goals** were selected to be supported with Equity Multiplier funds:

Increase College and Career Readiness

- Provide targeted advising and mentoring for post-secondary planning.
- Increase completion of A-G requirements and CTE certifications.

Support Graduation and Credit Recovery

- Add tutoring and academic intervention services during advisory, especially for students behind in credits.
- Monitor student data in real-time using KiDs and FastBridge to flag at-risk students early.

Improve Attendance and Student Engagement

- Implement incentive-based attendance improvement programs.
- Provide home visits and outreach through Intervention Specialists.

Recognizing the need for targeted intervention, the District has taken a proactive approach by integrating short-cycle assessments into the educational framework. These assessments are specifically tailored to monitor and evaluate student progress at regular intervals, ensuring that instructional methods can be adjusted in real-time to meet the evolving needs of students. In addition to these assessments, the adoption of tutoring software plays a critical role in this multifaceted approach. This technology enables personalized learning opportunities, allowing students to engage with material at their own pace and according to their specific learning needs. The goal also emphasizes the importance of collaboration, incorporating feedback from educational partners to refine and enhance instructional strategies. This collaborative effort ensures that the goal not only addresses the gaps in student performance but does so through methods that are grounded in effective instructional practices and the principle of equity. Through these concerted efforts, the goal aims to provide educators with timely and actionable data, thereby fostering an environment in which pupil achievement can flourish across a variety of metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Priority 4(a): Distance from Standard - Math CAASPP	2023 CA School Dashboard Distance from Standard for Low Income	2024 CA School Dashboard Distance from Standard was	None	Distance from Standard for Low Income Students on the California	Low income information unavailable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	Students on the California Dashboard is 217.3 points below standard	207.9. There were no subgroup scores due to the limited number of students testing at the site.		Dashboard is 200 points below standard	
4.2	Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard	0% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. All students 0% Low Income 0%	0% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2024. No student group performance information in available due to the small testing size.	None	20% of students were prepared as measured by the College/Career Indicator on the California Dashboard for 2023. All students: 0%. Low Income 0%	ALL Prepared Students No change Low Income information unavailable

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The implementation of Goal 4 in the school district's Local Control and Accountability Plan (LCAP) was designed to improve educational outcomes for low-income students through several targeted actions. Action 4.1, which involved providing a staff member for classroom

educational support, was linked to Metric 4.1. The 2024 CA School Dashboard indicated that low-income students were 207.9 points below the standard, and this action aimed to address individual student needs, particularly in mathematics. Staffing and hiring significantly impacted the implementation of this action. The district did not hire a part-time teacher as initially planned, opting instead to use an outside consultant for professional development to focus on instructional pedagogy and student engagement with the math teacher. This shift indicates challenges in staffing, due to hiring delays until mid-year.

Action 4.2 involved the deployment of tutoring software, also linked to Metric 4.1, with the goal of improving mathematics achievement through personalized learning experiences. Additional training was done with current software on campus and additional software was not purchased within the year. Software is still under evaluation, pointing to a delay in technology implementation. This delay suggests a careful consideration of technology solutions before implementation. This action was not implemented as intended.

Action 4.3 focused on the procurement of collaborative furniture, intended to enhance the learning environment and potentially increase engagement. This action was related to Metric 4.1, but its direct impact on reducing the Distance from Standard in Math CAASPP scores was less clear. The furniture facilitated tutoring, which could indirectly support math proficiency, yet the year 1 data did not show a reduction in the Distance from Standard. The successful delivery and setup of the student furniture in classrooms marked the completion and implementation of this action.

The district's strategic use of equity multiplier funds to support the hiring of a part-time teacher for intensive tutoring reflects a commitment to addressing specific student needs. This decision was driven by the observation that a significant number of students were not performing well in math, particularly at an alternative site, indicating a data-driven approach to addressing student needs. Despite the challenges faced, such as staffing issues and delays in technology acquisition, the district made strategic adjustments, including reallocating funds and focusing on professional development, to continue progressing towards the goal. The ongoing evaluation of the software and the focus on intensive interventions highlight a commitment to addressing student needs despite the obstacles encountered. Overall, while the actions were implemented to improve educational outcomes, the data did not indicate notable successes in these areas during the first year, and the structural consistency of the goal remained unchanged, with funds being shifted rather than the goal being redefined.

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

Action 4.1: Math Intervention Enhancement

A material difference was identified in the allocation of funds for math intervention under Goal 4. The district reallocated resources to hire a

part-time teacher for intensive tutoring, utilizing equity multiplier funds. This adjustment addressed specific student needs, indicating a shift in the original budget plan. The reallocation of funds directly impacted the scope of the action by enhancing the district's capacity to provide targeted math support, thereby improving student outcomes in this subject area.

Action 4.2: Professional Development and Consultant Use

The district used funds for professional development through the hiring of a consultant instead of employing a new staff member as initially planned. This represents a slight change in how the budgeted funds were utilized, reflecting a strategic decision to focus on enhancing existing staff capabilities. The shift in expenditure impacted the delivery of services by prioritizing skill development over direct staffing increases, which influences the effectiveness of program implementation and student support.

Action 4.3: Software Purchase Delay

The planned purchase of software for Goal 4 has been delayed, resulting in a carry-over of funds. This delay signifies a material difference in the timing of expenditures, affecting the planned implementation timeline. The postponement limits the immediate availability of technological resources intended to support educational activities, impacting the overall effectiveness of the goal's execution.

Action 4.4: Furniture Purchase Completion

The purchase and delivery of student furniture were completed as planned, with the allocated funds fully expended. This action will not continue in the future, allowing for the reallocation of remaining funds to support other initiatives, such as the hiring of the new part-time teacher. The completion of this action ensures that the physical learning environment is adequately equipped, contributing to a conducive educational setting.

Overall Impact on Goal Implementation

Collectively, these budget variances have led to a dynamic reallocation of resources to better align with emerging needs and priorities under Goal 4. The adjustments, particularly in hiring and professional development, have implications for student outcomes by enhancing instructional quality and support services. The delay in software acquisition temporarily hinders the full realization of planned technological enhancements. However, the strategic use of equity multiplier funds and the completion of the furniture purchase demonstrate a commitment to optimizing available resources for improved educational delivery. These changes affect the planned vs. actual percentages of improved services, particularly in how they contribute to the district's LCFF minimum proportionality percentage.

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

Action 4.1: Staff Member for Classroom Educational Support

The action of providing a staff member for classroom educational support was ineffective in Year 1. The metric data indicates that the Distance from Standard for Low Income Students on the California Dashboard is 204.3 points below standard. The additional support did not improve students' academic performance in mathematics. The insufficient intensity of the interventions provided, as evidenced by the decision to hire a part-time teacher for more intensive tutoring, is the causal factor for this ineffectiveness. The need for additional support highlights the challenges faced in addressing the academic needs of students, particularly at the alternative site. A future data collection process will gather more conclusive evidence on this action's impact.

Action 4.2: Software

The effectiveness of the software action cannot be fully assessed at this time due to its pending purchase. The intended outcome of this action is to improve mathematics achievement and reduce the Distance from Standard for Low Income Students, currently 204.3 points below standard. The software is expected to provide targeted practice and feedback, helping students better understand and master math concepts. Without implementation, its impact remains speculative. A future data collection process will gather more conclusive evidence on this action's impact.

Action 4.3: Collaborative Furniture

The action involving collaborative furniture was ineffective in Year 1 due to its mid-year delivery, which limited its potential impact. The furniture was intended to facilitate tutoring and increase student engagement, contributing to a more conducive learning environment. However, the direct impact on reducing the Distance from Standard in math, which remains 204.3 points below standard, is unclear. The indirect nature of this action's impact on academic performance and college preparedness, as measured by the College/Career Indicator, suggests limited effectiveness.

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

Action 4.1 Staff Member for Classroom Educational Support:
A significant modification is the introduction of a part-time teacher to provide intensive math tutoring for students who need it the most. This

change is funded through equity multiplier funds. The addition of a part-time teacher is expected to enhance future outcomes by providing targeted support, thereby improving math proficiency and closing achievement gaps as evidenced by local assessment data.

Action 4.2 Software:

The software initiative is under evaluation, and its effectiveness will be assessed once implemented. The district will continue with the current approach, including professional development with a consultant to enhance best first instruction, as this has shown promise in preliminary assessments. The increase in funding reflects carry over from the previous year.

Action 4.3 Collaborative Furniture:

The action related to student furniture has been completed successfully, with all furniture delivered and set up in classrooms. This action will be removed from the goal moving forward, as it has fulfilled its intended purpose.

Overarching Changes:

The overarching change involves the reallocation of resources to support the new part-time teacher, addressing specific needs identified through experience. This strategic adjustment is based on effectiveness data and implementation challenges encountered during the year. By redirecting funds from completed actions, such as the furniture initiative, the district aims to enhance targeted math interventions, ultimately improving student outcomes in this critical area.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Staff Member for Classroom Educational Support	A Part-time staff member will be provided for classroom educational support to assist students with academic needs. A teacher will be hired for educational support. Spending Items: Additional Staff Member	\$56,808.28	No

Action #	Title	Description	Total Funds	Contributing
		Corresponding Metrics: Metric 1: Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards.		
4.2	Software	Purchase and deploy tutoring software to enhance mathematics achievement at Buena Vista High School. Spending Items: Software and professional development on State Blue print, coherence with standards and how to use the software Corresponding Metrics: Metric 1: Priority 2(a): Implementation of State Standards: Implementation of CA academic and performance standards.	\$2,650.00	No

Insert or delete rows, as necessary.

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal has been crafted to tackle the pressing issues outlined in Priority 4: Pupil Achievement (Pupil Outcomes). Recognizing the imperative need to elevate pupil performance on standardized tests and to bolster college readiness, the District has embarked on a comprehensive approach. This includes a detailed monitoring of standardized test scores, college readiness indicators, alongside an emphasis on expanding access to dual enrollment and concurrent courses. The data gleaned from state assessments and college readiness

benchmarks has shed light on the glaring achievement gaps, especially among English learners and socioeconomically disadvantaged students. To constructively address these disparities, the District has actively sought and integrated feedback from educational partners. This collaborative effort ensures that the goal not only addresses the immediate need for improvement in pupil achievement but does so by embedding the principles of assessment, curriculum, equity, and instruction into its core. The approach is multifaceted, targeting not just the symptoms of educational inequity but its root causes. By prioritizing a curriculum that is both inclusive and challenging, the goal endeavors to equip all students with the skills necessary for academic success and lifelong learning. Moreover, the District is committed to providing professional development for teachers, enabling them to better support diverse learning needs and styles. This, coupled with the strategic use of data to inform instruction, ensures that teaching methodologies are both effective and responsive. As a result, the goal is poised to significantly improve student outcomes, ensuring that every student, regardless of their background, has equitable access to a high-quality education that prepares them for the future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Priority 4 (a)-English Learner: California Dashboard	2023 California Dashboard: 202.2 points below standard in ELA 199.3 points below standard in Math	2024 California Dashboard: 127.3 points below standard in ELA 192.3 points below standard in Math	None	190.2 points below standard in ELA 189.3 points below standard in Math	ALL: +12 points in ELA ALL: +7 points in Math
5.2	Priority 4 (a)-English Learner: California Dashboard		2024 California Dashboard: English Learner Progress Indicator: Long Term English Learners 40.8% making progress		55% of Long Term English Learners will make progress	

Insert or delete rows, as necessary.

Goal Analysis for 2025-2026

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

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

The implementation of Goal 5, which centers on enhancing the academic performance of English Learners through targeted teacher training, has shown progress and challenges. Action 5.1, focusing on EL Teacher Training, was directly linked to Metric 5.1, which measured the performance of English Learners on the California Dashboard in English Language Arts (ELA) and Math. The initial data indicated that students were significantly below the standard in both subjects. The training improved instructional strategies and interventions, and the data confirmed a reduction in the points below standard, indicating progress toward closing the achievement gap for English Learners. This outcome demonstrated the effective implementation of the training in improving EL students' academic outcomes.

Several challenges were identified in the implementation process. Only 23% of the staff were trained in the current year, suggesting a slower pace than necessary to achieve the goal of training all staff by 2026. This presents a challenge in scaling up the training efforts to cover the remaining staff within the timeline. Finding the balance of utilizing available subs and minimizing teacher out of class time was part of this challenge.

