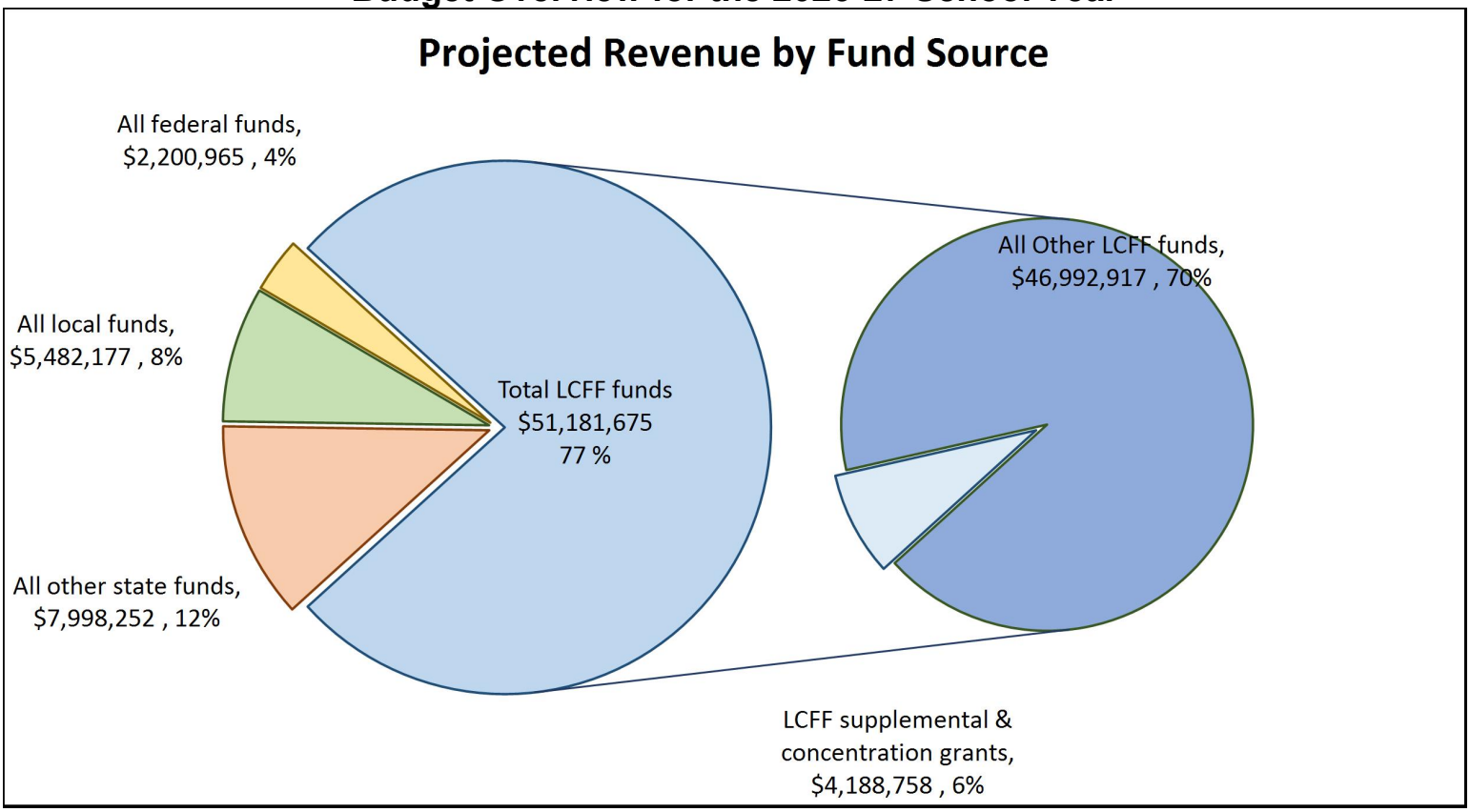
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tehachapi Unified School District
CDS Code: 1563826
School Year: 2026-27
LEA contact information:
Andrea Paxton
Chief Administrator of Instruction

(661) 822-2100

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

## Budget Overview for the 2026-27 School Year

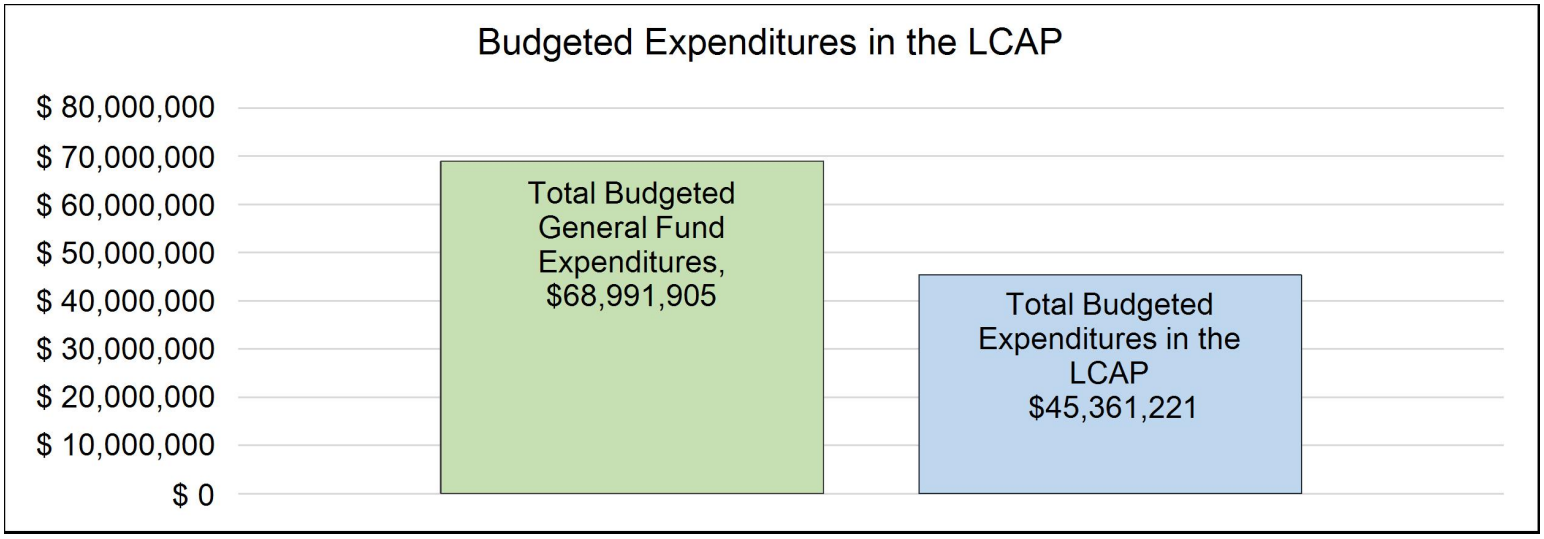



This chart shows the total general purpose revenue Tehachapi Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tehachapi Unified School District is $66,863,069, of which $51,181,675 is Local Control Funding Formula (LCFF), $7,998,252 is other state funds, $5,482,177 is local funds, and $2,200,965 is federal funds. Of the $51,181,675 in LCFF Funds, $4,188,758 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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




This chart provides a quick summary of how much Tehachapi Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tehachapi Unified School District plans to spend $68,991,905 for the 2026-27 school year. Of that amount, $45,361,221 is tied to actions/services in the LCAP and $23,630,684 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

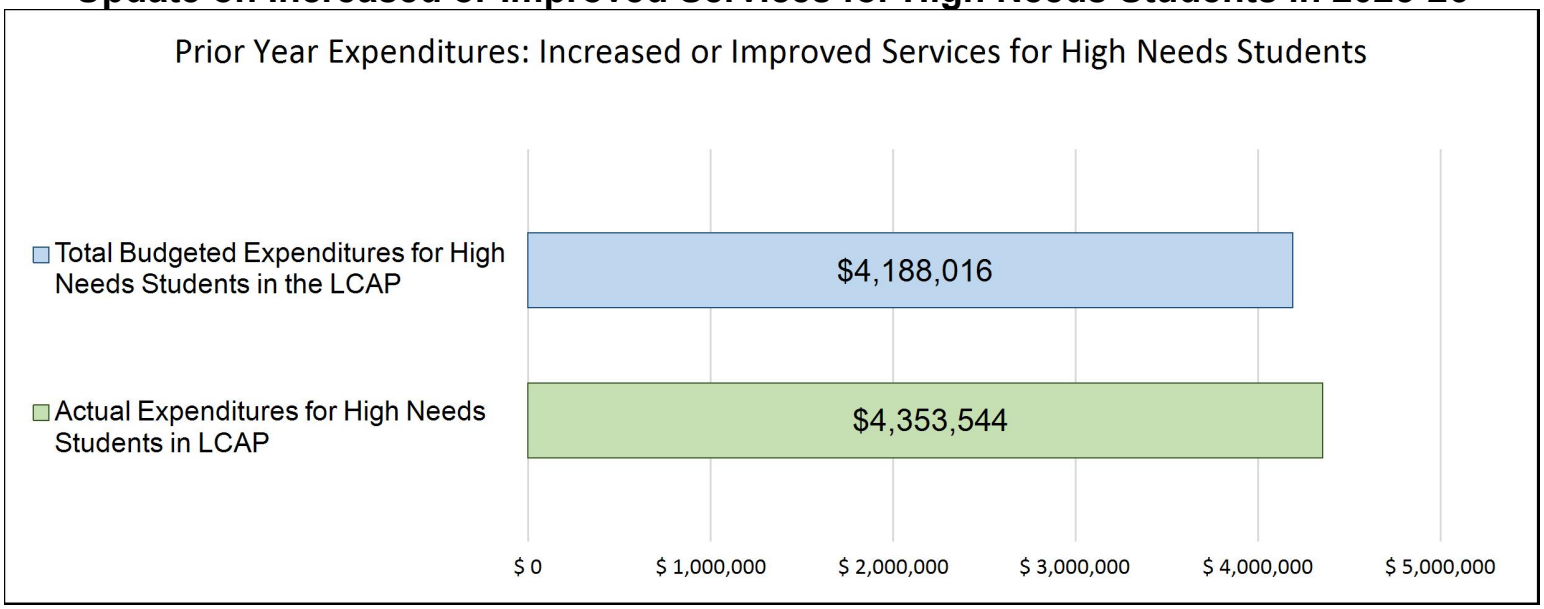
utilities, non-instructional service contracts, and ancillary administrative expenses.

## Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Tehachapi Unified School District is projecting it will receive $4,188,758 based on the enrollment of Foster Youth, English learner, and low-income students. Tehachapi Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Tehachapi Unified School District plans to spend $4,332,001 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2025-26




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

The text description of the above chart is as follows: In 2025-26, Tehachapi Unified School District's LCAP budgeted $4,188,016 for planned actions to increase or improve services for high needs students. Tehachapi Unified School District actually spent $4,353,544 for actions to increase or improve services for high needs students in 2025-26.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Tehachapi Unified School District | Andrea Paxton<br>Chief Administrator of Instruction | apaxton@tehachapiusd.com<br>(661) 822-2100 |

# Plan Summary [2026-27]

## 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.

Tehachapi Unified School District (TUSD) covers 522 square miles in the eastern region of Kern County. Tehachapi is a rural community with many families living on large pieces of property with nearby commercial farms. The nation's largest wind farm, state correctional institution, Tehachapi Cement, and the neighboring aerospace industries that include Edwards Air Force Base, Boeing, and Virgin Galactic, are the major employers of Tehachapi residents. Tehachapi is a blue-collar community with 14.3% of residents completing four years of college and obtaining a bachelor's degree or higher. Although the City of Tehachapi has an approximate population of 12,389, there are approximately 30,000 residents that reside in the Greater Tehachapi area but, live outside of city limits in residential areas such as Bear Valley Springs, Golden Hills, and Stallion Springs. Many residents living in the Tehachapi area commute to surrounding cities for work. The average commute time for Tehachapi residents is 26.8 minutes. TUSD currently serves approximately 4,200 students. Although many districts within California are experiencing significant decline to their enrollment, TUSD's enrollment has only experienced a slight decline around 1%.TUSD has three elementary school sites, one middle school campus, one high school, one independent study campus, and a continuation school.