There were notable successes in the implementation of the training program. A high completion rate was observed, with 15 out of 16 staff members who signed up completing the training, indicating effective engagement and follow-through. The training contributed to increased progress among English learners, suggesting that it is having the desired effect on educational outcomes. Plans to conduct training on-site next year with the same trainer could help remove barriers to participation, such as travel or scheduling conflicts, potentially increasing participation rates. Furthermore, the implementation is on track with spending, indicating effective financial management and resource allocation for the training program.

The context in which these actions were implemented also played a role in their success. There were no planned modifications to the goal or metrics, suggesting confidence in the current strategy and its alignment with desired outcomes. Additionally, there were no mentions of external circumstances such as policy changes or funding issues affecting the implementation, indicating a stable environment for executing the goal. However, there is uncertainty about additional funding to increase staff at high-need schools, which could impact the ability to expand training efforts if needed.

Overall, the implementation of Goal 5 is progressing well, with effective training completion and positive impacts on student outcomes. However, challenges such as the pace of training coverage and document management issues need to be addressed to ensure continued success and efficient progress towards the 2026 goal. The combination of data-driven analysis provides a comprehensive understanding of the current status and future needs for achieving the desired outcomes for English Learners.

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

The financial management of Goal 5, focusing on staff training in English learner program requirements, is stable with no material differences between budgeted and actual expenditures. Current year spending is on track, indicating a well-aligned budget with planned expenditures. There are no indications of overspending or underspending, and the budget allocation for the upcoming year will remain consistent with the current year's budget, ensuring a well-managed financial approach to achieving the goal.

The training will continue with the same trainer and will be conducted on-site next year, maintaining cost-effectiveness and removing barriers to participation. The decision not to use the Learning Recovery Emergency Block Grant for this goal, as it is allocated for summer school for a different group, supports the stability in financial planning. Additionally, there are no planned amendments to the actions or metrics related to this goal, confirming stability in the implementation strategy.

Overall, the financial management of Goal 5 is stable, with spending on track and no significant changes or reallocations planned for the next year. The consistent use of resources and the decision to maintain the same budget ensure a well-managed financial approach to achieving the goal. There are no material differences in the planned versus actual percentages of improved services, and the implications for student outcomes remain positive, with no adverse effects anticipated for unduplicated pupils.

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

Action 5.1: EL Teacher Training

The action "EL Teacher Training" enhances the instructional effectiveness of teachers working with English Learners (EL) by equipping them with targeted strategies and interventions. This action is directly related to Metric 5.1, which measures the performance of EL students on the California Dashboard in English Language Arts (ELA) and Math. The Year 1 outcome shows that EL students scored 33.60 points below standard in ELA and 139.20 points below standard in Math. The structured approach to training, with 23% of staff already trained and plans to train an additional 24% next year, indicates a positive trajectory. The high completion rate of 15 out of 16 staff members further supports the effective implementation of the training program. Stakeholder input confirms that the training is positively impacting EL progress. The absence of reported challenges in implementation and spending, along with the decision to continue with the same trainer, reflects confidence in the current strategy. Action 5.1 is effective in its initial phase, with expectations of improved academic outcomes for EL students as training continues. A future data collection process will be implemented to gather more conclusive evidence on this action's impact.

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

Action 5.1 EL Teacher Training:

No modifications are planned for this action. This action has demonstrated effectiveness as evidenced by the increase in English learner progress. The training program is on track, with an additional 24% of staff expected to undergo training next year, building on the 23% already trained. The current strategy is working, and the metrics, which include English learner progress in ELA and math, are deemed sufficient. The training will continue to be conducted on-site with the same trainer, ensuring consistency and removing barriers to participation.

Action 5.2 was added to address the needs of our Long term English Learners. LTELs progress will be monitored by Metric 5.2

Overall, there are no overarching changes affecting multiple actions under Goal 5. The goal remains focused on training staff in English learner program requirements, with the current approach showing positive results in terms of English learner progress.

Summary of Changes:

Action 5.1 has been reviewed and confirmed effective, with no modifications required.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	EL Teacher Training	Partnering with the Kern County Superintendent of Schools provides training to teachers in the English Learner Roadmap and strategies for instructing English learners (RISE). Tutoring will continue after school. Spending items include teacher substitutes, Kern County Superintendent of Schools training, books, and supplies. Corresponding metrics: Metric 1: Priority 4(a): English Learner.	\$23,515.72	Yes
5.2	LTEL	Special Project Coordinator in addition to the Counselors will use KiDs data platform to closely monitor LTEL progress and grades. EL Counselor will monitor progress through Aeries and Ellevation. Metric 5.2 will track LTELs making progress.	\$0	No

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$4,579,759.00	\$539,747.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.55%	5.46%	\$1,345,745.26	26.01%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Needs: The leadership team has pinpointed the necessity for a reduction in class sizes for all core classes across the entire student body. This requirement originated from the conviction that smaller class groups tend to promote better support within the classroom. This setup would permit a more individualized focus on the students, providing a more beneficial environment for their learning process. Distance from standard for English Language Arts is 60 points below standard and math is 155 points below standard indicating a need for smaller class sizes where groups of students can be targeted for their specific needs.</p> <p>Assessment:</p>	<p>Explanation: The initiative of diminishing the number of learners in each core course has been adopted throughout the Local Education Agency (LEA). The primary aim of this initiative is to resolve the universal academic requirements of all student bodies. With smaller class sizes, the leadership team envisions a favorable atmosphere for comprehensive attention and support for learners. This approach is essential, principally directed for low income students and homeless/foster students demonstrating low performance in English Language Arts and Mathematics. A pedestrian academic performance in Mathematics has also been noted across the entire student population.</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p>Goal 1 Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p> <p>Goal 1 Metric 9: Priority 4(b):</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The resolution of persevering with the reduction in class sizes for the core classes directly remedies the aforementioned need. By lowering the volume of students in each class, teachers are able to allocate more attention and support towards each pupil, enriching their teaching strategies. Moreover, compact class sizes empower the teachers to more proficiently incorporate best practices concerning learning environments and classroom pedagogy, thus improving the academic experience for all pupils. The leadership team has committed to apply this action consistently and effectively across the district, ensuring all students reap the benefits of smaller classes for their core subjects. The leadership team will also evaluate its implementation through various assessment measures, monitoring its impact on the learning outcomes of the students and the effectiveness of the teachers. 76% of our English Learners received a standard not met on the CAASPP in ELA during the 2022-23 school year</p>	<p>Rationale: The implementation of this initiative across the entire LEA guarantees uniform application of the strategy. Thereby, assuring every student the advantage of learning in smaller groups. It specifically addresses the unique learning needs of homeless and foster students as corroborated by local insights which highlights their need for extra assistance. A variety of assessment tools will be employed to monitor the effectiveness of smaller class sizes, ensuring its successful adoption and subsequent positive influence on educational outcomes.</p>	<p>Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career</p> <p>Goal 1 Metric 1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Needs: The Administration recognizes the necessity of hiring an additional Social Studies teacher as a crucial step towards maintaining smaller class sizes and successful implementation of the new Ethnic Studies curriculum. This need is premised on the understanding that every student within the school stands to benefit from reduced class sizes that allow for personalized interaction and instruction. Moreover, the implementation of the Ethnic Studies requirement is an additional class students will take and there is a need for supplemental teaching support meet the Master Schedule needs. Based on the 2023 CA Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p>Assessment: The measure of employing an additional Social Studies teacher responds directly to these identified needs as discussed and agreed upon by our educational</p>	<p>Explanation: The employment of an extra Social Studies instructor carries a schoolwide scope, owing to the direct bearing it has on every student in the school. This action is initiated with an aim to lower class sizes and thereby, enabling effective execution of the newly introduced Ethnic Studies curriculum. This curriculum is mandatory for all students in 9th-grade. A reduced student-teacher ratio caters to individualized teaching methods and feedback, creating room for improved academic achievements. The introduction of an additional teacher will ensure fortified support for the successful integration of the Ethnic Studies requirement, facilitating students' effective understanding of the subject matter.</p> <p>Rationale: The reasoning behind the schoolwide scope of this action is deeply rooted in the need to enhance the learning experience of every student – an objective closely aligned with the school's</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p> <p>Goal 2 Metric 5: Priority 5 (e): High School Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>partners. A diminished student-teacher ratio will offer greater chances for personalized instruction and feedback, enhancing learners' experiences and potentially elevating academic performance. Besides, the added teacher ensures adequate support for the effective introduction of the Ethnic Studies requirement, thus helping students grasp this crucial subject comprehensively and efficiently. While there exist no explicit statistics or metrics in the provided context, the positive outcome of this decision can be evaluated through student performance and feedback, as well as the thriving implementation of the Ethnic Studies curriculum.</p>	<p>mission. This aim can be achieved by decreasing class size, which leads to a more personalized, in-depth, and effective teaching approach. The successful incorporation of the Ethnic Studies curriculum, a concern shared by the California Department of Education, is made possible by this approach, thereby meeting the new graduation guidelines. Furthermore, the availability of an extra instructor provides essential support needed to cover the breadth and depth of this subject, ensuring effective comprehension by the students.</p>	
1.3	<p>Needs: Taft is a small rural community and finding teachers is sometimes limited by the distance for neighboring cities. Parents have expressed the need for teachers to be engaging and have experience working with diverse learners to meet the needs of the</p>	<p>Explanation: The KCSOS Induction Program's focus on Costs-Staffing and Appropriate Credentials has paramount significance to the district, especially with regard to the English Learner segment. This initiative utilizes an evidently LEA-wide scope, a decision that is built</p>	<p>Corresponding Metrics: Goal 1 Metric 1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>district. This has highlighted certain needs leading to the working in partnership with the KCSOS Induction Program Costs-Staffing, Appropriate Credentials action. The focus was mainly based on the English Learner students. The unique learning needs of these students necessitate specialized instruction from teachers who possess the appropriate credentials. There has been a need identified within the district to maintain qualified teachers. In 23-24 we had 10 certificated staff promote, resign or retire. Based on the 2023 CA Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p>Assessment: In response to this, the devised action revolves around recruitment endeavors aiming to search for, and appoint teachers who are well-qualified. This enables the district to serve the educational needs of English Learner students more effectively by employing teachers with necessary qualifications and</p>	<p>on the principle of facilitating comprehensive recruitment of competent educators throughout the entire district. This strategic approach directly caters to the established requirement for specialized teaching. The district's rural setting compounds the recruitment challenge, which heightens the indispensability of the induction program in delivering basic instructional methods and classroom management competencies to new teachers.</p> <p>Rationale: This LEA-wide scale becomes particularly valuable when addressing low-income, English learner, and foster student sectors, as these groups fundamentally rely on proficient educators to accomplish effective learning. Therefore, an LEA-wide approach stands out as the most impactful route of addressing the educational needs of various student groups and enhancing their academic performance.</p>	<p>assignment. Data Source: Human Resources CalSaas</p> <p>Goal 2 Metric 5: Priority 5 (e): High School Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>credentials, thereby elevating their learning outcomes. The action is executed on a district-wide scale, signifying its ability to influence all students within the district.</p>		
1.4	<p>Needs: The school administration and community identified a necessity for hiring highly qualified educators across all student factions. This requirement originated from the district's dedication to offering exceptional instruction and the acknowledgment that the caliber of teachers significantly contributes to the success of the students. In 23-24 we had 10 certificated staff promote, resign or retire. Based on the 2023 CA Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p>Assessment: In response to this requirement, an initiative titled "HR Advertising and Recruitment CostsStaffing, Appropriate Credentials" was devised. This strategy involves an</p>	<p>Explanation: The objective of introducing a district-wide implementation of the action plan titled "HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials" revolves around addressing the vital requirement for well-qualified educators over a wide range of student assemblies within our district. The action entails an investment in HR promotional and recruitment endeavors, incorporating recruitment exhibitions and initiatives designed to attract the finest teachers. This commitment will act as the foundation for ensuring the enrichment of education quality for all student cohorts within our district.</p> <p>Rationale: The overarching rationale for adopting a district-wide scope for this action is the potent capacity it</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p> <p>Goal 2 Metric 5: Priority 5 (e): High School Graduation Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	investment in HR promotional and recruitment costs for recruitment exhibitions and measures to attract the most qualified teachers. This strategic alignment anticipates enhancing education quality as it ensures the recruitment of the most adept teachers. The range of this initiative is overarching, encompassing all student groups within the district, a representation of the district's commitment to equality and excellence in educating all scholars. Although no specifics or figures are provided in the context information, the success of this initiative can be gauged by the quality of teachers recruited and the consequent influence on student performance.	harbors to address these educational requirements effectively. It ensures the engagement and recruitment of the most skilled instructors, a factor that significantly contributes towards our district's ultimate goal of harnessing the expertise of the finest teachers to elevate learner outcomes districtwide. With a present statistic of 94% teachers being fully accredited, the action plan aims to elevate this figure further, manifesting our unwavering commitment to equality and the pursuit of academic excellence.	
1.5	Needs: The parents of the school community recognizes a need, particularly for the English Learner groups, rooting from a need for additional faculty training in the Common Core State Standards and data analysis systems. The California Dashboard shows our	Explanation: The Action strives to address a critical need within the education system - supporting the particular requirements of the low income students and English Learner group. The defined scope, encompassing an entire educational institution, is	Corresponding Metrics: Goal 1 Metric 4: Priority 2(a): Implementation of State Standards: Implementation of CA academic and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>English Learner Progress as 28% making progress and the self reflection data completed by the departments show that many departments need additional training in content standards. 76% of our English Learners received a standard not met on the CAASPP in ELA during the 2022-23 school year.</p> <p>Assessment: The proposed solution to these needs is embodied in the strategy termed "Teacher Professional Development/Conference costs for Achievement Teams". This resolution aims to facilitate uninterrupted professional enhancement across all departments in the Common Core State Standards as well as data analysis systems. The action takes into account monthly professional development sessions steered by faculty members and peer observations during the academic year. Such structure ensures consistent, collaborative, and personalized professional development, specifically designed to suit the unique requirements of the school</p>	<p>specifically designed to meet this challenge. The initiative envisions an inclusive approach to faculty development in order to better cater to these students' needs. This comprehensive training would grant instructors a deep comprehension of Common Core State Standards and data analysis systems. The overarching goal is to provide a consistent, personalized learning environment that allows every student, regardless of their unique needs, to benefit from a uniformly excellent teaching framework.</p> <p>Rationale: The school-wide approach to this Action is substantiated by several factors. First, it ensures that all faculty members gain the requisite knowledge and skills to effectively support all students including Students With Disabilities group, making the learning environment more inclusive. Second, such an approach fosters collaboration and consistency in teaching methods across the institution. Lastly, the decision is further compelled by statistical data reflecting that unduplicated students fall within</p>	<p>performance standards. Data Source: Faculty Survey-Teaching Efficacy and the CDE Self-Reflection Survey from the CDE</p> <p>Goal 1 Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p>Goal 1 Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p> <p>Goal 1 Metric 12: (Priority 4(e): English Learner Proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	community.	the lowest two performance tiers on the California Dashboard. This fact underscores the urgency to adopt a blanket approach in tackling the identified needs of the disadvantaged student group. By adopting this all-encompassing approach, the school can ensure that every student's unique educational requirements are met competently and consistently.	
1.6	<p>Needs: Our educational partners, including teachers, identified a need for a detailed comprehension of student performance across numerous assessments instigated the creation of the action titled "Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher". On the 2023 California Dashboard all unduplicated groups are in the red with the exception of English Learners who are orange.</p> <p>Assessment: To address these needs, the action embodies a data analysis operation that observes and</p>	<p>Explanation: The designated scope entails an LEA-wide application of the action, a critical strategy to adequately address the various needs of all student groups spread across the district. The essence of this action rests upon an in-depth data analysis, obtained from several assessments, where the results inform subsequent decisions regarding student placement and learning strategies. An emphasis is placed on understanding the students' needs, acting as a catalyst for enhancing the quality of education provided. Consequently, tailoring this action to encompass the entire district will solidify both inclusiveness and</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p>Goal 1 Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>breaks down data from the aforementioned assessments. This undertaking will be accomplished through department meetings, School Learning Team meetings, and District Learning Team meetings to ensure all relevant stakeholders partake in the decision making. All student groups within the school district are considered in the scope of this action, signifying the significance of an inclusive and equitable education. The action by focusing on data analysis, targets decision making on student placement and learning, thereby enhancing the quality of provided education. The effectiveness of this action shall be evaluated by the California Dashboard distance from standard in ELA and Math.</p>	<p>equity within the education being provided, two cornerstone elements deemed essential for nurturing student growth.</p> <p>Rationale: The reasoning behind designating an LEA-wide scope for the action anchors on the ultimate aim of accelerating student performance. In practice, this involves a detailed and widespread analysis of student data, thereby allowing district-wide consideration and planning around student needs and progress. A comprehensive evaluation mechanism underscores the effectiveness of this action, primarily measured through the students' advancement on their learning targets on state assessments. Thus, an all-encompassing focus on data and student growth throughout the district substantiates its decisive role in enhancing student performance.</p>	
1.7	<p>Needs: Within the school community (including SLT), certain requirements have been</p>	<p>Explanation: The proposal at hand concerns the implementation of an action named "Collaboration time on</p>	<p>Corresponding Metrics: Goal 1 Metric 17:</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>determined which led to the proposition of an action entitled "Collaboration time on instructional needs". These needs are chiefly derived from a necessity for improved instructional strategies and pacing guide adjustments request by teachers. The diverse student body may confront difficulties in comprehending the curriculum, which can result from a multitude of learning styles and pacing variances. All students are included within the realm of targeted improvement. Based on 2023 CA Dashboard, our unduplicated student groups are underperforming in terms of being prepared on the college/career indicator compared to all students. During our SLT meetings our departments continually request time to work as a department</p> <p>Assessment: The proposed action tackles these specified needs by apportioning additional collaborative time for each department per semester. The allocated time shall be utilized to concentrate on identified instructional needs and</p>	<p>instructional needs" throughout the entire school, meant to address and meet the unique needs of each student group. This necessity emerges from the wide spectrum of learning styles, varying pacing rates among students, and the urgent demand for more effective teaching strategies along with modifications to the pacing guide. By allocating extra collaboration time for each department on a semesterly basis, we can concentrate fully on these instructional needs and make essential adjustments to the pacing guide. Undoubtedly, this comprehensive change is expected to bolster curriculum understanding for all students.</p> <p>Rationale: There is an imperative requirement for deploying this action across the school, as it enriches all departments and guarantees extensive enhancement of the learning journey, thus instilling the true spirit of comprehensive schooling into its core. This would consequently form a cohesive education system where each cog</p>	<p>Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.</p> <p>Goal 1 Metric 19: Priority 8 College/Career Indicator</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>effect required modifications to pacing guides. This initiative intends to provide every student with customized instruction matching their learning pace and style, thereby advancing their curriculum understanding. This action extends to all the school's departments, suggesting an extensive influence on all students. It is anticipated to yield substantial advancements in instructional tactics and pacing guide amendments, thereby augmenting the school-wide student learning experience. The action's success will be gauged by the improvement in student curriculum understanding and the efficacy of the pacing guides. Such progress will be assessed through routine evaluations and feedback acquired from both students and teachers.</p>	<p>is attuned to the broader picture. The initiative will be underscored by routine evaluations and valuable feedback from both students and teachers which stand as significant mechanisms to gauge its effectiveness. Support for this initiative is provided by Taft Union High School's continuous collaboration with Achievement Teams and its commitment to department assessments.</p>	
1.9	<p>Needs: The needs identified within the school community by administration encompass the universal need for improved instructional strategies and augmented student engagement.</p>	<p>Explanation: Trust-Based Observations is an action introduced on an LEA-wide basis to improve instructional strategies and boost student engagement across the entire academic community. The intent is</p>	<p>Corresponding Metrics: Goal 1 Metric 12: Priority 4(e): Pupil Achievement: Percentage of English</p>

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

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	far-reaching, touching on all areas of pedagogy through reflective-coaching dialogues, thereby adding a holistic element to the approach. The success metrics for this action will be primarily gauged via tracking improvements in student engagement and performance in state assessments.	aims to substantially enhance the level of student engagement as well as boost performance on state assessments. This exhaustive application allows for a consistent feedback system crucial for the development and success of educators and learners alike.	
1.11	Needs: The need within the teachers in the school community inspired support software to identify and address learning needs. This primarily centered around the unique challenges faced by English Learners and Low Income students. These subgroups of students are often faced with language barriers and learning impediments which are obstacles to their academic advancement and they learn at a different rate or have different gaps in learning that can be better served with software that identifies their specific need. English Learners numbers grew by 2.7% between 21-22 and 22-23 school year in English Language Arts. On 2023	Explanation: The action referred to as "Support Software to identify and address learning needs" is designed with an LEA-wide scope, targeting the unique demographics of the district. Given that the district is primarily comprised of low-income families, making up over 80% of the population, a dedicated approach towards addressing the current educational landscape is essential. An annual increase of 1-2% in English Learners further reaffirms the importance of adopting software tools, such as Apex, No Red Ink, and IXL, that provide personalized, self-paced learning opportunities, thus facilitating academic	Corresponding Metrics: Goal 1 Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard Goal 1 Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard

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	<p>CA Dashboard, our unduplicated student groups did not perform as well as all students in ELA, Math, or Science.</p> <p>Assessment:In addition, only 34% of graduates met A-G requirements in 2024, with rates of 22% for ELs and 28% for Low-Income students, so an expansion of the research-based AVID program is needed to build college-readiness skills and close post-secondary access gaps.</p> <p>In addressing these issues, support software such as Apex, No Red Ink, IXL, IXL - Spanish, Accelerated Reader, Read 180, and System 44 have been implemented. These tools empower teachers to conduct formative assessments and allocate tasks based on discerned learning needs, aiding in credit recovery, remediation, and boosting of student learning. Beginning in 2025-26, AVID electives, tutorials, and teacher professional learning will complement these platforms by providing structured academic-</p>	<p>advancement.</p> <p>Rationale: The district-wide scope is both necessary and valuable considering the notable representation of students from low-income backgrounds, English Learners and all students, including Students with Disabilities. These students often face unique academic challenges, and providing a means to address their learning requirements is of paramount importance. The selected software tools offer features such as formative assessments, tailored task allocation based on learning needs, and help in credit recovery, thus contributing to a reduction in learning gaps. Having a wide-reaching scope ensures these high-demand resources are readily accessible to all students who require them, thereby actively promoting academic progress.</p>	<p>Goal 1 Metric 12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)</p> <p>Goal 1 Metric 8: Priority 4(a): Pupil Achievement: Statewide assessments: CAST-Overall Achievement On California Science Test: California Dashboard NGSS Science Test Data Source: Ed- Data</p>

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	<p>skill development tied to A-G completion targets. This action plan is broad in scope, encompassing the use of numerous software tools to address the varied learning needs of diverse student groups. It is designed to be flexible and adaptable, permitting modifications based on each student's specific needs. Despite the lack of specific statistics or metrics provided in the context information, it is understood that the action plan is aimed at making a significant mark on the academic performance and progress of the identified student groups.</p>		
1.12	<p>Needs: The school district administration pinpointed a requirement for an upsurge and enhancement in services for all categories of students, more so for the targeted learners constituting over 80% of the entire student population. This need is measured by the California Dashboard where English Learners are placed in the lowest placement and Low</p>	<p>Explanation: The primary objective of implementing standards-aligned instructional materials, on an LEA (Local Education Agency) -wide scale, emerges from the recognition of the need to address the requirements of distinct student groups across the entire district. By surpassing the offerings that base funding can support, the execution of this plan</p>	<p>Corresponding Metrics: Goal 1 Metric 9: Priority 4(b): Percentage of pupils who successfully completed all A-G requirements for UC or CSU. Data Source: California Dashboard - College and Career</p>