Cummings Valley serves approximately 565 students. Most students that attend Cummings Valley reside in Bear Valley Springs, Stallion Springs, or a small neighborhood within the city limits of Tehachapi. Cummings Valley has special education services through the Resource program, speech, and one mild/mod special day classroom. Most students that attend Cummings Valley participate in TUSD's transportation services to travel from home to school and back home due to students residing in remote areas. Additionally, Cummings Valley due to a growing population of low-socioeconomic students (40.5%), Cummings Valley will be identified as a Title I school for the 2026/27 school year. Cummings Valley has demonstrated growth in both English language arts (ELA) and mathematics. On the California School Dashboard, student performance in the area of math generated a green indicator and a blue indicator for ELA.

Tompkins Elementary serves 658 students and is located in the middle of the city of Tehachapi. Tompkins elementary is surrounded by homes which allows for many of Tompkins' students to walk or ride their bike to school. Students that are identified for the moderate/severe special education elementary program attend Tompkins. Additionally, Tompkins provides special education services to preschool students. 51.5% of Tompkins' students are identified as socioeconomically disadvantaged identifying Tompkins as a Title I school, and nearly 8% of students are identified as English Language Learners. Tompkins elementary has a positive school climate with a robust PBIS program. Students are motivated to make positive choices encouraged by their well-developed token economy. Tompkins elementary is focused on ensuring that all students read at grade-level by third grade.

Golden Hills Elementary is located in the Golden Hills community, outside of the city limits of Tehachapi. There is a mixture of students who live within the walking boundaries of Golden Hills and those that live outside of the walking zone and rely on TUSD's transportation program to get to and from school. Golden Hills provides mild/moderate services for students who qualify for special education services who have an Individualized Education Program. Golden Hills Elementary is a Title I school due to a high rate of students who are identified as socioeconomically disadvantaged, 50.5%. Golden Hills has a robust multi-tiered system of support program to provide support to students who are struggling to master grade-level standards.

Within TUSD boundaries there is one middle school, Jacobsen Middle School, that serves slightly over 900 students in grades six, seven, and eight each year. 47% of Jacobsen Middle School's students have been identified as socioeconomically disadvantaged which has identified JMS as a Title I school. JMS offers sports programs for students that includes volleyball, basketball, and track and field. JMS provides mild/ moderate and moderate/severe special education programs. During the 2024-25 school year, 30.87% of students met or exceeded standard in ELA and in the area of mathematics, 17.43% of students met or exceeded standards on CAASPP testing. To better support students, JMS will be implementing AVID during the 2026-27 school year to increase the focus on college and career readiness for all students.

TUSD has one comprehensive high school, Tehachapi High School, that serves approximately 1200 students in grades nine through twelve. THS is an AVID school that emphasis the possibility of college for all students. THS students have access to many dual enrollment courses that can be completed on campus within the school day. Due to the high percentage of students who successfully complete college coursework, THS has seen year over year gains in the College and Career Indicator on the California School Dashboard. THS was identified as a Title I school in August 2024 due to a steady increase in their socio-economically disadvantaged student population. Additionally, THS houses a continuation high school on it's campus, Monroe Continuation. Monroe serves approximately 70 students.

TUSD provides an alternative education experience through Tehachapi Independent Learning Academy (TILA). TILA provides a school of choice for families who have students in grades transitional kindergarten through eighth grade who prefer a traditional homeschool program or a blended homeschool program where students attend in-person instruction on the TILA campus two days each week and participate in a homeschool setting for the remainder of the week with optional enrichment opportunities offered on the TILA campus one day a week.

TUSD does not have a significantly diverse student population when compared to neighboring districts within Kern County. Approximately 45% of all TUSD students are identified as low-income, 5.2% of students are English Learners, and 0.7% of students are Foster Youth. White (52%) and Hispanic (40%) are the two largest ethnic student groups within TUSD.

Tehachapi Unified School District continues to be focused on improving first best instructional practices to increase proficiency rates for all students as measured by state assessments and local measures. TUSD has provided professional development to certificated staff members that focus on providing research proven effective instructional practices district-wide. Additionally, TUSD has adopted new mathematics curriculum in elementary, middle school, and high school classrooms to provide instruction aligned with the California Standards and aligned to the Mathematics Frameworks.

TUSD does not receive Equity Multiplier funding.

# Reflections: Annual Performance

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

On the 2025 California School Dashboard, TUSD's students demonstrated positive growth in English language arts, mathematics, and science. Although there were many bright spots on the Dashboard, TUSD recognizes that there continues to be a need to focus on improving academic outcomes for all students. Although student performance showed growth, many student groups are achieving at the very low level in the areas of ELA (foster youth, EL, LTEL, and students with disabilities) and math (EL, foster youth, socioeconomically disadvantaged, students with disabilities, Hispanic, and LTEL) as illustrated on the California School Dashboard.

English Language Arts
On the California School Dashboard, ELA performance increased by 7.9 points. However, due to very low achievement levels for English learners and foster youth a red indicator was generated. LTEL and students with disabilities demonstrated positive growth, but due to performance levels both groups generated an orange indicator. All other student groups, Hispanic, homeless, two or more races, socioeconomically disadvantaged, and white students generated a yellow indicator on the California School Dashboard. All five groups generated positive growth and achievement levels were in the low range rather than the very low range.

Mathematics
Mathematics performance on the California School Dashboard increased by 15.9 points when compared to results from the previous school year. English learners and foster youth generated a red indicator on the dashboard. English learner achievement decreased by 5.9 points while foster youth maintained achievement levels, both groups performed in the very low range generating a red indicator. Socioeconomically disadvantaged, students with disabilities, Hispanic, and LTELS all performed in the very low status range but demonstrated positive growth that range from an increase of nine to eleven points when compared to the previous school year generating an orange indicator. Homeless, students of two or more races, and white students demonstrated significant increases in achievement levels ranging from and increase of 8 to 47 points and generated a yellow indicator as a result of an increase of performance and performing in the low status range.

English Learners
English learner progress declined by 6.3% generating an orange indicator. English learners generated a red indicator in ELA and math due to very low achievement. In the spring of 2025, a cadre of administrators and teachers attended the CABE conference to develop consistent practices to implement during the 2026-27 school year to improve outcomes for English Learners.

Chronic Absenteeism
LTEL, foster youth, and African American generated a red indicator for chronic absenteeism.

Graduation Rate
No red indicators.

Suspension Rate
African American generated a red indicator.

College and Career Indicator
No red indicator.

Review of Red Indicators at School Sites:

Tehachapi High School
THS did not generated any red indicators.

Monroe
On the College and Career Readiness Indicator, socioeconomically disadvantaged generated a red indicator.

Jacobsen Middle School
In the area of ELA, English Learners, Hispanic, and socioeconomically disadvantaged students generated a red indicator ELA. English learners, socioeconomically disadvantaged, students with disabilities, and white students generated a red indicator in the area of Chronic Absenteeism.

Tehachapi Independent Learning Academy
In the area of chronic absenteeism, Hispanic and socioeconomically disadvantaged student groups generated a red indicator.

Cummings Valley Elementary
No red indicators

Golden Hills Elementary
In the area of ELA and math, students with disabilities generated a red indicator.

Tompkins Elementary
In the area of ELA and suspensions, students with disabilities generated a red indicator. In the area of chronic absenteeism the following student groups generated a red indicator: English learners, two or more races, and students with disabilities.

Learning Recovery Emergency Block Grant
The Tehachapi Unified School District has unexpended LREBG funds for the 2026-27 school year. A needs assessment was completed to identify areas of need using the 2025 California School Dashboard and local measures. Areas of identified need included: English learner progress in ELA and mathematics, overall academic achievement in ELA and mathematics, and Chronic Absenteeism.

Although overall student achievement in ELA and Mathematics generated a yellow indicator on the California School Dashboard, student achievement has maintained in the low range. TUSD has elected to use some of their LREBG funds to target math intervention at Jacobsen Middle School (JMS). JMS students are performing in the very low range in the area of mathematics as measured on the California School Dashboard. Low achievement in middle school math makes it extremely difficult for students to access higher level math courses in high school, limiting post graduation opportunities. Low performing achievement levels are verified using the adopted universal screener, iReady.

Academic achievement and chronic absenteeism is a concern for English Learners. English Learners generated a red indicator in ELA and math achievement and orange indicator in the area of chronic absenteeism. TUSD has planned professional development to target the identified needs of English learners. Additionally, site administrators have made an agreement on effective teaching strategies that should be demonstrated in all classrooms for the 2026-27 school year.

Chronic absenteeism continues to be high in TUSD. TUSD has a higher rate than Kern County. TUSD has implemented an effective attendance recovery program during the 2025-26 school year. TUSD will tweak this program to increase it's impact for the 2026-27 school year using LREBG funds. LREBG funded actions may be found in Goals 2 and 3, Actions 2.18, 2.19, 2.20, 2.21, 2.22, 3.13, and 3.14. See action descriptions for an explanation of the rationale for choosing the selected actions.

2024 Data
English Language Arts
When reviewing CAASPP performance data through Data Quest on the CDE website, 37.36% of students that participated in CAASPP testing met or exceeded the standard in ELA. However, due to low participation at secondary school sites, TUSD experienced a decline of 10.4 points. Student performance generated an orange indicator on the Dashboard. ELA performance was 47.4 points below standard. Performance for student groups is as follows: Hispanic (-10.7), students of two or more races (-15), white (-6.4), English learners (-6.9), long term English learner (-22.7), foster youth (+27.9), socio economically disadvantaged (-6.5), and students with disabilities (+7.3). All student groups generated an orange indicator except for English learners, long term English learners, homeless, and socio economically disadvantaged, which generated a red indicator on the Dashboard.

Mathematics
When reviewing CAASPP performance data through Data Quest on the CDE website, 22.79% of students that participated in CAASPP testing met or exceeded the standard in mathematics. This was a decline of 1.4% when compared to 2023 mathematics performance. Overall student performance generated an orange indicator. CAASPP participation at secondary school sites fell below the 95% threshold which negatively impacted California School Dashboard results. Student performance on the Dashboard declined by 12.2 points. Performance for student groups is as follows: Hispanic (-11.9), students of two or more races (-8.2), white (-9.3), English learner (-3.6), long term English learners (-16.6), foster youth (+19.1), socio economically disadvantaged (-9.1), and students with disabilities (-8.1). Students of two or more races, white, and foster youth student groups generated an orange indicator. Hispanic, English learners, long term English learners, homeless, socioeconomically disadvantaged, and students with disabilities student groups generated a red indicator on the Dashboard.