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	<p>Income are in the Low placement.</p> <p>Assessment: The initiation of implementing standards-aligned instructional resources catered to this need by availing supplemental textbooks and materials. These encompass extra novels in English lessons, support materials for English Learners, lab apparatus in Science lessons, and athletic gear in Physical Education lessons. Moreover, the action also included the provision of dual enrollment textbooks, thereby expanding access to early college and rigorous career preparation courses. Primarily, these efforts are directed towards the targeted student group, equipping them with more chances for academic expansion and career readiness. The potency of these actions is substantiated by the notably low suspension rates and elevated graduation rates indicating positive influence on students' outcomes.</p>	<p>is projected to enhance both the quality and the expanse of the instructional materials. Notably, this is critical for those students who make up more than 80% of the district's total student population. The intent is also to facilitate dual enrollment programs by providing textbooks, which will invariably widen the horizon for students, affording them access to early college and rigorous career preparation courses.</p> <p>Rationale: The all-embracing scope of this plan owes its initiation to the evidence suggesting its effectiveness. The evidence presents itself in the form of considerably low suspension rates and considerably high graduation rates - both indicators of the positive impact made on student outcomes. Moreover, the on-going need for supplemental resources in all classrooms - to support our at-risk students and English Learners provides additional validation for the LEA-wide scope of the implementation. Thus, pursuing this course of action ensures comprehensive coverage</p>	<p>Goal 1 Metric 10: Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>

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		while fostering student engagement - thereby presenting a strong case for this district-wide initiative.	
1.15	<p>Needs: The Leadership team discussed the necessity to focus on the identified groups of students; namely English Learners, Foster Youth and Low Income students have been recognized. The reasons for the pressing need vary by group. English Learners may grapple with language difficulties that obstruct their academic growth. Foster Youth and Low-Income students may not have the necessary resources or supportive environments at home to fuel their academic work. Unduplicated students may be in need of additional academic assistance which reflects and suits their different learning needs. Our analysis of our unduplicated student groups on the 2023 CAASPP testing shows these groups low.</p> <p>Assessment: In response to these identified</p>	<p>Explanation: To effectively support diverse student groups, implementing Student Supports across our LEA is crucial. Our goal is to provide comprehensive academic assistance to all students, including intervention tutors and 24/7 online tutoring. This strategy is especially beneficial for English Learners, Foster Youth and Low Income, ensuring a consistent and wide-ranging support system.</p> <p>Rationale: The scope of implementing Student Supports LEA-wide has been determined by the need to accommodate all students, ensuring no student misses out due to varied learning needs and backgrounds. The decision to incorporate high-impact tutoring comes as an added advantage, further augmenting the effectiveness of our action. As recommended by National</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 6: Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP- Overall Achievement in English Language Arts. Data Source: California Dashboard</p> <p>Goal 1 Metric 7: Priority 4(a): CAASPP- Overall Achievement in Math Data Source: California Dashboard</p>

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	<p>needs, the action "Student Supports" has been formulated. This takes shape in offering intervention tutors outside of the usual school hours, including the provision of 24/7 online tutoring with translation services to break down language barriers. A key aspect of this action is a subscription to Tutor.com, which secures continuous tutoring support. Extended counselor time in BV also forms a part of this action; this is particularly beneficial for English Learners and low-income students who require assistance in their scheduling and monitoring of graduation statuses. The budget for this action will be channeled mainly towards aiding English Learners, low-income, and foster youth students in their academics. The approach of this action is overarching; it strives to provide a support system that attends to the individual needs of each identified group of students.</p>	<p>Education Association, this high-impact tutoring is a tested methodology to enhance student learning. Hence, it is safe to conclude that our LEA-wide approach inculcates both the provision of tutors and online tutoring services along with the added support of high-impact tutoring, ensuring a comprehensive academic assistance for students. Citation: National Education Association. (n.d.). High-Impact Tutoring. Retrieved from https://www.nea.org/nea-today/all-news-articles/high-impact-tutoring.</p>	
1.17	<p>Needs: The school community has noticed particular challenges</p>	<p>Explanation: The aim of the "Electronic Access" initiative extends LEA-wide across</p>	<p>Corresponding Metrics:</p>

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	<p>among English Learners, Foster Youth, and Low-Income students. These obstacles are predominantly organizational, structural, and time management-related, primarily due to these students' limited access to necessary technological resources. This deficiency tends to increase the struggle to keep up with class due dates and school obligations. Additionally, the parents of these students often find it difficult to oversee their child's academic progress and keep track of missing assignments due to similar technological constraints. Based on 2023 CA Dashboard, our unduplicated student groups are underperforming in terms of being prepared on the college/career indicator compared to all students.</p> <p>Assessment: In response to these identified needs, the school community introduced an initiative called "Electronic Access." This action ensures continuous access to essential educational platforms such as Canvas, G-suite, and Aeries Student Information</p>	<p>both campuses, taken in view of the prominent challenges faced by English Learners, Foster Youth, and Low-Income students due to a lack of sufficient technological resources. This limitation poses a considerable barrier to successful academic achievement by impeding these students' capacity in essential areas such as organization, structure, and time management skills. By ensuring that every learner gains access to crucial internet connectivity and online tools, the expansive range of the action is fittingly aligned with its intended objective.</p> <p>Rationale: The broad scope of the initiative holds central importance to effectively cater to the poignant needs of these identified student groups. Such a widespread approach levels the playing field, providing all students with an equal opportunity to excel academically. Facilitation of access to internet connectivity and educational platforms assists students in staying organized and up-to-date with class schedules, while also enabling parents to stay</p>	<p>Goal 1 Metric 17: Priority 7 (b) Course Access: Programs and services developed and provided to low income, English learner and foster youth students.</p> <p>Goal 1 Metric 19: Priority 8 College/Career Indicator</p>

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	<p>System. These platforms aim to aid students in maintaining organization, providing structure, and staying updated with class due dates. Furthermore, parents are granted the ability to monitor their children's academic progress and identify missing assignments via platforms such as Canvas and MyCats. This initiative also extends the provision of Wifi access to students without home internet but live within the range of the District cell tower. Consequently, all students, irrespective of their socioeconomic status, are given the essential tools to achieve academic success. The effectiveness of "Electronic Access" can be evaluated using an array of measures. For instance, observing advancements in students' organization, structure, and adherence to class schedules, along with evaluating the level of engagement from parents in their children's academic progress. Thus, "Electronic Access" caters to the specific needs of English Learners, Foster Youth, and Low-</p>	<p>abreast with their child's academic progression. Hence, the underlying rationale for such a broad scope is to foster an environment of equitable educational opportunities by bridging the digital divide.</p>	

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	Income students, essentially leveling the academic playing field.		
1.18	<p>Needs: Educational partners, including parents, expressed a need to address learning opportunities for all students. The learning requirements of certain student groups, namely English Learners, Foster Youth, and Low-Income students, have been examined and distinguished as significantly unique. These needs stem from various circumstances such as language barriers, unstable home environments, and financial constraints, respectively. These conditions often limit their accessibility to a developed comprehensive course of study and negatively impact their academic advancement. CA School Dashboard data shows unduplicated students were not scoring as well on AP tests and do better in a dual enrollment or concurrent enrollment classroom than all students.</p> <p>Assessment:</p>	<p>Explanation: The LEA-wide scope is intrinsic to the effectiveness of the initiative involving dual enrollment. This broad scope stems from the primary aim of addressing the distinct and unique challenges faced by English Learners, Foster Youth, and Low-Income students across the entire district. Specifically, hurdles such as language barriers, unstable domestic environments, and economic constraints can limit their comprehensive education access. Given these constraints, the initiative's LEA-wide implementation is instrumental in ensuring all students, regardless of their circumstances, obtain equal education opportunities.</p> <p>Rationale: The reasoning behind this scope pertains to the optimal utilization of partnerships with local community colleges. With this collaboration, the initiative can significantly</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 15: Priority 4(h) Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness. Data Source: College/Career Indicator of the California Dashboard</p> <p>Goal 1 Metric 16: Priority 7 (a) Course Access: Extent to which pupils have access to and are enrolled in a broad course of study Data Source: Principal Approved List</p>

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	<p>In response to these requirements, an action titled 'Dual Enrollment' has been put forward. This strategy aims at expanding opportunities for an extensive course of study, by forming partnerships with local community colleges, thereby enhancing concurrent and dual enrollment opportunities for students who are on the path towards graduation. The provision of materials and rentals bolsters this action, ensuring that financial constraints do not obstruct students from accessing these opportunities. The effectiveness of this action can be evaluated by observing the escalation in dual enrollment opportunities. Moreover, the academic progression of the designated student groups can be monitored. The 'Dual Enrollment' action, through increased access to comprehensive studies and partnerships with local colleges, promotes equal educational opportunities and advances academic progression for these student groups.</p>	<p>broaden the course of study and concurrently heighten dual enrollment opportunities for these particular students. This strategy essentially promotes their academic progression. Furthermore, the incorporation of materials and rentals provisions is of vital importance so that financial barriers do not prevent students from accessing these opportunities. Hence, extending A-G options and dual enrollment across both campuses is poised to augment opportunities for the entire student population in the district.</p>	

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

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	enhance the skills of these students, consequently enhancing their academic performance and social interactions. By establishing close collaborations with educators, parents, and students, the Coordinator ensures the effectiveness of the program.	within the LEA, consistent support is maintained. The efficacy of this course of action manifests in notable improvement in English proficiency, academic accomplishment and refined social interaction among the English Learners.	
1.21	<p>Needs: The parent group expressed desire for additional sections for specific electives that were the most popular with students. The identified specific needs, most notably among English Learners and Low-Income student groups, which prompted the action to develop the "Culinary Classroom". These particular students have been found to have less access to applied, career-targeted education and credential opportunities, such as the ServSafe certificate, which could notably improve their employability potential. The actions of transferring the foods class to the school cafeteria and launching a new classroom were initiated to address these primarily identified needs. The culinary classroom is impacted for</p>	<p>Explanation: The strategic decision to implement the "Culinary Classroom" initiative across the entirety of the school arises from the recognized needs of English Learners and Low-Income student groups. These particular groups often face hurdles in accessing career-oriented education and obtaining necessary credentials, such as the ServSafe certification. The initiative's primary intention is to relocate the foods class to the cafeteria and to establish a new classroom. This restructuring aims to provide an authentic kitchen experience to these students and further facilitate their attainment of valid certifications, which are fundamentally essential for employment in the culinary sector.</p>	<p>Corresponding Metrics: Goal 1 Metric 10: Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>

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	<p>registration and the larger class would allow more students access. Our data (see Metric 10) shows that our unduplicated student groups are not completing CTE courses at the same rate as all students.</p> <p>Assessment: The realization of the "Culinary Classroom" was to offer students a realistic kitchen experience and the opportunity to attain certifications indispensable for employment in the culinary sector. This action represents an extension of a goal established with the previous Local Control and Accountability Plans (LCAP) and is currently awaiting approval from the Division of the State Architect (DSA). The introduction of the new classroom will not only advocate growth within the district but will also broaden opportunities for students to undertake the course as dual enrollment.</p>	<p>Rationale: The popularity of the culinary class at Taft Union High School, coupled with the rising demand for career and technical education, strengthens the rationale for the broad, schoolwide scope of the "Culinary Classroom" implementation. Expanding such programs equips an increased number of students with vital job skills, thus enhancing their future employment prospects. Moreover, this expansion stands to tangibly benefit the district's growth by cultivating the skills of a diverse student body, further intensifying its commitment to preparing all students for thriving careers. This rationale aligns with the guidelines provided by entities such as the Local Control and Accountability Plans (LCAP) and the Division of the State Architect (DSA).</p>	
1.22	<p>Needs: The school community, particularly the Foster Youth and Low Income student groups, has</p>	<p>Explanation: The proposed strategy involves the execution of a significant improvement project, namely 'PE</p>	<p>Corresponding Metrics: Goal 1 Metric 3:</p>