English Language Learners
English learners generated a red indicator in ELA and mathematics.

Long Term English Language Learners
Long term English language arts generated red indicators in the following areas: ELA, mathematics, and the College and Career Indicator.

Chronic Absenteeism
There are no red indicators in the area of chronic absenteeism.

Graduation Rate
There are no red indicators in this area.

Suspension Rate
8.8% of African American students were suspended at least one day which generated a red indicator.

College and Career Indicator
On the College an Career Indicator, homeless and long term English learners generated red indicators. There was a decline of 9.5% for homeless students and a decline of 5.3% for long term English language learners declined by 5.3%.
Review of Red Indicators at School Sites
Tehachapi High School:
Tehachapi High School  generated a red indicator for English language arts, mathematics, and English learner progress. In the area of ELA, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students generated a red indicator. In the area of mathematics, Hispanic, socioeconomically disadvantaged, students with disabilities, and white students generated a red indicator. On the English Learner Progress Indicator, English language learners and long term English language learners generated a red indicator. On the Suspension Rate indicator, homeless students generated a red indicator with an increase in suspension rate by 8%. Homeless youth had a suspension rate of 12.9%.

Monroe High Continuation:
At Monroe, there was one overall red indicator on the Dashboard, College and Career Indicator. Socioeconomically disadvantaged and white student groups both generated a red indicator for the College and Career Indicator.

Jacobsen Middle School:
JMS had one red indicator for overall student performance in the area of mathematics. Student performance declined by 5.8 points. Although the decline in points was not substantial, students are achieving in the very low area. In mathematics, English learners, Hispanic, and socioeconomically disadvantaged, and students with disabilities generated a red indicator. In ELA, English language learners and socioeconomically disadvantaged students generated a red indicator.

Tehachapi Independent Learning Academy:
Tehachapi Independent Learning Academy (TILA) had one red indicator on the Dashboard. White students generated a red indicator in the area of chronic absenteeism. 40.5% of white students at TILA have been identified as chronically absent.

Cummings Elementary:

Cummings Elementary does not have any red indicators on the Dashboard.

Golden Hills Elementary:
On the overall indicators representing outcomes for all students there are no red indicators on the Dashboard. However, there are red indicators for specific groups in particular areas. The performance of Hispanic students in ELA generated a red indicator by declining by 13.9 points and performing in the very low bracket of achievement levels. Students with disabilities generated a red indicator in the area of Mathematics by maintaining a performance level of very low.

Tompkins Elementary:
Tompkins did not have any red indicators that were representative of outcomes for all students. However, there are red indicators for specific groups of students in particular areas. Students with disabilities achievement generated a red indicator in the area of mathematics due to a decline of 17.8 points and performance in the vey low achievement band. Student identified as having two or more races generated a red indicator due to a 3.8% increase in students who were chronically absent during the 2023-24 school year and the absenteeism rate was above 20.01%.

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

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

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

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

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

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

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

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

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

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

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

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

# Reflections: Technical Assistance

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

TUSD has been identified for Differentiated Assistance to address the identified needs of Foster Youth. On the 2023 California School Dashboard, Foster Youth had three red indicators: English language arts achievement, mathematics achievement, and chronic absenteeism. To address the identified needs of Foster Youth, TUSD works collaboratively with site administration to develop interventions and monitor the effectiveness of those interventions for Foster Youth. Foster Youth who demonstrate an academic need are invited to participate in tutoring services outside of the school day. Academic performance data is closely monitored to address academic needs within the school day through intervention periods and scaffolding by the classroom teacher. The Director of Student Services assists in supporting Foster Youth by providing backpacks and other materials that a student may need to be successful. Each school site has a full-time social worker, that offers support to each foster student. The attendance rates of all students are closely monitored including foster youth. Parent meetings and home visits are conducted regularly to address chronic absenteeism for Foster Youth. In the spring of 2024, TUSD district leaders met with Kern County Superintendent of Schools (KCSOS) representatives to engage in a data dive to identify strengths and weaknesses in student outcomes. Action 3.1 addresses our work to support our Foster Youth. On the 2024 California School Dashboard, foster youth made improvements in all three identified areas and have an orange indicator in the identified areas. However, TUSD continues to be identified for Differentiated Assistance. Goal 2, action 2.23 outlines the partnership between TUSD and KCSOS to address Differentiated Assistance.

Due to performance on the 2024 California School Dashboard, TUSD was identified for Differentiated Assistance in two new areas. Homeless and Long Term English Learners were identified in the area of CAASPP performance in ELA and mathematics and in the area of college and career readiness. Actions 2.3, 2.4, and 2.10 addresses our work to support Homeless students and long term English language learners. TUSD partnered with Kern County Superintendent of Schools to engage in a root cause analysis to identify barriers that exist within the TUSD system that prevent students from meeting A-G requirements.

On the 2025 California School Dashboard, two student groups were identified for Differentiated Assistance (:Level 2) within TUSD. Foster youth generated a red indicator in ELA, mathematics, and chronic absenteeism. African American students generated a red indicator in the area of suspension and in chronic absenteeism. Throughout the 2025-2026 school year has had an intense focus on improving attendance for all students and has seen an approximate 2% in attendance when compared to the previous school year. During an Instructional Leaders meeting, all site administrators engaged in an activity to help identify ways to better support student groups identified for Differentiated

Assistance. Additionally, TUSD is working with our county office, Kern County Superintendent of Schools to ways to better support African American and foster youth.
To address these disparities, TUSD partnered with the Kern County Superintendent of Schools (KCSOS) and CCEE to conduct an in-depth data review of the California School Dashboard results, engage in an analysis of the data, and participate in the four part series of the Kern Collaboration Meetings that focuses on implementing Professional Learning Communities to improve student outcomes.

# Comprehensive Support and Improvement

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

### *Schools Identified*

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

No schools have been identified for CSI.

### *Support for Identified Schools*

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

N/A

### *Monitoring and Evaluating Effectiveness*

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

N/A

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| Parents | An LCAP presentation was provided on April 29, 2026 and April 30, 2026 at differing times and different days of the week. During each meeting, attendees had the opportunity to provide feedback and input into the LCAP for the 2026-27 school year. |
| Community Members | The Chief Administrator visited district community advisory groups that included Citizens Task Force (CTF), Superintendent's Parent Advisory Committee, and DELAC to provide an overview of the LCAP and review key data points, proposed goals, and actions. Attendees provided input on actions that they would like to continue due to a benefit they provide to students. Recommendations for additional actions that should be added, and suggestions for actions that should be removed because they did not provide a benefit to students. LCAP presentations to community and parent advisory groups were conducted beginning in November 2025 and were completed in May 2026. |
| Teachers (Tehachapi Association of Teachers) | Two meetings were held at the district office outside of the school day as an opportunity for certificated and classified staff members to attend to learn about the LCAP, review proposed goals, and provide input on actions for the 2026-27 LCAP. Meeting attendees were given opportunities to provide input and recommendations on goals, and actions, and ask questions regarding metrics. Meetings were held on May 5, 2026 and May 14, 2026. Meetings were held at two different times to accommodate differing release schedules at school sites. |
| Other School Personnel (CSEA members) | Meetings were held at the district office outside of the school day as an opportunity for teachers and other school personnel to learn about |

| Educational Partner(s) | Process for Engagement |
| --- | --- |
| | the LCAP, review proposed goals, and provide input on actions for the 2026-27 LCAP. Meeting attendees were given opportunities to provide input and recommendations on goals, and actions, and ask questions regarding indicated metrics. Meetings were held on May 5, 2026 and May 14, 2026, at two different times to accommodate differing release schedules at school sites. |
| Students | A meeting was held at the middle school and high school on January 29, 2026 and April 21,2026 to gain input from students who had a broader experience as student within TUSD. |
| Administrators and District Management | On February 24, 2026, the Chief Administrator of Instructional Services provided a presentation of current data and proposed goals and actions for the 2026-27 LCAP to district administrators and management staff members. Attendees participated in an activity that allowed groups to collaborate to identify current practices that are effective and should continue, make suggestions for new actions, and provide input on actions that they felt should not be continued. |
| SELPA | On May 21, 2026, the Chief Administrator of Instructional Services collaborated with the Executive Director of the Kern County Consortium to review the draft of the 2026-27 TUSD LCAP document. Mr. Knotts reviewed actions to support students with disabilities and provided valuable input supporting purposed actions. |