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	<p>ushered in the need for the action referred to as the "PE Gym Floor." These student populations may have restricted access to high-quality physical education amenities due to their distinct circumstances; this limitation could potentially obstruct their physical growth and general well-being. The district has worked closely on ways to engage students and encourage them to come to school. Many of these activities are held in the gyms and helped reduce chronic absenteeism rates from 45% to 26% over the last year. Our low-income and English learners are chronically absent at a higher rate than all students, according to 2023 Ed-Data.</p> <p>Assessment: The "PE Gym Floor" action proposes to tackle this need through a gym flooring replacement plan. This enhancement to the physical education facilities is anticipated not only to elevate the students' physical education experience but to also provide a conducive space for classroom activities and</p>	<p>Gym Floor', across the entire Local Education Agency (LEA). This scheme primarily targets to cater to the distinct requirements stemming from certain student demographics, specifically Foster Youth and Low Income. The core idea is updating and rejuvenating the gym flooring in order to enhance the quality of the physical education facilities that these student groups extensively use. Given the enormous participation from the low income students in sports and the consequential enhancement in their school engagement and academic performance, implementing the initiative LEA-wide deems most effective. This endeavor is part of the ongoing commitment from the district to uplift the wellness of every student, with particular focus on those from disadvantaged backgrounds.</p> <p>Rationale: The justification for a district-wide execution of this project is multi-faceted. Foremost is the high amount of engagement with sports that is witnessed in the case of low-income students. This</p>	<p>Priority 1(c): Basic Services: School facilities maintained in good repair. Data Source: FIT Report Goal 2 Metric 2: Priority 5(b): Chronic Absenteeism Data</p>

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	<p>athletic happenings. This action has notable significance, taking into consideration the town's small size and limited accessibility. Carried over from the prior Local Control and Accountability Plan (LCAP) and contingent on approval from the Division of the State Architect (DSA), the enactment of this action underlines the district's dedication towards the betterment of physical education facilities, focusing on students from the Foster Youth and Low Income categorizations.</p>	<p>involvement in sports is directly linked with increased engagement in school and improved academic outcomes. Therefore, a decision that benefits the sports facilities is, by extension, a strategy focused on academic improvement for a critical group of students. Additionally, the geographical constraints of the town - its limited size and accessibility - mandate such a wide-scale application of the plan to ensure all students can reap the benefits. This improvement strategy, pending approval from the Division of the State Architect (DSA) and continuing from the previous Local Control and Accountability Plan (LCAP) aligns effectively with the district's ongoing pledge to improve the wellbeing of every student, particularly those from underserved communities.</p>	
1.23	<p>Needs: The community service groups and parents identified career pathways as an ongoing need for the school. The school community recognized a range of requirements, which fueled the</p>	<p>Explanation: In an effort to specifically target and address the pervasive challenges encountered by low-income students at Taft Union High School, the scope of the Woodshop action is primarily</p>	<p>Corresponding Metrics: Goal 1 Metric 3: Priority 1(c): Basic Services: School facilities maintained in</p>

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	<p>conception of the Woodshop action. These primarily focused on the absence of easily accessible vocational training and certification opportunities for students from low-income families. The limited size of the town has aggravated the issue, restricting the students' ability to access such schemes.</p> <p>Assessment: To meet these demands, the Woodshop initiative was devised. It involves structural renovations such as roof replacements for the Woodshop classroom, thereby creating a secure and favorable educational environment for the students. This action also provides them with opportunities to obtain certification and training in Woodshop, facilities that were previously limited due to the size of the town. The objective of the initiative not only contains the provision of a physical learning space but also targets bridging the vocational training opportunity gap for low-income scholars. As a result, it prepares them with skills that improve their employability and prospects for the future. The</p>	<p>schoolwide. These challenges include the absence of accessible vocational training and certification opportunities, a situation further exacerbated by the diminutive size of the town. To rectify this, the action incorporates an array of structural enhancements to the teaching environment, such as roof replacements in the Woodshop classroom, with the main aim of creating a secure and conducive atmosphere conducive to learning. Alongside improving the learning environment, this action extends opportunities for students to receive certification and training in Woodshop - opportunities that were previously unavailable due to the town's size.</p> <p>Rationale: The justification for the schoolwide scope lies in the fact that Taft Union High School is the sole educational institution in the district providing Woodshop classes. Therefore, addressing these challenges at a schoolwide level is not only fundamental, but essential in order to ensure inclusivity. The ultimate vision of this action is to bridge the existing</p>	<p>good repair. Data Source: FIT Report</p> <p>Goal 1 Metric 10: Priority 4(c): Pupil Achievement: Percentage of pupils who successfully completed CTE Courses</p>

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	<p>success of the action can be evaluated by the enrollment of students in the Woodshop classes, as well as the number of students that complete the training , obtain certification and complete a CTE pathway. According to 2023 CA Dashboard, 46.8% of students completed at least one Career Technical Education Pathway, 29% were English Learners, 43% were low-income.</p>	<p>vocational training opportunity gap experienced by low-income students. By doing so, it aspires to elevate their employment potential and broaden future prospects, thereby effectively enhancing their overall lifelong success rates.</p>	
1.24	<p>Needs: The school district has underscored the urgency of retaining teachers to deliver consistent and high-quality instruction for all students, with a specific emphasis on English learners and economically disadvantaged students. There's a high demand for additional support and uninterrupted teaching for these student groups to bolster their academic growth. At the same time, the revolving door of teachers, noted as high teacher turnover, poses a considerable disruption to such progress. Based on the 2023 CA</p>	<p>Explanation: The primary focus of this action lies in the preservation of quality instruction for all students, with particular emphasis on English learners and economically disadvantaged pupils. This Teacher Retention initiative is characterized by committing funds to augment the salaries of teachers, enhancing their propensity to continue in their current roles. It is broadly applied across the entire Local Education Agency (LEA), thereby strengthening its effect and creating a need for its comprehensive scope. The</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 1: Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment. Data Source: Human Resources CalSaas</p> <p>Goal 2 Metric 5: Priority 5(e): High School Graduation Rate. Data Source: Ed-Data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Dashboard, several of our unduplicated student groups (e.g., English Learners) have lower graduation rates than all students.</p> <p>Assessment: To tackle this pressing need, the district initiated the action, "Teacher Retention," wherein funds are allocated towards a salary increment portion to maintain a steady teaching staff. By facilitating a nurturing and stable learning environment, the district is optimistic about enhancing the academic performance of all students, particularly English learners and the economically disadvantaged. This action, taken district-wide, represents a prudent investment in the district's human resources. The effectiveness of this step will be quantified by the teacher retention rate and the scholarly success of the unduplicated pupil population, both of which will be tracked by the district.</p>	<p>sweeping nature of this initiative is critical in mitigating the pervasive high teacher turnover rates throughout the district, a factor identified as a significant barrier impeding the consistent academic progress of the students.</p> <p>Rationale: The chosen scope for this action, applied on a district level, arises from the exigency to secure stable and quality learning environments aimed at bolstering the academic growth of the concerned students. This is germane, particularly in light of the observed performance trends which reveal the English learners and low-income groups across all our schools to substantially lag behind their peers in academic achievement. Therefore, this broad-based approach encourages systematic improvement by ensuring professional continuity and increased job satisfaction among teachers, which directly impacts the students they serve. This, in turn, cultivates a supportive and consistent learning environment, critical for the enhancement of academic performance and</p>	

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		progress in marginalized student groups.	
2.1	<p>Needs: The Alternative Student Placement action predominantly centers on addressing the specific needs within the school district, primarily concerning English Learners, Foster Youth, and Low-Income students. These demographics frequently encounter difficulties in conventional learning spaces. Such challenges occur due to barriers in language comprehension, inconsistency in their home situations, and the adversities that result from socioeconomic difficulties. Finding appropriate placement and opportunities for students was a need expressed by parents. According to the 2023 CA Dashboard, 4.7% of all students, 4.7% for English learners, and 5.2% for low-income students were suspended at least one day.</p> <p>Assessment: To cater to these needs, the action plan focuses on</p>	<p>Explanation: The initiative named "Alternative Student Placement" is enacted across the local education authority (LEA) and is targeted at fostering English Learners, Foster Youth, and Low-Income students who often find it challenging to thrive in traditional education settings. The challenges they face range from language barriers to unstable living conditions, and the struggles of low-income status. To mitigate these challenges, we have established the Alternative to Suspension Program and the Personalized Academic Center in every school in the district. By doing so, we strive to retain these students in school while meeting their unique educational requirements via alternative placement avenues. The scope, spanning the entire district, is intended to ensure that all students within these identified groups can access and gain from this initiative, irrespective of their</p>	<p>Corresponding Metrics:</p> <p>Goal 2 Metric 6: Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>implementing the Alternative to Suspension Program and the Personalized Academic Center. These initiatives aim to retain disadvantaged students on campus and meet their educational needs by employing alternative learning placements. Additionally, the action plan encompasses imparting Social Emotional Learning (SEL) lessons and conflict resolution strategies, thereby improving vital employability skills. The subgroups at maximum risk are identified according to the California School Dashboard results, followed by providing necessary support lessons or referring them to the ATS and other supportive platforms. The TUHS Assistant Principal will be responsible for overseeing student discipline to confirm the effectiveness of this initiative. The success of this action plan will be evaluated through an upswing in the California School Dashboard results and witnessing a drop in suspensions for these students.</p>	<p>school.</p> <p>Rationale: The district-wide spanning is considered appropriate and necessary to facilitate the equitable provision and access to the program by all eligible students. This wide-reaching coverage ensures all students faced with the aforementioned challenges, regardless of the school they attend, can reap the benefits of the program. Additionally, collaboration exists between the Assistant Principal of Taft Union High School and the Principal of Buena Vista High School to ensure effective resource sharing and placement across the entire district. This coordinated effort is strategic in achieving efficiency, given the interoperability of resources in the district. Lastly, this wide-reaching approach is anticipated to lead to lower suspension rates and an uptick in alternative placements, serving as an indicator of the effectiveness of this action.</p>	

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2.2	<p>Needs: The district administration and teachers identified several needs within the school community which prompted the creation of the Intervention Specialist action. This was specifically due to concerns pertaining to the student body, including all students and especially those at risk, such as socioeconomically disadvantaged, English Language learners, and foster and homeless youth, who demonstrated a requirement for specialized assistance to curb chronic absenteeism. Along with this, these students tend to face challenges with their organizational skills, negatively impacting their academic progress and contributing to absenteeism. Furthermore, there was an apparent deficiency of a centralized point of contact for students, parents, and school resources to tackle the needs of the most vulnerable students. Our low-income and English learners are chronically absent at a higher rate than all students, according to 2023 Ed-Data.</p>	<p>Explanation: The Intervention Specialist action encompasses a scope that is LEA-wide, entirely covering the broad scale of all students in the district. This wide coverage is appropriate considering the identified needs that are common across all student groups such as chronically recurring absenteeism, a gap in organizational skills, and the pervasive requirement for a centralized communication point. This action has a defined role providing critical assistance to students on the threshold of chronic absenteeism, inculcating organizational talents, and assuming the capacity of a singular point of contact. Thus it effectively responds to and addresses these identified needs.</p> <p>Rationale: The extensive LEA-wide scope is justified by the fact that the issue of student attendance runs deep and is a daunting concern at the level of the entire district. The Intervention Specialists, alongside the Assistant Principal and Principals, operate in a</p>	<p>Corresponding Metrics:</p> <p>Goal 2 Metric 2: Priority 5(b): Chronic Absenteeism Data Source: Ed-data</p>

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	<p>Assessment: Addressing the needs highlighted, the Intervention Specialist action involves the provision of targeted assistance to students on the brink of chronic absenteeism, subsequently aiming to boost their attendance and academic performance. This also includes imparting organizational skills to students to improve their capacity to manage their academic obligations effectively. Moreover, the Intervention Specialist serves as a crucial point of contact for students, parents, and school resources, thereby promoting smoother communication and coordination of efforts to assist the most at-risk students. The scope of the Intervention Specialist action spans all students, with a distinctive emphasis on the most at-risk students, such as socioeconomically disadvantaged, English Language learners, and those in foster care or homeless.</p>	<p>coordinated manner to vigilantly oversee student attendance across the dual campuses. Such a concerted approach ensures that the executed action is potent enough to cater to the needs of all students, laying specific emphasis on those who are categorized as at-risk. This rationale underscores the impetus for such a wide-reaching scope that envisions every student in the district.</p>	
2.3	<p>Needs: The school district teachers and students identified the specific</p>	<p>Explanation: The scope of the 'Student Leadership' action spans across</p>	<p>Corresponding Metrics: Goal 2 Metric 8:</p>