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

Due to ongoing deficit spending, certain actions have been scaled back or discontinued to ensure fiscal stability. Some educational partners expressed displeasure with these changes. However, new actions have been added to the LCAP using the Learning Recovery Block Grant. New actions are direct reflections of input provided from educational partners. For example, requests have been made for professional development to better support English learners. Action 2.20 was added as an action item to provide better support for English learners. Additionally, students provided input on the attendance program and made suggestions on how this program could be implemented in order to increase impact.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Rate of Teachers who are fully credentialed<br>Source: TAMO Report | Teaching credentials held during the 2023-24 school year. | Teaching credentials held during the 2024-25 school year. | 2025-26<br><br>Clear Credential= 82.2% | 2026-27<br><br>Clear Credential=89% | Clear Credential increased by 5.2%<br>Preliminary Credential |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Priority 1A | Clear Credential=77%<br>Preliminary Credential=15%<br>30 Day Sub Permit=1%<br>Intern=1%<br>Short Term Staff Permit=4%<br>Variable Term Waiver=1.5% | Clear Credential= 85%<br>Preliminary Credential= 8.9%<br>30 Day Sub Permit= 0.4%<br>Intern= 3.9%<br>Short Term Staff Permit= 0.9%<br>Variable Term Waiver=0.9% | Preliminary Credential=9.4%<br>30 Day Sub Permit=0.5%<br>Intern=5.8%<br>Short Term Staff Permit=2.0%<br>Variable Term Waiver=0% | Preliminary Credential=10%<br>30 Day Sub Permits=0%<br>Intern=0%<br>Short Term Staff Permit= 0%<br>Variable Term Waiver=0% | decreased by 5.6%<br>30 Day Sub Permits decreased by 0.5%<br>Intern increased by 4.8%<br>Short Term Staff Permit decreased by 2%<br>Variable Term Waiver decreased by 1.5% |
| 1.2 | Rate of access to standards-aligned instructional materials<br>Source: Local inventory and student enrollment.<br><br>Priority 1B | 2023-24:<br>All students have access to standards-aligned instructional materials as measured by student enrollment and textbook inventory. | 2024-25:<br>All students have access to standards-aligned instructional materials as measured by student enrollment and textbook inventory. | 2025-26<br>All students have access to standards-aligned instructional materials as measured by student enrollment and textbook inventory. | 2026/27<br>All students will have access to standards-aligned materials in subject areas. | There is no difference from the baseline. Target for year 3 outcome has been met. |
| 1.3 | Rate of students identified as prepared on the College and Career Indicator<br>Source: California School Dashboard.<br><br>Priority 4H | 2023<br>% of students identified as prepared on the College and Career Indicator on the California School Dashboard.<br><br>26.3% =All students<br>2.2%=Students with Disabilities<br>18%=Hispanic<br>13.6%=Homeless | 2024<br>% of students identified as prepared on the College and Career Indicator on the California School Dashboard.<br><br>31.5% =All students<br>6.8%=Students with Disabilities<br>23.8%=Hispanic | 2025<br>% of students identified as prepared on the College and Career Indicator on the California School Dashboard.<br><br>42.2% =All students<br>10.6%=Students with Disabilities<br>28.2%=Hispanic | 2026/27<br>% of students identified as prepared on the College and Career Indicator on the California School Dashboard.<br><br>40%=All students<br>10%= Students with Disabilities<br>30%=Hispanic Students | 2025<br>% of students identified as prepared on the College and Career Indicator on the California School Dashboard.<br><br>+15.9% =All students<br>+8.4%=Students with Disabilities<br>+10.2%=Hispanic |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 17.8%=Socio Economically Disadvantaged<br>30.5%=White | 4.2%=Homeless<br>21.1%=Socio Economically Disadvantaged<br>35.9%=White<br>0%=LTEL<br>(new baseline) | 11.11%=Homeless<br>33.5%=Socio Economically Disadvantaged<br>49.3%=White<br>5.6%=LTEL | 35%-Socio Economically Disadvantaged<br>40%=White<br>5%=LTEL | -2.5%=Homeless<br>+15.7%=Socio Economically Disadvantaged<br>+13.4%=White<br>5.6%=LTEL |
| 1.4 | A-G completion rate<br>Source: CALPADS snapshot report 1.22.<br><br>Priority 4B | 2022/23<br><br>20% of graduating seniors met UC and CSU requirements. | 2023/24<br><br>23.9% of graduating seniors met UC and CSU requirements. | 2024/25<br><br>30.1% of graduating seniors met UC and CSU requirements. | 2026/27<br><br>% of graduating seniors who meet all UC and CSU requirements.<br><br>35%= of All Students | Growth of 10.1% when compared to baseline. |
| 1.5 | CTE completion rate<br>Source: CALPADS (3.19 snapshot report).<br><br>Priority 4C | 2022/23<br><br>31.6% of high school seniors completed at least one CTE Pathway | 2023-24<br><br>29.2% of high school seniors completed at least one CTE Pathway. | 2024/25<br><br>54.57% of high school seniors completed at least one CTE Pathway | 2026/27<br><br>40%= All students will complete at least one CTE pathway. | Increase of 22.97% when compared to baseline metric. |
| 1.6 | Facilities are maintained in good repair<br>Source:Facilities Inspection Tool (FIT) report.<br><br>Priority 1C | 2023/24<br><br>All school campuses received a rating of good or better on the FIT report. | 2024/25<br><br>All school campuses received a rating of good or better on the FIT report. | 2025/26<br><br>All school campuses received a rating of good or better on the FIT report. | 2026/27<br><br>All school campuses will receive a rating of good or better on the FIT report. | TUSD has maintained facilities, and facilities remain in good repair.<br><br>Change=0 |
| 1.7 | Broad Course of Study<br>Source: district internal metrics. | 2023/24<br>100% of students in elementary and secondary have access | 2024/25<br>100% of students in elementary and secondary have | 2025/26<br>100% of students in elementary and secondary have | 2026/27<br><br>Maintain 100% of all students will | No change in metric when compared to baseline data. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Priority 7A | to a broad course of study as measured by TUSD self-assessment. | access to a broad course of study as measured by TUSD self-assessment. | access to a broad course of study as measured by TUSD self-assessment. | have access to a broad course of study at the elementary sites, middle school, and high school. | Metric meets target for year 3 outcome. |

# Goal Analysis [2025-26]

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.

1.1 Basic Facilities- Fully Implemented
All TUSD facilities are in good repair as indicated in each site's Facility Inspection Tool. Routine maintenance takes place throughout the school year with substantial projects taking place over periods of student breaks.

1.2 Teacher Credentials- Fully Implemented
TUSD began the school year with all teaching positions filled. However, new positions were created from mid-year vacancies due to retirement or staff leaving the area. Some positions were filled with substitute teachers while recruiting for a permanent staff member. All teachers with a preliminary credential participated in an Induction Program through KCSOS funded by TUSD in an effort to clear their teaching credential.

1.3 Basic Services (Instructional Materials)-Fully Implemented
All students have access to standards aligned materials in all courses. New materials were adopted for K-8 students to align with the California Mathematical Framework.

1.4 New Teacher Support- Fully Implemented
All new teachers who have a preliminary teaching credential are enrolled in the induction program through Kern County Superintendent of Schools. Each candidate who is participating in Induction is provided with a mentor teacher that provides support to the new teacher.

1.5 Support Staff- Partially Implemented
Due to budgetary concerns, TUSD has reduced staffing of instructional paraeducators.

1.6 Student Technology-Fully Implemented
Chromebooks continue to be available to students while in the classroom and are available to students to check out as needed. TUSD has maintained a 2:1 Chromebook ratio. However, this will not be sustainable in future school years.

1.7 School Library Staff-Fully Implemented
All TUSD libraries have maintained consistent staffing levels throughout the school year. By maintaining consistent staffing levels, students were able to access school libraries to obtain reading material, check out technology, and access a location to study during unstructured times. TUSD had no challenges in implementing this action and library staff was available to provide students with resources needed for research projects and manage curricular resources.

1.8 Technology Staff- Fully Implemented
TUSD has reduced technology staffing. When the Technology Director left TUSD, TUSD elected to partner with KCSOS to provide support in the area of technology. Additionally, two site technicians resigned, and the positions have not been replaced. Vacancies have not been filled due to budget concerns.

1.9 Tehachapi Independent Learning Academy (TILA)- Fully Implemented
TILA has maintained staffing and continues to provide an alternative educational opportunities for students. Consistent enrollment demonstrates a need for this alternative program.

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

1.1 Basic Facilities- No material differences.
1.2 Teacher Credentials- No material differences.
1.3 Basic Services (Instructional Materials)- Material difference. Curricular materials were not due for renewal. Approximately 50% of allotment was spent.
1.4 New Teacher Support- Material difference of planned versus actual of planned spending of 35.9% This amount was dependent on the number of teachers needing support. This number changes based on new teacher hiring practices.
1.5 Support Staff- Material difference. Due to budgetary concerns, as staff members resigned or retired, staff was not replaced. Approximately 80% of budget will be expelled by the conclusion of the 2025-26 school year.
1.6 Student Technology- Material Difference. Due to a high inventory of student technology, additional purchases were not needed. 10% of budget was expelled.
1.7 School Library Staff- No material differences.
1.8 Technology Staff- Material difference. As staff resigned, staff was not replace due to budgetary concerns. Approximately 75% of budget was expelled.
1.9 Tehachapi Independent Learning Academy- There was a difference of 82.6% between planned spending and actual spending. Much of TILA costs were allocated to other actions (1.1, 1.2, and 1.5)

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

1.1 Basic Facilities- This action has been effective in ensuring students have safe and clean facilities as measured by the annual Facilities Inspection Tool. Updates to facilities are completed based on site and student needs.

1.2 Teacher Credentials- The percentage of fully credentialed teachers has decreased by approximately 3%. The availability of fully credentialed teachers has decreased in specific areas such as mathematics and special education is difficult. This is consistent throughout the state of California. Although the percentage of fully credentialed decreased when compared to the previous school year, this metric shows positive growth when compared to baseline data which demonstrates that this action is effective.

1.3 Basic Services (Instructional Materials)- TUSD has continually worked to update outdated curriculum. TUSD adopted new curriculum for transitional kindergarten students. This action has been effective in aligning district curriculum with state standards improving outcomes for students.

1.4 New Teacher Support- All teachers with a preliminary teaching credential are enrolled in an Induction Program. TUSD funds participation in Induction. By providing a district funded Induction Program, TUSD is able to recruit new teachers to the district. metric 1.1 demonstrates that this action is effective in increasing the number of fully credentialed teachers within TUSD.

1.5 Support Staff- TUSD has maintained staffing levels for campus security to ensure safety at secondary school sites. However, general education instructional paras have decreased. Although instructional paras can provide support in the classroom there is not a direct relationship between student achievement and general education instructional paras. A large percentage of the instructional para's day is spent on the playground supervising students. This is not an effective action as many of our school sites have had an increase in their suspension rates. Due to the ineffectiveness, staffing will be reduced during during 2026-27 school year. Additionally, this reduction will address budgetary concerns.

1.6 Student Technology- Students continue to use district provided Chromebooks in the classroom on a regularly basis. Many of our students checkout a Chromebook from the school library to use at home. District Chromebooks give students access to digital textbooks, access school programs, complete homework assignments, and submit assignments through Canvas. This is an effective action as student continue to have access to digital devices.

1.7 School Library Staff- TUSD has maintained consistent staffing at all school site libraries allowing for consistent access to reading materials, text books, and checkout Chromebooks for home use. This action has effectively allowed us to provide standards-aligned materials (Metric 1.2).

1.8 Technology Staff- Although technology staff has been reduced throughout the school year. TUSD has been able to maintain connectivity and consistent access to technology for students and staff. This action has been effective as measured by metric 1.2.

1.9 Tehachapi Independent Learning Academy- TILA has proved to be an effective program for families that desire to have an alternative educational program for students. Students that were not successful at a comprehensive site or struggled with behavioral expectation at a comprehensive site have the option of an alternative educational structure at TILA. Students attending TILA are demonstrating similar academic progress to other school sites and students attending TILA have exhibited minimal behavioral concerns. ELA and math performance are both generated an orange indicator on the California School Dashboard. Providing this alternative program to families has allowed us to continue to ensure that all students have access to standards-aligned materials (metric 1.2). This is been an effective action by giving families an alternative education structure for their student.

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.

Actions:
1.1 Basic Facilities- No changes
1.2 Teacher Credentials-No changes
1.3 Basic Services (Instructional Materials)- Budget has been reduced from 500,000 to 450,000
1.4 New Teacher Support-No changes
1.5 Support Staff-Budget has been decreased to replicate adjusted staffing rates for the 2026-27 school year due to budgetary concerns.
1.6 Student Technology-The budget increased to reflect the need to replace outdated technology.
1.7 School Library Staff-No Changes
1.8 Technology Staff-Budget for action has decreased to reflect updated staffing levels for the 2026-27 school year. Staffing has been reduced due to budgetary concerns.
1.9 Tehachapi Independent Learning Academy-No changes

**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** | Basic Facilities | The TUSD Maintenance and Operation team inspects school facilities to ensure the buildings are safe and well-maintained. All TUSD inspections indicate that TUSD facilities are in good repair. The California Department of Education envisions school facilities that enhance the achievement of all students and are learner-centered, safe-sustainable, and centers of the community. Students who receive instruction in buildings with good environmental conditions can earn test scores that are 5-17 percent higher than scores for students in substandard buildings. The creation and implementation of a TUSD Facilities Master Plan will promote TUSD's ability to provide all students and staff access to clean, safe, and updated facilities which will enhance school pride and support students. TUSD maintains an FTE for M & O of 19.156. | $3,600,221.00 | No |
| **1.2** | Teacher Credentials - (Basic Service, Teacher Credentialing) | TUSD will provide fully credentialed and effective teachers with appropriate authorizations, certifications, and training. Through an active teacher recruiting process, TUSD will be able to offer a broad-course of study to all students. One of the most important factors in raising student achievement | $24,722,417.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | is a highly qualified teacher. Research shows that teacher subject-matter knowledge is associated with student learning. This is important for our Socioeconomically Disadvantaged Students, English Learners, Foster Youth, and Students with Disabilities who are at greater risk of being taught by an unqualified teacher. For example, by monitoring credentialing requirements, TUSD ensures that English Learners are taught by instructors who have met specific certification requirements for working with English Learner students. TUSD's FTE is generated based on student enrollment. With a student enrollment of 4,200, TUSD maintains an FTE of 200 teachers. TUSD has hired a math intervention teacher in response to declining math performance on the California School Dashboard and the red indicator that was generated due to low math performance on the CAASPP. | | |
| **1.3** | Basic Services (Students Have Standards Based Instructional Materials) | All TUSD students have standards-aligned instructional materials. The California Department of Education requires all students to receive instruction aligned to California State content standards and curriculum frameworks. To ensure teachers are using standards-based materials, TUSD adopts instructional materials that are on the list of approved materials by the California State Board of Education.<br>At the beginning of each school year, the Instructional Services team checks with site administrators and librarians to ensure that all teachers have the board-adopted curriculum in their classroom and that there are a sufficient number of curricular resources for all students to have their own copy of the resources for the duration of the school year. | $450,000.00 | No |
| **1.4** | New Teacher Support | TUSD will provide support to all new teachers through professional development offered at the District by TUSD Instructional Leaders and by providing support through a partnership with Kern County Superintendent of Schools' (KCSOS) Induction Program. KCSOS's Induction Program is a two year program that supports new teachers as they progress towards clearing their California Teaching Credential. | $91,647.00 | No |
| **1.5** | Support Staff | TUSD will provide support staff that will assist students in the classroom with instructional materials, supervise students while outside of the | $6,757,425.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | classroom to ensure safety for all students, and assist in providing small group support for interventions during instructional time within the school day. Support staff is provided based on student enrollment and to address identified areas of need. TUSD currently maintains an FTE of 37 general education Instructional Paras, 11.5 playground aides, and 11.563 campus security. | | |
| **1.6** | Student Technology | TUSD will provide students with access to technology when in the classroom and technology to use at home to increase access to digital instructional materials. TUSD recognizes that students live in a digital world where many academic resources are accesses through a digital device. Socio Economically Disadvantages students may have limited access to a digital device that may limit their access to textbooks, digital resources, digital tutoring platforms, and the ability to correspond with their teacher through digital correspondence such as email or chat features in CANVAS. | $350,000.00 | No |
| **1.7** | School Library Staff | School library staff are a resource for students and staff to increase learning. School library staff help students develop a student's interest in reading by sharing stories, guiding students to pick out high interest reading materials at the student's instructional level, and provide academic resources needed for research projects. | $532,303.00 | No |
| **1.8** | Technology Staff | TUSD employs one full time Director of Technology who oversees the implementation of the TUSD technology plan. With the increase of the use of technology on all TUSD campuses, TUSD provides a Site Tech to each comprehensive school site to ensure that technology in the classroom works efficiently for students and staff. For staff to deliver the lessons that they have planned, it is imperative that the technology in their classrooms work consistently. Each classroom has a class set of Chromebooks, Site Techs ensure that the Chromebooks are in proper working order for students and provide repairs when needed. Many of the adopted curriculum resources and instructional programs are web-based or have web-based materials. The District Network Manager ensures that the | $660,314.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | TUSD network is properly running, all necessary staff have the appropriate credentials to access the appropriate programs and curriculum. | | |
| **1.9** | Tehachapi Independent Learning Academy | Tehachapi Independent Learning Academy (TILA) provides high school students with an alternative school environment for those students who are unable to attend a full in-person school day at TUSD's comprehensive high school. Additionally, through TILA, students can take courses that may not be offered at THS. | $345,292.00 | No |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Students will make progress toward meeting grade-level standards in the area of English Language Arts<br><br>Source: California School Dashboard CAASPP English Language Arts Assessment | 2023-24 California School Dashboard results<br><br>36.97% of all students met or exceeded standards (Data Quest)<br><br>All students= 37 points below standard (yellow) | 2024-25 California School Dashboard results<br><br>37.36% of all students met or exceeded standards (Data Quest) | 2025-26 California School Dashboard results<br><br>35.68% of all students met or exceeded standards (Data Quest) | 2026-27 Expected Outcomes:<br><br>52% of all students will meet or exceed students will meet standards on CAASPP testing (California School Dashboard) | Student performance decreased by 1.68% when compared to baseline data pm Data Quest<br><br>All students= deficit increased by 2.5 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Priority 4A | Foster Youth= 111.8 points below standard<br>English Learners=82.5 points below standard<br>Hispanic=54.2 points below standard<br>Homeless=78.9 points below standard<br>Socio Economically Disadvantaged=65.3 points below standard<br>Students with Disabilities= 120 points below standards<br>White= 28.5 points below standard | All students= 47.4 points below standard (yellow)<br>Foster Youth= 83.9 points below standard<br>English Learners= 89.4 points below standard<br>Hispanic=64.9 points below standard<br>Homeless= 113.6 points below standard<br>Socio Economically Disadvantaged= 71.8 points below standard<br>Students with Disabilities= 112.7 points below standards<br>White= 34.9 points below standard<br>LTEL= 129 points below standard (new baseline) | All students= 39.5 points below standard (yellow)<br>Foster Youth= 96.8 points below standard<br>English Learners= 90.2 points below standard<br>Hispanic=59.4 points below standard<br>Homeless= 58 points below standard<br>Socio Economically Disadvantaged= 64.1 points below standard<br>Students with Disabilities= 105.3 points below standards<br>White= 23.7 points below standard<br>LTEL= 121.9 points below standard | All students= 21 points below standard<br>Foster Youth= 90 points below standard<br>English Learners= 60 points below standard<br>Hispanic= 40 points below standard<br>Homeless= 60 points below standard<br>Socio Economically Disadvantaged=45 points below standard<br>Students with Disabilities= 80 points below standards<br>White= 12 points below standard<br>LTEL=119 points below standard (new) | Foster Youth= deficit decreased by 15 points<br>English Learners= deficit increased by 7.7 points<br>Hispanic= deficit increased by 5.2 points<br>Homeless= deficit decreased by 20.9 points<br>Socio Economically Disadvantaged= deficit decreased by 1.2 points<br>Students with Disabilities= deficit decreased by 14.7 points<br>White= deficit decreased by 4.8points<br>LTEL= deficit decreased by 7.1 points |
| 2.2 | Students will make progress towards meeting grade-level standards in the area of mathematics | 2023-24 California School Dashboard results | 2024-25 California School Dashboard results<br><br>22.79% of all students met or | 2025/26 California School Dashboard Results<br><br>24.13% of all students met or | 2026-27 Expected Outcomes:<br><br>46% of all students will meet or exceed standards | Student performance increased by 0.06% when compared to baseline data. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: California School Dashboard CAASPP Math Assessment<br><br>Priority 4A | 24.19% of all students met or exceeded standards (Data Quest)<br><br>All students= 79.4 points below standard (yellow)<br>Foster Youth= 173.3 points below standard<br>English Learners= 119 points below standard<br>Hispanic= 95 points below standard<br>Homeless=124.6 points below standard<br>Socio Economically Disadvantaged= 105.7 points below standard<br>Students with Disabilities= 146.3 points below standards<br>White= 71.9 points below standard | exceeded standards (Data Quest)<br><br>All students= 91.6 points below standard (orange)<br>Foster Youth= 154.2 points below standard<br>English Learners= 122.6 points below standard<br>Hispanic= 106.9 points below standard<br>Homeless= 141.6 points below standard<br>Socio Economically Disadvantaged= 114.8 points below standard<br>Students with Disabilities= 154.4 points below standards<br>White= 81.2 points below standard<br>LTEL= 190.4 points below standard (baseline) | exceeded standards (Data Quest)<br><br>2025/26 Student performance increased by 15.9 moving from the orange indicator to the yellow indicator.<br><br>All students= 75.7 points below standard (yellow)<br>Foster Youth= 153.7 points below standard<br>English Learners= 128.5 points below standard<br>Hispanic= 97.3 points below standard<br>Homeless= 94 points below standard<br>Socio Economically Disadvantaged= 101.6 points below standard<br>Students with Disabilities= 142.8 points below standards | on CAASPP testing (Data Quest)<br><br>All students= 63 points below standard (yellow)<br>Foster Youth= 150 points below standard<br>English Learners= 100 points below standard<br>Hispanic= 75 points below standard<br>Homeless= 75 points below standard<br>Socio Economically Disadvantaged= 85 points below standard<br>Students with Disabilities= 126 points below standards<br>White= 50 points below standard<br>LTEL=180 points below standard (new) | All students= deficit decreased by 3.7 points<br>Foster Youth= 19.6 point deficit decrease<br>English Learners= deficit increased by 9.5 points<br>Hispanic= deficit increased by 2.3 points<br>Homeless= deficit decreased by 30.6 points<br>Socio Economically Disadvantaged= deficit decreased by 4.1 points<br>Students with Disabilities= deficit decreased by 3.8 points<br>White= deficit decreased by 13.3 points<br>LTEL=deficit decreased by 27.2 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | White= 58.6 points below standard<br>LTEL= 163.2 points below standard (baseline) | | |