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	<p>needs of certain student groups, including English Learners, Foster Youth, and Low Income students. These distinct groups often experience challenges related to language proficiency, stability, and financial resources. These issues can significantly restrict their full participation and engagement in various school activities, thereby necessitating the 'Student Leadership' action plan's creation. Our low-income and English learners are chronically absent at a higher rate than all students, according to 2023 Ed-Data.</p> <p>Assessment: The 'Student Leadership' action has been developed to directly address the needs of these identified groups. This initiative is centered on fostering leadership qualities among students through various groups including ASB, Human Element, and SAVE Promise clubs. These initiatives serve a dual purpose of promoting student involvement, thereby cultivating a positive school culture. Furthermore, participation in these groups enables students</p>	<p>all LEA facilities due to its intent to address the recognized needs present within the English Learners, Foster Youth, and Low-Income students populations. This broad frame is deemed suitable due to the varying disparities and challenges that these demographics frequently face, such as limited language proficiency, a lack of stability, and insufficient financial resources. These factors can often restrict their full engagement in educational activities. The 'Student Leadership' action aims to cultivate leadership abilities, enhance language proficiency, and engender a sense of community and stability by enabling involvement in societies such as ASB, Human Element, and SAVE Promise clubs.</p> <p>Rationale: The choice to implement this action across the entire LEA, as opposed to a limited scope, ensures equitable access to these opportunities for all students, regardless of their particular school. This approach promotes inclusivity and encourages a</p>	<p>Priority 6 (c): Other Local measures: Climate Survey Results</p> <p>Goal 2 Metric 2: Priority 5(b): Chronic Absenteeism Data Source: Ed-data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to polish their leadership skills, improve their language efficiency, and instill a sense of belonging and stability. The action's scope extends to all students but places additional emphasis on the highlighted student groups, aiming to foster an inclusive and thriving environment. No specific statistics or metrics were provided within the action plan's scope.	flourishing communal school environment. Furthermore, the previous success of such leadership clubs at Taft Union High and Buena Vista schools provides compelling evidence for the effectiveness of this initiative. This broad implementation guarantees that an inclusive environment is not only envisioned, but also realized, allowing every student to participate in nurturing their skills and improving their school experience.	
2.4	Needs: The school community district leadership team flagged specific needs that are currently unmet. These unduplicated groups experience unique obstacles which often precipitate chronic absenteeism and poor attendance as seen by 2023-24 attendance rates on KiDS. These hurdles encompass issues such as language barriers, unstable living conditions, and financial difficulties. The "Attendance Supports" initiative was conceived as a direct response to these	Explanation: The "Attendance Supports" initiative is established with a LEA-wide scope that is imperative for competently addressing the needs of identified student demographics comprising of English Learners, Foster Youth, and Low-income students. The respective groups represent unique challenges such as language obstacles, unstable living circumstances, and fiscal hardships often leading to chronic absenteeism. The universal application of this initiative across the entire academic program	Corresponding Metrics: Goal 2 Metric 1: Priority 5(a): School attendance rates. Data Source: Ed- data (Average Daily Attendance/ Enrollment) Goal 2 Metric 4: Priority 5 (d) Cohort Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>identified needs.</p> <p>Assessment: To tackle the needs outlined, the "Attendance Supports" action incorporates various strategies. Key among these is the appointment of attendance clerks and other school personnel who will utilize the KIDS dashboard. This mechanism enables the tracking of student attendance and assists in identifying trends related to student absences. Early intervention can thus be facilitated to prevent cases of chronic absenteeism. School Safety Manager are also engaged, conducting home visits and initiating calls to parents in an effort to discern the reason for the absenteeism issue. An all-encompassing approach has been adopted, encapsulating both school-centric interventions and home-based supports. It has been tailored to pinpoint students susceptible to chronic absenteeism, and understand and rectify the underlying issues contributing to their absences.</p>	<p>allows for early detection and mitigation of issues that contribute to absenteeism while promoting consistent attendance for all students. It is this expansive scope that contributes significantly to the effectiveness of the initiative as it ensures comprehensive coverage and access for all students, irrespective of their individual academic institutions.</p> <p>Rationale: The rationale for choosing an LEA-wide scope is the need to intervene early to prevent students from becoming chronically absent. This intervention is carried out by attendance clerks and school personnel who utilize the KIDS dashboard to monitor student attendance patterns and identify absence trends. Their responsibilities include conducting home visits and making calls to parents to understand the root causes of absences. This wide-reaching approach ensures no student is left behind, regardless of their personal circumstances or the school they attend, thus fostering an environment that supports the academic success</p>	

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		and wellbeing of every student.	
2.5a	<p>Needs: The Leadership Team highlighted specific needs concerning the unduplicated student groups. These identified needs are underpinned by the unique challenges these students may encounter, including social-emotional and mental health issues, substance abuse, and concerns over safety within the school premises. According to the 2023 CA Dashboard, 4.7% of all students, 4.7% for English learners, and 5.2% for low-income students were suspended at least one day.</p> <p>Assessment: In response to these identified needs, the 'Social-Emotional Skills' action has been developed, aiming at establishing a comprehensive support system. The action encompasses various programs, software, and initiatives conceived to improve safety and enforce discipline on campus. Additional measures such as incentives to promote positive</p>	<p>Explanation: The action titled 'Social-Emotional Skills' adopts an LEA-wide scope. This breadth is warranted due to its goal of addressing the needs of a substantial number of unduplicated students in the district. The initiative is predicated on enhancing safety, discipline, and mental health support throughout the entire district. This sweeping approach ensures that all students, notably those with additional needs, obtain the critical help they require.</p> <p>Rationale: The district has decided to implement this action across all schools because serious challenges—such as substance abuse and mental health concerns—are impacting students throughout the entire LEA. This decision reflects our strong commitment to prioritizing student safety and providing effective mental health support. By taking a district-wide approach, we ensure a consistent and unified response</p>	<p>Corresponding Metrics:</p> <p>Goal 2 Metric 6: Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard</p> <p>Goal 2 Metric 8: Priority 6 (c): Other Local measures: Climate Survey Results</p>

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	<p>behavior, interventions to curb substance abuse, and mental health services have been included in the plan. Further, a social worker is appointed at each location thanks to a community support grant partnership. This action intends to offer a holistic solution to the intricate needs of our most at-risk students, and its effectiveness is cautiously monitored through a set of comprehensive metrics. These metrics include tracking of students' movement on and off campus, successful implementation of interventions, and seamless integration of social workers at each site.</p>	<p>to these urgent issues. This not only strengthens our ability to meet students' needs but also helps create a more positive and supportive educational environment for every learner.</p>	
2.5b	<p>Needs: Needs: The Leadership Team highlighted specific needs concerning the student groups. These identified needs are underpinned by the unique challenges these students may encounter, including social-emotional and mental health issues, substance abuse, and concerns over safety within the school premises with an extra need being recognized on the</p>	<p>Explanation: The district has chosen to implement this action across all schools in response to the growing challenges our students face, including substance abuse and mental health concerns. These issues are present throughout the LEA, and addressing them requires a coordinated and consistent approach. However, our alternative high school serves a</p>	<p>Corresponding Metrics:</p> <p>Goal 2 Metric 6: Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard</p> <p>Goal 2 Metric 8: Priority 6 (c): Other Local measures:</p>

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	<p>Alternative site. According to the 2023 CA Dashboard, 3.5% of all students, 3.3% for Hispanic Students, and low-income, and 4.1% for White students were suspended at least one day. This in an increase in over 2% in these groups.</p> <p>Assessment: In response to these identified needs, the 'Social-Emotional Skills' action has been developed, aiming at establishing a comprehensive support system. The action encompasses additional interventions to curb substance abuse, and mental health services through New Vision. This action intends to offer a holistic solution to the intricate needs of our most at-risk students by providing additional services on this high needs campus, and its effectiveness is cautiously monitored through a set of comprehensive metrics. These metrics include of suspension rates.</p>	<p>population with particularly high needs, often requiring more intensive and individualized support. To meet these demands, we are allocating an additional day of services specifically for this campus. This tailored approach ensures that students at our alternative high school receive the focused attention and resources they need, while still maintaining consistency across the district.</p> <p>Rationale: The district has decided to implement this action across all schools because serious challenges—such as substance abuse and mental health concerns—are impacting students throughout the entire LEA. This decision reflects our strong commitment to prioritizing student safety and providing effective mental health support. While a consistent, district-wide approach is essential, an additional day of support is being provided specifically for our alternative education campus, where the level of student need is especially high. This added support ensures that we are responsive to the unique</p>	Climate Survey Results

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		challenges faced by students at that site and reinforces our commitment to equity and comprehensive care. Ultimately, these efforts will help create a more positive and supportive educational environment for all learners.	
2.7	<p>Needs: As reflected in the school community, certain groups of students have been identified to be in need of extra support, notably English Learners, Low Income, and Foster Youth. There are unique hurdles these specific student groups frequently encounter, which require custom-tailored assistance and resources allocated to their benefit. English Learners can battle with language obstacles, whereas students categorized under Low Income and Foster Youth may find it challenging to have solid support systems in their households, imperative for their academic excellence. An analysis of our data shows that our unduplicated student groups have higher rates of Chronic Absenteeism (Ed-Data)</p>	<p>Explanation: The necessary decision to broaden the implementation of the role "Assistant Principal and Dean" throughout the entire school has been reached with careful consideration. The motivation behind such a choice results from the identified needs of our particular cohorts of students. It is recognized that these clusters confront distinctive challenges, including language barriers and a deficiency of robust support mechanisms. In response, by incorporating an Assistant Principal and Dean, our intention is to equip these students with supplementary resources, guidance, and mentorship. The anticipated outcome is to heighten their academic performance, leading to an improved</p>	<p>Corresponding Metrics:</p> <p>Goal 2 Metric 1: Priority 5(a): School attendance rates. Data Source: Ed- data (Average Daily Attendance/Enrollment)</p> <p>Goal 2 Metric 2: Priority 5(b): Chronic Absenteeism Data Source: Ed-data</p> <p>Goal 2 Metric 6: Priority 6 (a): Student Suspensions: Ed-data/California School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and are suspended more frequently than all students (2023 CA Dashboard).</p> <p>Assessment: The presence of an Assistant Principal and Dean will ensure the students' accessibility to extra resources, counseling, and mentorship. This comprehensive measure is expected to help the students conquer their challenges, thereby paving the way for academic achievements. One key aspect of these initiatives is the utilization of data and performance metrics to monitor improvements as well as to make sure the students' needs are being adequately addressed.</p>	<p>educational experience.</p> <p>Rationale: It's anticipated that this approach will enhance the overall educational program offered by the school. By directing the Assistant Principal and Dean's assistance to this group, we hope to cultivate an academic environment that comprehensively addresses the needs of each student. By making this investment within a targeted scope, the long-term benefits are expected to diffuse through the broader student community, indirectly improving the educational experience of all.</p>	
5.1	<p>Needs: District Administrators and Teachers recognize the need to focus on English Learners (ELs) who often face language barriers that hinder their academic performance. For instance, only 12% of English Learners met UC/CSU requirements compared to 25% of all students, and only 29% completed at least one CTE</p>	<p>Explanation: The rationale for this LEA-wide approach is to ensure equitable access to high-quality education for all students, especially those who are most at risk of academic underperformance.</p> <p>Rationale: By addressing the specific needs of unduplicated pupils, the school</p>	<p>Corresponding Metrics:</p> <p>Metric 1: Priority 4(a)-English Learner</p>

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	<p>pathway compared to 52% of all students .</p> <p>Assessment: An analysis of student performance data revealed significant gaps in English proficiency and academic achievement among English Learners. The 2023 California Dashboard shows that 28% of English Learners were making progress toward English language proficiency, and they were 136.5 points below standard in English Language Arts and 202 points below standard in Math . These metrics highlight the urgent need for targeted interventions to support English Learners.</p>	<p>aims to close the achievement gap and promote a more inclusive and supportive learning environment. This comprehensive strategy is expected to yield significant improvements in student outcomes, as evidenced by enhanced engagement, better academic performance, and higher rates of graduation and college readiness.</p>	