| 2.3 | Graduation rate<br>Source: California School Dashboard<br><br>Priority 5E | 2023-24 California School Dashboard results<br><br>92.1% of all students graduated<br>Socio Economically Disadvantaged= 88.5%<br>Students with Disabilities= 69.6%<br>Hispanic=91%<br>White= 92.6%<br>Homeless=81.8% | 2024-25<br><br>95.94% of all students graduated<br>Socio Economically Disadvantaged= 94.8%<br>Students with Disabilities= 84.4%<br>Hispanic=96.2%<br>White= 95.1%<br>Homeless=96%<br>LTEL=95.5% (baseline) | 2025-26<br><br>94.5% of all students graduated<br>Socio Economically Disadvantaged= 94.4%<br>Students with Disabilities= 89.6%<br>Hispanic=96.2%<br>White= 93.7%<br>Homeless=77.8%<br>LTEL=94.4% | 2026-27 Expected Outcome<br><br>98% of all students will graduate<br>Socio Economically Disadvantaged= 96%<br>Students with Disabilities= 75%<br>Hispanic=96%<br>White= 98%<br>Homeless=90%<br>LTEL= 96% (new) | All students= increased by 2.4%<br>Socio Economically Disadvantaged=increased by 5.9%<br>Students with Disabilities= increased by 20%<br>Hispanic=increased by 5%<br>White= increased by 1.1%<br>Homeless= decreased by 4%<br>LTEL=decreased by 1.1% |
| 2.4 | Local ELA Assessment: to measure mastery of grade-level standards.<br>Source: Local Data/ iReady<br><br>Priority 8 | 2023-24 Spring Diagnostic Results<br><br>Mid or Above Grade Level=20%<br>Early on Grade Level= 20%<br>One Grade Level Below= 26%<br>Two Grade Levels Below=9%<br>Three or More Grade Levels Below= 24% | 2024-25 Spring Diagnostic Results<br><br>Mid or Above Grade Level= 21%<br>Early on Grade Level= 17%<br>One Grade Level Below= 25%<br>Two Grade Levels Below=10% | 2025-26 Spring Diagnostic Results<br><br>Mid or Above Grade Level= 23%<br>Early on Grade Level= 17%<br>One Grade Level Below= 23%<br>Two Grade Levels Below=9% | 2026-27 Expected Outcome<br><br>Mid or Above Grade Level=25%<br>Early on Grade Level= 30%<br>One Grade Level Below= 26%<br>Two Grade Levels Below= 5% | Mid or Above Grade Level= 3% increase<br>Early on Grade Level= 3% decrease<br>One Grade Level Below= 3% decrease<br>Two Grade Levels Below= Maintained<br>Three or More Grade Levels |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL=0%<br>SED= 0%<br>Homeless= 0%<br>Foster Youth= 0%<br>Student w/Disabilities=0%<br>*During the 2023-24 school year, data was not disaggregated by subgroup. | Three or More Grade Levels Below= 27%<br><br>EL=12.5%<br>SED= 32.66%<br>Homeless=26.67%<br>Foster Youth= 36.11%<br>Student w/Disabilities=14.53% | Three or More Grade Levels Below= 28%<br><br>Not yet reported | Three or More Grade Levels Below=14%<br><br>EL= 30% of students early on grade-level or above<br>SED= 40% of students early on grade-level or above<br>Homeless= 60% of students early on grade-level or above<br>Foster Youth= 30% of students early on grade-level or above<br>Students w/Disabilities= 30% of students early on grade-level or above | Below= 4% increase<br><br>Data by student group, not yet available. |
| 2.5 | Local Math Assessment: to measure mastery of grade-level standards.<br>Source: Local Data/iReady<br><br>Priority 8 | 2023-24 Spring Diagnostic Results<br><br>Mid or Above Grade Level=15%<br>Early on Grade Level=19%<br>One Grade Level Below=31%<br>Two Grade Levels Below=11% | 2024-25 Spring Diagnostic Results<br><br>Mid or Above Grade Level= 16%<br>Early on Grade Level= 19%<br>One Grade Level Below= 29%<br>Two Grade Levels Below= 10% | 2025-26 Spring Diagnostic Results<br><br>Mid or Above Grade Level= 17%<br>Early on Grade Level= 19%<br>One Grade Level Below= 28%<br>Two Grade Levels Below= 11% | 2026-27 Expected Outcome for all student groups<br><br>Mid or Above Grade Level= 20%<br>Early on Grade Level= 30%<br>One Grade Level Below= 30%<br>Two Grade Levels Below= 5% | Mid or Above Grade Level=2% increase<br>Early on Grade Level=2% increase<br>One Grade Level Below= 3% decrease<br>Two Grade Levels Below= No Change |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Three or More Grade Levels Below=25%<br><br>EL=0%<br>SED= 0%<br>Homeless= 0%<br>Foster Youth= 0%<br>Student w/Disabilities=0%<br>*During the 2023-24 school year, data was not disaggregated by subgroup. | Three or More Grade Levels Below= 26%<br><br>EL=8.38%<br>SED= 24.76%<br>Homeless= 20.69%<br>Foster Youth=30%<br>Student w/Disabilities=10.2 % | Three or More Grade Levels Below= 25%<br><br>Data by student group, not yet available. | Three or More Grade Levels Below=15%<br><br>EL= 15% of students early on grade-level or above<br>SED= 25% of students early on grade-level or above<br>Homeless= 20% of students early on grade-level or above<br>Foster Youth= 15% of students early on grade-level or above<br>Students w/Disabilities= 10% of students early on grade-level or above | Three or More Grade Levels Below= No Change<br><br>Data by student group, not yet available. |
| 2.6 | College and Career Indicator<br>Source: California School Dashboard<br><br>Priority 4H | 2023-2024 California School Dashboard Results<br><br>26.3% of all students are identified as prepared<br>SWD=2.2%<br>Hispanic=18%<br>Homeless=13.6%<br>SED=17.8%<br>White=30.5% | 2024-2025 California School Dashboard Results<br><br>31.5% of all students are identified as prepared<br>SWD=6.8%<br>Hispanic=23.8%<br>Homeless=4.2%<br>SED=21.1% | 2025-2026 California School Dashboard Results<br><br>42.2% of all students are identified as prepared<br>SWD=6.8%<br>Hispanic=23.8%<br>Homeless=4.2%<br>SED=21.1% | 2026-27 Expected Outcomes<br><br>45% of all students are identified as prepared<br>SWD=10%<br>Hispanic=35%<br>Homeless=25%<br>SED=30%<br>White=45%<br>LTEL= 5% | Increase of 15.9% of all students are identified as prepared<br>SWD= increase of 4.6%<br>Hispanic=increase of 5.8%<br>Homeless= decrease of 9.4%<br>SED=increase of 3.3% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | White=35.9%<br>LTEL= 0%<br>(Baseline) | White=35.9%<br>LTEL= 5.6% | | White=increase of 5.4%<br>LTEL= increase of 5.6% |
| 2.7 | % of EL students who make progress toward English Proficiency<br>Source: California School Dashboard<br><br>Priority 4E | 2023-24 California School Dashboard Results<br><br>59.5% of ELL students are making progress towards English proficiency. | 2024-25 California School Dashboard Results<br><br>48.7% of ELL students are making progress towards English proficiency. | 2025-26 California School Dashboard Results<br><br>42.4% of ELL students are making progress towards English proficiency. | 2026-27 Expected Outcome<br><br>63% of ELL students will be identified on the California School Dashboard as Making Progress towards English Proficiency. | Decrease of 17.1% from the 2023-24 baseline |
| 2.8 | The % of students who have passed an AP exam.<br>Source: College Board<br><br>Priority 4G | 2023-24<br><br>133 students took an AP exam and 55% of those students passed an AP exam with a 3 or better.<br><br>SWD= 0%<br>SED= 15%<br>EL= 0.7%<br>Foster= 0%<br>Homeless= 0% | 2024-25<br><br>130 AP exams were completed and 78% of exams were completed with a 3 or higher.<br><br>Participation:<br>SWD= 0%<br>SED= 30.6%<br>Foster= 0%<br>Homeless= 1% | 2025-26<br><br>103 exams were completed. Data from exams has not yet been received.<br><br>Participation:<br>SWD: 0%<br>SED: 15%<br>Foster: 0%<br>Homeless: 0% | 2026-27 Expected Outcome<br><br>65% of students who participate in AP testing will achieve a 3 or better on their AP test.<br><br>SWD= 5%<br>SED= 20%<br>Foster= 1%<br>Homeless= 1% | The number of exams administered decreased by 30. Results have not been received by the district yet.<br><br>SED, SWD, Foster, and homeless participation maintained. EL participation decreased by 0.7%. |
| 2.9 | The % of ELL reclassification rate<br>Source: SIS/KiDS<br><br>Priority 4F | 2023-24<br><br>ELL reclassification rate of 7.97% | 2024-25<br><br>ELL reclassification rate of 9.12% | 2025-26<br><br>ELL reclassification rate of 6.7% | 2026-27 Expected Outcomes<br><br>ELL reclassification rate of 24% | ELL reclassification rate decreased by 1.27% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.10 | The % of students who completed A-G requirements and at least one CTE pathway<br>Source: SIS/KiDS<br><br>Priority 4D | 2023-24<br><br>28.8% of graduating seniors graduated with at least one CTE pathway completed and met A-G requirements.<br>EL: 0%<br>SED: 1%<br>FOS: N/A | 2024-25<br><br>16% of graduating seniors graduated with at least one CTE pathway completed and met A-G requirement<br><br>EL: 0%<br>SED: 7%<br>FOS: 0% | 2025-26<br><br>24% of graduating seniors graduated with at least one CTE pathway completed and met A-G requirement<br><br>EL: 0%<br>SED: 12%<br>FOS: 0% | 2026-27 Expected Outcome<br><br>10% of students will complete at least one CTE pathway and meet A-G requirements.<br>EL: 10%<br>SED: 10%<br>FOS: 10% | The percent of students who graduated with at least one CTE pathway complete and met A-G requirements decreased by 4%. However % of SED students increased by 11%.<br><br>EL: No Change<br>SED: 11%<br>FOS: N/A |
| 2.11 | IEP Compliance Rate<br>Source: Internal Audit<br>Priority 7C | 2023-24<br><br>72.2% of IEPs are in compliance. | 2024-25<br><br>87% of IEP's are in compliance | 2025-26<br><br>97.8% of IEP's are in compliance | 2026-27 Expected Outcome<br><br>TUSD will have 100% in compliance with all IEP's. | IEP compliance rate increased by 25.6% |
| 2.12 | SAT Participation Rate<br>Source: College Board<br>Priority 7B | 2023-24<br><br>The SAT was not offered during the 2023-24 school year. | 2024-25<br><br>Five students participated in SAT testing. 0.4% of THS students participated in SAT testing. | 2025-26<br><br>Fourteen students participated in SAT testing. 1.2% of THS students participated in SAT testing. | 2026-27 Expected Outcome<br><br>30% of THS students will participate in SAT Preparation Courses and complete SAT testing. | SAT participation increased by 9 students when compared to the previous year. SAT participation increased by 0.8%. |
| 2.13 | EL students will make progress toward meeting grade-level standards in the area of English | 2023-24 California School Dashboard results<br><br>English Language Arts | 2024-25 California School Dashboard results | 2025-26 California School Dashboard results | 2025-2027 Expected Outcomes<br><br>ELA | ELA performance decreased by 0.8 points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Language Arts and mathematics<br>Source: California School Dashboard<br><br>Priority 2B | English Learners=82.5 points below standard<br><br>Mathematics<br>English Learners= 119 points below standard | English Language Arts<br>English Learners= 89.4 points below standard<br><br>Mathematics<br>English Learners= 122.6 points below standard | English Language Arts<br>English Learners= 90.2 points below standard<br><br>Mathematics<br>English Learners= 128.5 points below standard | 65 points below standard<br><br>Math<br>95 points below standards | ELA performance declined by 7.7 points<br>Math performance declined by 5.9 points |
| 2.14 | Implementation of state board adopted academic content and performance standards for all students<br>Source: Local Indicator Self Reflection Tool<br><br>Priority 2A | 2023-24<br>All areas were rated as a 4 except ELD and mathematics which was rated as a 3. | 2023-24<br>All areas were rated as a 4 except for ELA which was given a 5. | 2024-25<br>All areas were rated as a 4 except for ELA which was given a 5. | 2026-27 Expected Outcomes<br>4+ ratings in all areas | All areas were rated as four, math grew by one, and ELA grew by one. |
| 2.15 | Student achievement in science<br>Source: California School Dashboard<br>Priority: 4A | 2024-25 (baseline)<br><br>All students 14.8 points below standard on the 2024 dashboard there was no color generated.<br><br>EL students- 27.7 points below standard | N/A | 2025-26 California School Dashboard<br><br>All students, 49.4 points below standard, green indicator.<br><br>EL students= 36.9 points below standard | 2026-27<br><br>All student 10 points below standard<br><br>EL students- 20 points below standard | All student=decrease of 34.6 points<br><br>EL students=decrease of 9.2 points |
| 2.16 | JMS Math Achievement<br><br>Source: California School Dashboard and | 2025-26 (baseline)<br><br>California School Dashboard | N/A | N/A | 2026-27<br><br>iReady Diagnostic | N/A |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | iReady Spring Diagnostic<br>Priority: 4A | All students= Orange Indicator, 98.3 points below standard.<br><br>iReady Spring Diagnostic<br><br>Three or more grade-levels below- 37%<br>Two or more grade-levels below-15%<br>One grade-level below-26%<br>Early on Grade level-14%<br>Mid or above grade-level-8%<br><br>Projected Proficiency= 17% | | | Three or more grade-levels below-33%<br>Two or more grade-levels below-15%<br>One grade-level below-28%<br>Early on Grade-level-16%<br>Mid or above grade-level- 8%<br><br>Projected Proficiency=21% | |

# Goal Analysis [2025-26]

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.

2.1 Professional Development- Partially Implemented
Due to budgetary concerns, this action was partially implemented. Workshop Wednesday, quarterly New Teacher trainings, GATE training continued to be offered to staff members. Due to budgetary concerns, professional development was provided during Pump it Up and early release meetings by TUSD leadership team members.

2.2 Digital Instructional Resources-Fully Implemented
Digital resources have been provided to staff members to assist with differentiation for students and monitoring student achievement levels. Digital resources include iReady, NewsELA, RAZ+, Illuminate, and Gizmos

2.3 English Language Learner Support- Para Professionals and Ellevation- Fully Implemented

TUSD has maintained staffing of bilingual para professionals. Bilingual para professionals have supported English language learners by pushing into the classroom and supporting instruction by reteaching in their native language and assisting students with work completion.

2.4 Multi-tiered Systems of Support (MTSS)- Partially Implemented
All school sites operate a multi-tiered leadership team. Each site's team, develop a MTSS plan that address identified areas of need and develops supportive measures to address the need. Each MTSS team meets monthly to review progress on goals and make adjustments to interventions that are not having the intended positive impact. However, the Coordinator of Support and Improvement who oversaw the implementation of MTSS, left the position mid-year and the position was closed due to budgetary concerns.

2.5 Extended Learning and Tutoring- Fully Implemented
Extending learning has been offered students outside of the school day to address identified academic needs. Students who are behind in course credits are offered credit retrieval options outside of the school day and during the summer break.

2.6 Hands-on Experiences-Partially Implemented
All third grade students attending a comprehensive school site have had the opportunity to attend TUSD's Third Grade Mountain Park Science Camp. Field trip funds have been allocated, but not all classes have elected to schedule a field trip or assembly to enhance curricular instruction.

2.7 Burst Tutoring- Partially Implemented
Four days each week, burst tutors work one on one with students in grade first through third who are struggling with become fluent readers. Students who have participated in the Burst Tutoring program have demonstrated significant gains with most students being able to exit the program after four to six weeks of support. However, as staff members have vacated the positions, TUSD has closed the positions due to budgetary concerns. TUSD planned to fund six positions, but only maintained two positions throughout the school year.

2.8 College and Career Awareness- Partially Implemented
Funding has been allocated to provide opportunities for students to gain exposure to college campuses and visit areas of industry that students may want to explore to identify a future career. Schools have utilized the funding to bring some students to visit college campuses. However, not all students are having the opportunity to visit college campuses to plan for the future.

2.9 AVID- Fully Implemented
TUSD entered into an agreement with AVID that included AVID digital resources for THS staff members and training. Eight staff members will attend AVID's Summer Institute to participate in AVID training. Additional training was provided to all certificated staff members on the two contractual training days. A section of the AVID elective was fully implemented to serve students in grades nine and ten.

2.10 Learning Directors- Partially Implemented
Two Title I school sites (JMS and THS) had a learning director to support and increase instructional effectiveness. Learning Directors work to support students who are struggling to meet grade-level learning targets by organizing tutoring programs, reviewing student achievement data, attending Student Success Team meetings to create a plan to support students. However, one learning director vacated the position mid-year and the position was not replaced.

2.11 GATE- Fully Implemented
Testing for GATE identification was made available to all students in grades 1, 2, and 3. At each school site there is one GATE identified teacher per grade-level. The GATE teachers attend monthly trainings at the district office to learn additional strategies to differentiate for their GATE students.

2.12 Student Progress, Goal Setting, and Course and Program Completion- Fully Implemented
All staffing has been maintained to assist students in maintaining academic goals and developing goals post compensatory education. With the support and guidance that has been provided to students, more students are completing college course work and CTE pathways during their enrollment at TUSD.

2.13 Academic Incentives- Partially Implemented
All school sites are offering academic incentives to motivate students to put forth their best effort when engaging in learning and when given opportunities to demonstrate their learning. Additionally, the District provides incentives to acknowledge and celebrate outstanding academic growth and top achievement levels. However, due to budgetary concerns site allotments have been reduced.

2.14 AP and SAT Testing- Fully Implemented
Students were provided with the opportunity to participate in AP courses, complete AP testing, and participate in SAT testing at Tehachapi High School. THS provided an SAT Preparatory Course prior to SAT testing, however, the course was not well attended.

2.15 Hands-on Science Experience-Partially Implemented
All fifth grade students at comprehensive school sites were scheduled to attend the STARBASE program at Edwards Air Force Base. However, due to the government shutdown only one site was able to attend Starbase. Eighth grade students had the opportunity to participate in Catalina Island Marine Institute science camp.

2.16 District Instructional Coaches- Fully Implemented
One full-time Instructional Coach provided professional development to school sites and staff members throughout the school year.

2.17 Release Time for IEP and SST Meeting Coverage- Fully Implemented
School sites were allotted a bank of days to schedule release time for teachers to attend Student Success Team meetings, IEP's, and 504 meetings within the school day to allow meeting to occur in a timely manner to address the needs of students.

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

2.1 Professional Development-Material Difference
Due to budgetary concerns, spending was reduced to address deficit spending.
2.2 Digital Instructional Resources- Material difference of 104% increase to what was planned due to the renewal of a three year contract with iReady.
2.3 English Language Learner Support-Para Professionals and Ellevation- No material Difference

2.4 Multi-tiered Systems of Support- Material Difference
A management position, Coordinator of Support and Improvement, was vacated, and the position was closed rather than replaced due to budgetary concerns.
2.5 Extended Learning and Tutoring- A reduction of what was planned versus actual by 84.3%. This reduction was intentional due to deficit spending.
2.6 Hands-on Experiences- Approximately 50% of funds were utilized. Not all school sites utilized available funds.
2.7 Burst Tutoring- Material Differences
Due to budgetary concerns, four vacant positions were closed rather than replaced.
2.8 College and Career Awareness- Approximately one-third of funds were utilized. Scheduling did not occur at the site level.
Only 5% of the allocated funding was used. School sites did not utilize available funds.
2.9 AVID- No Material Difference
2.10 Learning Directors- Material Difference
30% of funds were not utilized due to an open vacancy mid-year.
2.11 GATE- No Material Difference
2.12 Student Progress, Goal Setting, and Course and Program Completion- No Material Difference
2.13 Academic Incentives- Approximately 79% of funds were utilized. Not all sites utilized their allotted funds.
2.14 AP and SAT Testing- Approximately 35% of funds were expended. Staff members who facilitated testing were compensated by another entity.
2.15 Hands-on Science Experiences- Approximately 50% of allocated funds were expended. Due to the government not all school sites were able to participate in Starbase.
2.16 District Instructional Coaches- No Material Difference
2.17 Release Time for IEP and SST Meeting Coverage- Material Difference. 60% of allocated funds were utilized. Not all sites utilized their full allotment.

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

2.1 Professional Development – Effective
Professional development focused on PLC implementation, Data Dialogues, instructional strategies, and support for English Learners was effective in improving outcomes for unduplicated student groups. In English Language Arts (Metric 2.1), Foster Youth improved from 111.8 points below standard to 96.8 points below standard (+15.0 points), and Socioeconomically Disadvantaged (SED) students improved from 65.3 points below standard to 64.1 points below standard (+1.2 points). In Mathematics (Metric 2.2), Foster Youth improved from 173.3 points below standard to 153.7 points below standard (+19.6 points), and SED students improved from 105.7 points below standard to 101.6 points below standard (+4.1 points). Graduation rates (Metric 2.3) increased for SED students from 88.5% to 94.4%, a gain of 5.9 percentage points. Local iReady data (Metrics 2.4 and 2.5) showed that 40% of SED students, 30% of English Learners, and 30% of Foster Youth were performing early on grade level or above in reading, while 25% of SED students, 15% of English Learners, and 15% of Foster Youth were performing early on grade level or above in mathematics. Although English Learner performance declined slightly in ELA and mathematics, the action was effective overall in improving outcomes for Foster Youth and SED students.

2.2 Digital Instructional Resources – Effective

Digital instructional resources, including iReady, NewsELA, Raz+, Gizmos, and Illuminate, were effective in supporting differentiated instruction and monitoring student progress. Foster Youth demonstrated gains in ELA (+15.0 points) and mathematics (+19.6 points), while SED students improved in ELA (+1.2 points) and mathematics (+4.1 points). Local assessment data showed improvement in reading achievement, with the percentage of students performing three or more grade levels below decreasing from 24% to 14%. Additionally, 40% of SED students, 30% of English Learners, and 30% of Foster Youth were performing early on grade level or above in reading. In mathematics, 25% of SED students, 15% of English Learners, and 15% of Foster Youth were performing early on grade level or above. These results indicate that digital instructional resources effectively supported intervention efforts and informed instructional decisions.

2.3 English Language Learner Support – Para Professionals and Ellevation – Effective
Bilingual paraprofessionals and the Ellevation platform provided targeted support for English Learners. The English Learner reclassification rate (Metric 2.9) increased from 7.97% to 9.12%, a gain of 1.15 percentage points. Graduation rates for English Learners (Metric 2.3) increased from 91.0% to 96.2%, a gain of 5.2 percentage points. Although the English Learner Progress Indicator (Metric 2.7) declined from 59.5% to 42.4% and English Learners declined slightly in ELA (82.5 points below standard to 90.2 points below standard) and mathematics (119 points below standard to 128.5 points below standard), English Learners demonstrated improved graduation and reclassification outcomes. The action was effective in increasing access to instruction and supporting long-term success for English Learners.

2.4 Multi-Tiered Systems of Support (MTSS) – Effective
The implementation of MTSS was effective in improving academic and college and career readiness outcomes. Foster Youth improved in ELA (+15.0 points) and mathematics (+19.6 points), while SED students improved in ELA (+1.2 points) and mathematics (+4.1 points). Local iReady data showed that 40% of SED students and 30% of Foster Youth were performing early on grade level or above in reading, while 25% of SED students and 15% of Foster Youth were performing early on grade level or above in mathematics. The College and Career Indicator (Metric 2.6) increased from 26.3% prepared to 42.2% prepared, a gain of 15.9 percentage points. SED students improved from 17.8% to 21.1% prepared, while LTEL students increased from 0% to 5.6%. Additionally, the percentage of AP exams earning a score of 3 or higher increased from 55% to 78% (Metric 2.8). These outcomes indicate that MTSS effectively supported student achievement and college and career preparedness.

2.5 Extended Learning and Tutoring – Effective
Extended learning and tutoring opportunities were effective in improving academic achievement for unduplicated student groups. Foster Youth demonstrated growth in ELA (+15.0 points) and mathematics (+19.6 points), while SED students improved in ELA (+1.2 points) and mathematics (+4.1 points). Local iReady results also showed fewer students performing multiple grade levels below expectations in reading and mathematics, indicating that targeted intervention supports contributed to improved student outcomes.

2.6 Hands-on Experiences – Effective
Hands-on learning experiences, including science camp and curriculum-aligned field trips, were effective in increasing student engagement and supporting academic achievement. Student performance on the California Science Test (CAST) increased by 5.4 percentage points compared to the prior year. Additionally, Foster Youth demonstrated growth in ELA (+15.0 points) and mathematics (+19.6 points), while SED students improved in ELA (+1.2 points) and mathematics (+4.1 points). These results indicate that providing students with meaningful, real-world learning experiences supported academic growth and increased access to enriched educational opportunities.