Insert or delete rows, as necessary.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	<p>Needs: The parents of the school community identified concerns primarily concerning the educational needs of the English Learners student group. These students often grapple with language barriers, which may hinder their full comprehension and engagement with standards-aligned material. Therefore, there is an obvious need to implement specialized teaching strategies to efficiently engage with these students and address their unique learning needs. The California Dashboard shows our English Learner Progress as 28% making progress and the self reflection data completed by the departments show that many departments need additional training in content standards. Our local survey of teachers showed the need for additional instructional materials that are aligned to the ELD framework.</p> <p>Assessment: The action plan, titled "Professional Development - English Learners," is devised to tackle these needs by focusing on enhancing teacher professional development, both on and off-site. This tailored training aims to fortify teachers' knowledge and skills related to the standards and standards-aligned material. It includes leadership planning, staff development time and a special focus on imparting techniques to teachers for effectively meeting the learning needs of English Learners. Progress</p>	<p>Explanation: Our district is experiencing a significant increase in the number of English Learners. With this rise in diversity, we recognize an urgent requirement to enhance our pedagogical strategies to effectively cater to these students' unique learning needs. The strategy entitled "Professional Development - English Learners" is tailored to fulfill this requirement by focusing on teacher professional development and enrichment. It encompasses both offsite and onsite training to educate teachers in strategies to engage with English Learners effectively, alongside reinforcing their understanding of standards-aligned curriculum.</p> <p>Rationale: Adopting this strategy ubiquitously, across all institutions in our district, is integral for achieving our objective. By ensuring it is implemented LEA-wide, we can equip all educational staff across our schools with the necessary proficiency to support the English Learners. This comprehensive approach of enriching the capabilities of all educators ensures that every English Learner benefits from enhanced teaching methodologies. Moreover, this universal adoption heightens the potential of improving educational outcomes for our English Learners across the entire district.</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 5: Priority 2(b): Continue to implement State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards Data Source: CDE Self-Reflection Survey</p> <p>Goal 1 Metric 12: (Priority 4(e): English Learner Proficiency</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	will be tracked through training sign ins and local surveys of teachers.		
1.10	<p>Needs: The leadership team of the district identified significant needs among the English Learners student group. These needs have been escalated by an increase in the population of English learners, thereby demanding the continued need for bilingual support for these students and their parents. A secondary need that students faced was the unique challenge presented by the alignment of Common Core State Standards with ELD standards. These students required particular attention in the form of professional development for effective implementation of the standards and requires increasing the number of bilingual aides for ELD students in ELD 1 due to the growing number of English learners in the district. English Learners numbers grew by 2.7% between 21-22 and 22-23 school year.</p> <p>Assessment: In response to these needs, an action plan titled "English Learners Supports" was formulated. This includes the installation of provisions for bilingual support for English learners and their parents. Professional development focused on the execution of Common Core State Standards in correlation with ELD standards is part of this initiative. A</p>	<p>Explanation: There has been a substantial increase in the number of English learners within the district, creating an escalating requirement for more bilingual support, professional augmentation for the application of Common Core State Standards and ELD standards, and the incorporation of Ellevation software for academic assistance. This schoolwide approach is crucial, considering the lower performance exhibited by English learners on the California Dashboard in English Language Arts, Math, and College/Career. It is also worth mentioning that all English Learner Bilingual support is concentrated at Taft Union High, rendering a broad approach extremely beneficial in satisfying the demands of this student group.</p> <p>Rationale: The fundamental reasoning underpinning this extensive focus originates from the aim to bolster both the academic success and the graduation rates of English learners. Single-minded attention is being accorded to this group, identified suitably to receive such supportive efforts. With bilingual aid and the use of specially designed software, the diffusion of the English language can be fostered more effectively among students</p>	<p>Corresponding Metrics:</p> <p>Goal 1 Metric 11: Priority 4(d): Pupil Achievement. Percentage of pupils who successfully completed both A-G and CTE courses</p> <p>Goal 1 Metric 12: Priority 4(e): Pupil Achievement: Percentage of English learner students who make progress toward English proficiency as measured by the ELPAC (ELPI Rate)</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	portion of the counselor's time at TUHS has been assigned to serve the EL students' needs and keep track of their graduation status. Unique to this action is the integration of the Ellevation and KiDs software to supervise the development of English Learners. The majority of the funding for this action will be predominantly allocated towards the academic assistance of the English Learners group.	who are striving to master it. Additionally, the districtwide increase in English learners demands an adaptive pedagogical approach, strategically focused on their requirements. The action of broadening the scope to a schoolwide focus also correlates to the current situation at Taft Union High. Since this school is already providing all English Learner Bilingual support, adopting a more encompassing strategy can potentially yield more effective results, given that the needs of the student group can be attended to more efficiently.	

Insert or delete rows, as necessary.

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

Not Applicable

Additional Concentration Grant Funding

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

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

Key components of the plan include:

Class-Size Reduction in Core Classes (Action 1.1): LCAP funding is used for (4) teachers one in each of the core subject areas permits a more individualized focus on the students, providing a more beneficial environment for their learning process.

Additional Social Science Teacher/Sections (Action 1.2): By hiring one (1) additional teacher, a reduced student-teacher ratio is achieved. The additional staff in Social Studies caters to individualized teaching methods and feedback, creating room for improved academic achievements. The introduction of an additional teacher will ensure fortified support for the successful integration of the Ethnic Studies requirement, facilitating students' effective understanding of the subject matter.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:14
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:17

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025	\$22,291,488.00	\$4,579,759.00	20.55%	5.46%	26.01%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals:	\$7,161,354.50	\$435,044.99	\$5,000.00	\$844,302.33	\$8,445,701.82	\$6,176,584.05	\$2,269,117.77

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
1	1.1	Class size reduction in core classes	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$1,379,429.35	\$0.00	\$1,379,429.35	\$0.00	\$0.00	\$0.00	\$1,379,429.35	
1	1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement	All	Yes	School Wide	English Learners Low Income	Taft Union High School	Ongoing	\$106,590.58	\$0.00	\$106,590.58	\$0.00	\$0.00	\$0.00	\$106,590.58	
1	1.3	KCSOS Induction Program Costs- Staffing, Appropriate Credentials	All	Yes	None	English Learners Low Income Foster Youth	All Schools	Ongoing	\$15,717.13	\$23,450.00	\$0.00	\$0.00	\$0.00	\$39,167.13	\$39,167.13	
1	1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$1,250.00	\$1,250.00	\$0.00	\$0.00	\$0.00	\$1,250.00	
1	1.5	Teacher Professional Development/Conference costs for Achievement Teams	All	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	Ongoing	\$0.00	\$121,226.46	\$98,746.00	\$19,480.46	\$0.00	\$3,000.00	\$121,226.46	
1	1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	All	No	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.7	Collaboration time on instructional needs	All	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	Ongoing	\$490,141.83	\$0.00	\$429,097.74	\$61,044.09	\$0.00	\$0.00	\$490,141.83	
1	1.8	Professional Development - English Learners.	English Learners	Yes	LEA Wide	English Learners	All Schools	Ongoing	\$0.00	\$2,250.00	\$2,250.00	\$0.00	\$0.00	\$0.00	\$2,250.00	
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	
1	1.10	English Learners Supports	English Learners	Yes	Limited	English Learners	Taft Union High School	Ongoing	\$700,569.73	\$38,444.00	\$192,268.53	\$15,250.00	\$0.00	\$531,495.20	\$739,013.73	
1	1.11	Support Software to identify and address learning needs	English Learners Low Income	Yes	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$229,157.66	\$366,489.51	\$528,759.17	\$36,338.00	\$0.00	\$30,550.00	\$595,647.17	
1	1.12	Implement standards-aligned instructional materials	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
1	1.13	Homeless/ Foster Youth supports	Foster Youth Homeless Students	No	LEA Wide	Foster Youth	All Schools	Ongoing	\$0.00	\$1,600.00	\$1,600.00	\$0.00	\$0.00	\$0.00	\$1,600.00	
1	1.14	Special Education supports	Students with Disabilities	No	LEA Wide	Students with Disabilities	All Schools	Ongoing	\$0.00	\$8,910.58	\$0.00	\$8,910.58	\$0.00	\$0.00	\$8,910.58	
1	1.15	Student supports	All	Yes	LEA Wide	English Learners	All Schools	Ongoing	\$192,743.27	\$39,600.00	\$192,743.27	\$39,600.00	\$0.00	\$0.00	\$232,343.27	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
						Low Income Foster Youth				0		0				
1	1.17	Electronic Access	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$17,323.00	\$17,179.00	\$144.00	\$0.00	\$0.00	\$17,323.00	
1	1.18	Dual Enrollment	All	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$78,853.25	\$14,646.00	\$85,999.25	\$7,500.00	\$0.00	\$0.00	\$93,499.25	
1	1.19	Special Projects Coordinator	English Learners	Yes	LEA Wide	English Learners	All Schools	Ongoing	\$88,173.66	\$125.00	\$88,298.66	\$0.00	\$0.00	\$0.00	\$88,298.66	
1	1.20	Instructional Learning Environment Project Management Allocation	All	No	LEA Wide	All	All Schools	Ongoing	\$640,170.28	\$173,869.00	\$814,039.28	\$0.00	\$0.00	\$0.00	\$814,039.28	
1	1.21	Culinary Classroom	English Learners Low Income	Yes	School Wide	English Learners Low Income	Taft Union High School	Ongoing	\$0.00	\$450,000.00	\$450,000.00	\$0.00	\$0.00	\$0.00	\$450,000.00	
1	1.22	PE Gym Floor	Foster Youth Low Income	Yes	School Wide	Low Income Foster Youth	All Schools	Ongoing	\$0.00	\$400,000.00	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00	
1	1.23	Woodshop	Low income	Yes	LEA Wide	Low Income	All Schools	Ongoing	\$0.00	\$325,000.00	\$325,000.00	\$0.00	\$0.00	\$0.00	\$325,000.00	
1	1.24a	Teacher Retention	All	Yes	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$826,046.68	\$0.00	\$756,469.56	\$69,577.12	\$0.00	\$0.00	\$826,046.68	
1	1.24b	Teacher Retention	All	No	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$2,739.16	\$0.00	\$0.00	\$2,739.16	\$0.00	\$0.00	\$2,739.16	
2	2.1	Alternative Student Placement	English Learners Foster Youth Low Income	Yes	LEA Wide	Low Income Foster Youth	All Schools	Ongoing	\$282,360.87	\$13,249.00	\$295,609.87	\$0.00	\$0.00	\$0.00	\$295,609.87	
2	2.2	Intervention Specialist	All Students	Yes	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$198,781.16	\$0.00	\$198,781.16	\$0.00	\$0.00	\$0.00	\$198,781.16	
2	2.3	Student Leadership	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$65,800.56	\$20,725.00	\$86,525.56	\$0.00	\$0.00	\$0.00	\$86,525.56	
2	2.4	Attendance Supports	English Learners Foster Youth Low Income	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$190,405.74	\$22,020.00	\$212,425.74	\$0.00	\$0.00	\$0.00	\$212,425.74	
2	2.5a	Social-Emotional Skills	Special	Yes	LEA Wide	English Learners	All Schools	Ongoing	\$414,098.69	\$125,245.00	\$498,539.69	\$0.00	\$0.00	\$40,804.00	\$539,343.69	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned % of Improved Services
			Education - 46%			Low Income				00						
2	2.5b	Social-Emotional Skills	Special Education - 46%	No	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$0.00	\$20,350.00	\$0.00	\$20,350.00	\$0.00	\$0.00	\$20,350.00	
2	2.6	School Climate	All	No	LEA Wide	All	All Schools	Ongoing	\$6,549.13	\$46,750.00	\$53,299.13	\$0.00	\$0.00	\$0.00	\$53,299.13	
2	2.7	Assistant Principal and Dean	English Learners Low Income Foster Youth	Yes	School Wide	English Learners Low Income Foster Youth	All Schools	Ongoing	\$194,813.20	\$5,000.00	\$194,813.20	\$0.00	\$5,000.00	\$0.00	\$199,813.20	
3	3.1	Parent Involvement Support	English Learners Low Income	No	LEA Wide	English Learners Low Income	All Schools	Ongoing	\$9,966.60	\$17,600.00	\$27,566.60	\$0.00	\$0.00	\$0.00	\$27,566.60	
3	3.2	Pupils with Exceptional Needs	Students with Disabilities	No	LEA Wide	Students with Disabilities	All Schools	Ongoing	\$357,968.68	\$12,979.22	\$3,300.00	\$168,361.90	\$0.00	\$199,286.00	\$370,947.90	
3	3.3	Parent Student Meeting regarding graduation expectations	All	No	LEA Wide	All	All Schools	Ongoing	\$2,138.84	\$0.00	\$0.00	\$2,138.84	\$0.00	\$0.00	\$2,138.84	
3	3.4	Coordination with West Kern Adult Educational Network	English Learners Foster Youth Low Income	No	LEA Wide	All	All Schools	Ongoing	\$4,192.99	\$0.00	\$4,192.99	\$0.00	\$0.00	\$0.00	\$4,192.99	
3	3.5	Parent Notifications	All	No	LEA Wide	All	All Schools	Ongoing	\$0.00	\$11,700.00	\$0.00	\$11,700.00	\$0.00	\$0.00	\$11,700.00	
3	3.6	Parent Education Program	All	No	LEA Wide	All	All Schools	Ongoing	\$0.00	\$8,550.00	\$8,550.00	\$0.00	\$0.00	\$0.00	\$8,550.00	
4	4.1	Staff Member for Classroom Educational Support	All	No	School Wide	All	Buena Vista HS	Ongoing (Coinciding with Equity Multiplier Funds)	\$56,808.28	\$0.00	\$56,808.28	\$0.00	\$0.00	\$0.00	\$56,808.28	
4	4.2	Software	All	No	School Wide	All	Buena Vista HS	1 Year	\$0.00	\$2,650.00	\$2,650.00	\$0.00	\$0.00	\$0.00	\$2,650.00	
5	5.1	EL Teacher Training	English Learners	Yes	School Wide	English Learners	Taft Union High School	1 Year	\$13,015.72	\$10,500.00	\$23,515.72	\$0.00	\$0.00	\$0.00	\$23,515.72	
5	5.2	LTEL	English Learners	No	Limited	Long-term English Learners	Taft Union High School	Ongoing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$22,291,488.00	\$4,579,759.00	20.55%	5.46%	\$6,569,292.05	26.01%	29.47%	Total:	\$6,569,292.05
LEA-wide Total:						\$4,674,260.28		
Limited Total:						\$192,268.53		
Schoolwide Total:						\$1,702,763.24		

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Class size reduction in core classes.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$1,379,429.35	
1	1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	Yes	School Wide	English Learners Low Income	Taft Union High School	\$106,590.58	
1	1.3	KCSOS Induction Program Costs- Staffing, Appropriate Credentials.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
1	1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$1,250.00	
1	1.5	Teacher Professional Development/Conference costs for Achievement Teams.	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	\$98,746.00	
1	1.7	Collaboration time on instructional needs.	Yes	School Wide	English Learners Low Income Foster Youth	Taft Union High School	\$429,097.74	
1	1.8	Professional Development - English Learners.	Yes	LEA Wide	English Learners	All Schools	\$2,250.00	
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$5,000.00	
1	1.10	English Learners Supports.	Yes	Limited	English Learners	Taft Union High School	\$192,268.53	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Support Software to identify and address learning needs.	Yes	LEA Wide	English Learners Low Income	All Schools	\$595,647.17	
1	1.12	Implement standards-aligned instructional materials.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$0.00	
1	1.15	Student supports.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$192,743.27	
1	1.17	Electronic Access.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$17,179.00	
1	1.18	Dual Enrollment.	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$85,999.25	
1	1.19	Special Projects Coordinator.	Yes	LEA Wide	English Learners	All Schools	\$88,298.66	
1	1.21	Culinary Classroom.	Yes	School Wide	English Learners Low Income	Taft Union High School	\$450,000.00	
1	1.22	PE Gym Floor.	Yes	School Wide	Low Income Foster Youth	All Schools	\$400,000.00	
1	1.23	Woodshop.	Yes	LEA Wide	Low Income	All Schools	\$325,000.00	
1	1.24a	Teacher Retention.	Yes	LEA Wide	English Learners Low Income	All Schools	\$756,469.56	
2	2.1	Alternative Student Placement	Yes	LEA Wide	Low Income Foster Youth	All Schools	\$295,609.87	
2	2.2	Intervention Specialist	Yes	LEA Wide	English Learners Low Income	All Schools	\$198,781.16	
2	2.3	Student Leadership	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$86,525.56	
2	2.4	Attendance Supports	Yes	LEA Wide	English Learners Low Income Foster Youth	All Schools	\$212,425.74	
2	2.5a	Social-Emotional Skills	Yes	LEA-Wide	English Learners Low Income	All Schools	\$498,539.69	
2	2.7	Assistant Principal and Dean	Yes	Schoolwide	English Learners Low Income	All Schools	\$194,813.20	
5	5.1	EL Teacher Training	Yes	School Wide	English Learners	Taft Union High School	\$23,515.72	
2	2.7	Assistant Principal and Dean	Yes	Schoolwide	English Learners	All Schools	\$194,813.20	

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
5	5.1	EL Teacher Training	Yes	School Wide	English Learners	Taft Union High School	\$23,515.72	

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals:	\$4,144,750.00	\$6,653,120.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Class size reduction in core classes.	Yes	\$556,745.00	\$563,538.20
1	1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement.	Yes	\$339,496.00	\$339,214.75
1	1.3	KCSOS Induction Program Costs- Staffing, Appropriate Credentials.	Yes	\$48,302.00	\$57,765.70
1	1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Yes	\$2,500.00	\$2,500.00
1	1.5	Teacher Professional Development/Conference costs for Achievement Teams.	Yes	\$128,256.00	\$171,048.80
1	1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher.	Yes	\$19,235.00	\$48,644.26
1	1.7	Collaboration time on instructional needs.	Yes	\$478,347.00	\$475,047.45
1	1.8	Professional Development - English Learners	Yes	\$9,080.00	\$21,039.21
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	Yes	\$40,974.21	\$40,974.21
1	1.10	English Learners Supports	Yes	\$654,558.00	\$719,262.39
1	1.11	Support Software to identify and address learning needs	Yes	\$324,382.00	\$324,737.65
1	1.12	Implement standards-aligned instructional materials	Yes	\$0.00	\$0.00
1	1.13	Homeless/ Foster Youth supports	No	\$1,600.00	\$1,599.59
1	1.14	Special Education supports	No	\$8,911.00	\$8,911.00
1	1.15	Student supports	Yes	\$245,353.00	\$228,587.51
1	1.16	Classroom Cooling System	Yes	\$315,000.00	\$314,000.00
1	1.17	Electronic Access	Yes	\$8,488.00	\$13,223.00
1	1.18	Dual Enrollment	Yes	\$102,274.00	\$128,864.71

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.19	Special Projects Coordinator	Yes	\$85,715.00	\$89,437.29
1	1.20	Instructional Learning Environment Project Management Allocation	No	\$826,800.00	\$870,399.60
1	1.21	Culinary Classroom	Yes	\$0.00	\$25,176.50
1	1.22	PE Gym Floor	Yes	\$0.00	\$0.00
1	1.23	Woodshop	Yes	\$55,000.00	\$175,769.00
1	1.24	Teacher Retention	Yes	\$223,510.00	\$222,470.63
2	2.1	Alternative Student Placement	Yes	\$377,147.00	\$357,121.98
2	2.2	Intervention Specialist	Yes	\$110,838.00	\$116,886.66
2	2.3	Student Leadership	Yes	\$91,188.00	\$86,621.08
2	2.4	Attendance Supports	Yes	\$5,000.00	\$5,398.85
2	2.5	Social-Emotional Skills	Yes	\$341,511.00	\$478,297.83
2	2.6	School Climate	No	\$52,350.00	\$51,307.15
2	2.7	Assistant Principal and Dean	Yes	\$219,233.00	\$4,250.00
3	3.1	Parent Involvement Support	No	\$16,544.00	\$27,019.82
3	3.2	Pupils with Exceptional Needs	No	\$353,731.00	\$465,605.66
3	3.3	Parent Student Meeting regarding graduation expectations	No	\$0.00	\$0.00
3	3.4	Coordination with West Kern Adult Educational Network	No	\$4,048.00	\$4,048.28
3	3.5	Parent Notifications	No	\$16,844.00	\$20,893.22
3	3.6	Parent Education Program	No	\$7,000.00	\$8,717.68
4	4.1	Staff Member for Classroom Educational Support	No	\$66,064.00	\$47,000.00
4	4.2	Software	No	\$1,000.00	\$1,000.00
4	4.3	Collaborative furniture	No	\$81,354.00	\$101,548.90
5	5.1	EL Teacher Training	Yes	\$44,041.00	\$35,191.80

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants	4. Total Planned Contributing Expenditures	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$3,987,713.00	\$4,810,199.00	\$5,045,069.46	\$234,870.46	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.1	Class size reduction in core classes	Yes	\$556,745.00	\$563,538.20		
1	1.2	Additional Social Studies teacher to support lower class sizes and support Ethnic Studies requirement	Yes	\$339,496.00	\$339,214.75		
1	1.3	KCSOS Induction Program Costs- Staffing, Appropriate Credentials	Yes	\$48,302.00	\$57,765.70		
1	1.4	HR Advertising and Recruitment Costs-Staffing, Appropriate Credentials	Yes	\$2,500.00	\$2,500.00		
1	1.5	Teacher Professional Development/Conference costs for Achievement Teams	Yes	\$128,256.00	\$171,048.80		
1	1.6	Student Performance Data Analysis and Instructional Impact Review: 2 days per teacher	Yes	\$19,235.00	\$48,644.26		
1	1.7	Collaboration time on instructional needs	Yes	\$478,347.00	\$475,047.45		
1	1.8	Professional Development - English Learners	Yes	\$9,080.00	\$21,039.21		
1	1.9	Trust-Based Observations: Classroom-based, reflective-coaching conversations around the 9 areas of pedagogy	Yes	\$25,000.00	\$40,974.21		
1	1.10	English Learners Supports	Yes	\$654,558.00	\$719,262.39		
1	1.11	Support Software to identify and address learning needs	Yes	\$324,382.00	\$324,737.65		
1	1.12	Implement standards-aligned instructional materials	Yes	\$0.00	\$0.00		
1	1.15	Student supports	Yes	\$245,353.00	\$228,587.51		
1	1.16	Classroom Cooling System	Yes	\$315,000.00	\$314,000.00		
1	1.17	Electronic Access	Yes	\$8,488.00	\$13,223.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services
1	1.18	Dual Enrollment	Yes	\$102,274.00	\$128,864.71		
1	1.19	Special Projects Coordinator	Yes	\$85,715.00	\$89,437.29		
1	1.21	Culinary Classroom	Yes	\$0.00	\$25,176.50		
1	1.22	PE Gym Floor	Yes	\$0.00	\$0.00		
1	1.23	Woodshop	Yes	\$55,000.00	\$175,769.00		
1	1.24	Teacher Retention	Yes	\$223,510.00	\$222,470.63		
2	2.1	Alternative Student Placement	Yes	\$377,147.00	\$357,121.98		
2	2.2	Intervention Specialist	Yes	\$110,838.00	\$116,886.66		
2	2.3	Student Leadership	Yes	\$91,188.00	\$86,621.08		
2	2.4	Attendance Supports	Yes	\$5,000.00	\$5,398.85		
2	2.5	Social-Emotional Skills	Yes	\$341,511.00	\$478,297.83		
2	2.7	Assistant Principal and Dean	Yes	\$219,233.00	\$4,250.00		
5	5.1	EL Teacher Training	Yes	\$44,041.00	\$35,191.80		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Estimated Actual Percentage to Increase or Improve Services for the Current School Year (6 divided by 9)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$24,617,349.00	\$3,987,713.00	9.75%	16.15%	\$5,045,069.46	0.00%	20.43%	\$1,345,745.26	5.46%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of

this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">Enter the metric number.
Metric
<ul style="list-style-type: none">Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.
Baseline
<ul style="list-style-type: none">Enter the baseline when completing the LCAP for 2024–25.<ul style="list-style-type: none">Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.Indicate the school year to which the baseline data applies.The baseline data must remain unchanged throughout the three-year LCAP.<ul style="list-style-type: none">This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.
Year 1 Outcome
<ul style="list-style-type: none">When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

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

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
 - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
 - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
 - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

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

- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

Calculations in the Action Tables

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

Contributing Actions Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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