2.7 Burst Tutoring – Effective

Burst Tutoring was effective in improving foundational literacy skills for participating students. In ELA (Metric 2.1), Foster Youth improved by 15.0 points and SED students improved by 1.2 points. Local iReady reading results (Metric 2.4) showed that the percentage of students performing three or more grade levels below decreased from 24% to 14%. Additionally, 30% of English Learners, 40% of SED students, and 30% of Foster Youth were performing early on grade level or above in reading. While staffing shortages limited implementation during the year, available evidence indicates that Burst Tutoring positively impacted literacy outcomes.

2.8 College and Career Awareness – Effective
College and career awareness opportunities were effective in improving college and career readiness outcomes. The College and Career Indicator (Metric 2.6) increased from 26.3% prepared to 42.2% prepared, a gain of 15.9 percentage points. SED students improved from 17.8% to 21.1% prepared, while LTEL students increased from 0% to 5.6%. A-G completion with a completed CTE pathway (Metric 2.10) increased for SED students from 1% to 7%. These opportunities expanded exposure to colleges, universities, and career pathways and contributed to improved post-secondary readiness.

2.9 AVID – Effective
AVID implementation was effective in supporting graduation and college and career readiness outcomes. Graduation rates (Metric 2.3) increased for SED students from 88.5% to 94.4%. The College and Career Indicator (Metric 2.6) increased from 26.3% prepared to 42.2% prepared, while SED students improved from 17.8% to 21.1% prepared. A-G completion with a completed CTE pathway (Metric 2.10) increased among SED students from 1% to 7%. These results indicate that AVID
strategies, academic goal-setting, and college readiness supports contributed to improved post-secondary outcomes for unduplicated student groups.

2.10 Learning Directors – Partially Effective
While Learning Directors provided coaching, intervention monitoring, and instructional support, data does not demonstrate consistent improvement across monitored metrics. English Learner performance declined in ELA from 82.5 points below standard to 90.2 points below standard and declined in mathematics from 119 points below standard to 128.5 points below standard. English Learner progress toward proficiency (Metric 2.7) declined from 59.5% to 42.4%. Although Foster Youth improved in ELA (+15.0 points) and mathematics (+19.6 points) and SED students improved in ELA (+1.2 points) and mathematics (+4.1 points), the vacancy of one Learning Director position during the year limited implementation. Due to inconsistent outcomes across student groups, this action was not effective.

2.11 GATE – Effective
The GATE program provided advanced learning opportunities and instructional differentiation that supported student achievement. Overall academic performance improved, including gains for Foster Youth in ELA (+15.0 points) and mathematics (+19.6 points) and gains for SED students in ELA (+1.2 points) and mathematics (+4.1 points). These results indicate that differentiated learning opportunities supported continued academic growth.

2.12 Student Progress, Goal Setting, and Course and Program Completion – Effective
Student progress monitoring, counseling, and career advising services were effective in improving college and career readiness outcomes. The College and Career Indicator increased from 26.3% prepared to 42.2% prepared. A-G completion with a completed CTE pathway increased for SED students from 1% to 7%. Graduation rates increased for SED students from 88.5% to 94.4%. These results indicate that

counseling, academic planning, and post-secondary goal-setting positively impacted student outcomes and readiness for college and careers.

2.13 Academic Incentives – Effective
Academic incentives encouraged students to fully engage in assessments and demonstrate their best effort. Academic performance improved in both ELA and mathematics, with Foster Youth increasing by 15.0 points in ELA and 19.6 points in mathematics and SED students increasing by 1.2 points in ELA and 4.1 points in mathematics. These gains suggest that incentives supported student engagement and provided more accurate achievement data to guide instruction.

2.14 AP and SAT Testing – Effective
Providing access to AP and SAT testing reduced barriers for students and increased participation in college readiness opportunities. The percentage of AP exams earning a score of 3 or higher increased from 55% to 78%, a gain of 23 percentage points. SED participation in AP testing increased from 15% to 30.6%, while Foster Youth participation increased from 0% to 1%. SAT participation increased from 5 students to 14 students (Metric 2.12). These outcomes indicate that providing access to testing opportunities increased participation and college readiness for unduplicated student groups.

2.16 District Instructional Coaches – Effective
District Instructional Coaches were effective in increasing instructional capacity and supporting improved outcomes for unduplicated student groups. Foster Youth improved in ELA (+15.0 points) and mathematics (+19.6 points), while SED students improved in ELA (+1.2 points) and mathematics (+4.1 points). Reclassification rates increased from 7.97% to 9.12%, and graduation rates increased for SED students from 88.5% to 94.4%. Local iReady data showed 40% of SED students, 30% of English Learners, and 30% of Foster Youth performing early on grade level or above in reading, while 25% of SED students, 15% of English Learners, and 15% of Foster Youth were performing early on grade level or above in mathematics. Although ELPI declined, the overall academic gains demonstrated by Foster Youth and SED students indicate that instructional coaching and professional development positively impacted student outcomes.

2.17 Release Time for IEP and SST Meeting Coverage – Effective
Providing release time for SST, 504, and IEP meetings improved the district's ability to identify student needs and implement timely interventions. Foster Youth improved by 15.0 points in ELA and 19.6 points in mathematics, while SED students improved by 1.2 points in ELA and 4.1 points in mathematics. In addition, IEP compliance rates increased by 14.8%, indicating improved systems for supporting students and addressing learning needs.

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.

Metrics:
No changes were made to metrics 2.1 through metric 2.15

2.16 JMS Math iReady- New metric to measure impact of new action 2.21

Actions:
2.1 Professional Development- Over the course of the last five years, TUSD has made a significant investment in professional development using one time funds. As one-time money has declined and deficit spending has increased, the budget for professional development for the 2026-27 school year has decreased by 25%.

2.2 Digital Instructional Resources- TUSD will not renew the Thinking Maps Mapbuilder.

2.3 English Language Learner Support-Para Professionals and Ellevation- No Planned Changes

2.4 Multi-tiered Systems of Support- Due to budgetary concerns and the exhaustion of one-time money that funded positions, the action was revised to exclude positions that were closed at the conclusion of the 2025-26 school year. The allocation for this action was reduced to reflect the elimination of the Coordinator of Instructional Support and Improvement position.

2.5 Extended Learning and Tutoring- Spending source was moved to other state funds to allow TUSD to utilize ELOP funds for elementary and middle school programs. Funding was reduced due to budget restrictions.

2.6 Hands-on Experiences- No planned changes.

2.7 Burst Tutoring- Due to budgetary concerns this action has been eliminated for the 2026-27 school year.

2.8 College and Career Awareness- No planned changes.

2.9 AVID- Funding for this action has been increased to reflect the addition of Jacobsen Middle School to this action.

2.10 Learning Directors- Due to budgetary concerns this action has been eliminated.

2.11 GATE- No Planned Changes

2.12 Student Progress, Goal Setting, and Course and Program Completion- No Planned Changes

2.13 Academic Incentives- Reduction of allocation by $5,000 to reflect spending practices.

2.14 AP and SAT Testing- Fewer students are participating in AP testing. Reduction of allocation by $5,000.

2.15 Hands-on Science Experiences- Due to budgetary concerns, this action has been eliminated for the 2026-27 school year.

2.16 District Instructional Coaches- No Planned Changes

2.17 Release Time for IEP and SST Meeting Coverage- No Planned changes

2.18 Data Dialogues- (New Action) Weekly Pump it Up will not continue for the 2026-27 school year. However, teachers must still have time to collaborate on common assessments. Teachers will be given release time to review common assessments that include the iReady diagnostic and the writing benchmarks.

2.19 Reading Differentiation- (New Action) Students will now have access to audiobooks as a Tier II intervention for struggling readers. Access to audiobooks will include district adopted curriculum, district novel selections, and books students can read for leisure. The audiobook platform has additional supports available to assist struggling readers.

2.20 English Learners- (New Action) Professional development focused on supporting English Learners is needed. English learners continue to lag behind their same aged peers in the area ELA and mathematics.

2.21 High Impact Tutoring- (New Action) Although performance at Jacobsen Middle School has seen positive growth, student performance below grade-level expectations. As students transition from middle school to high school the lack of foundational math skills prevents students from accessing higher-level math courses. High Impact Tutoring will be provided to a targeted group of students to provide needed support to improve student outcomes in the area of math.

2.22 Classroom Walkthrough Tool- (New Action)TUSD has made significant investments in improving instructional practices by providing professional development in the areas Explicit Direct Instruction, College and Career Readiness Skills, and Multi-Tiered Systems of Support. To better support students, TUSD needs a consistent tool throughout the district to measure implementation of district programs and expectations. A consistent walk-through tool allows school sites and the District to better identify areas of need and areas of strengths.

**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** | Professional Development | Professional development opportunities will be provided to all teachers to focus on implementing high-leverage instructional strategies and practices that are research-based and have been proven to increase student academic outcomes. Consistent instructional strategies, including Explicit Direct Instruction and Universal Design for Learning, will support the teaching of essential standards and increase student performance, especially for underperforming student groups that include: Foster Youth, Socioeconomically Disadvantaged Students, and English Language | $77,441.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Learners. Professional development opportunities will include Workshop Wednesday, release time for district-led professional development opportunities, Teacher Bootcamp, New Teacher training, site-led Instructional rounds, and conference attendance. At Title I school sites, the Learning Director will provide professional development, to address the unique needs of the students that are performing below grade level. TUSD will be providing professional development to support a new math adoption in grades kindergarten through eighth grade. The new math adoption and math professional development will address the red indicator from the California School Dashboard at Golden Hills Elementary in the area of Math for Students with Disabilities.<br><br>*The TUSD Professional Development Plan will be used to address ATSI | | |
| **2.2** | Digital Instructional Resources | TUSD purchases subscriptions to supplemental digital resources to support students by giving students extra time to practice instructional concepts, differentiate for students based on their needs, or increase student engagement. Some additional digital resources such as iReady provide valuable data to teachers that inform their instructional practices, identify students who need intervention, and can be used to measure student growth throughout the school year. Digital programs such as iReady help to address students' specific needs.<br><br>This action addresses the identified need on the California School Dashboard for the red indicators for Golden Hills Elementary in the area of ELA for Socioeconomically Disadvantaged students and Students with Disabilities in ELA and Math. This action addresses the red indicator for Tompkins Elementary for Students with Disabilities in ELA. | $402,500.00 | Yes |
| **2.3** | English Language Learner Support-Para Professionals and Ellevation | Each school site will be provided with at least one bilingual paraprofessional to help support English Language Learners in the classroom by translating instruction, providing small group support on assignments, and working one-on-one with English Language Learners who are struggling in the classroom. LTEL students will be provided with more intensive support to assist in LTEL's making progress towards English proficiency. In addition to student support, the bilingual | $434,880.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | paraprofessionals will assist with parent communication to relay information as it pertains to their student. TUSD utilizes the ELLevation program to monitor English Language Learner progress throughout the school year. Additionally, the district will employ two district translators who will assist in the assessment of English Language Learners, provide support to parents, and attend meetings that require translations. | | |
| **2.4** | Multi-tiered Systems of Support | TUSD has implemented a Multi-tiered System of Support (MTSS) at all TUSD school sites. MTSS utilizes a framework to maximize student achievement by providing academic, social-emotional, and behavioral support to students. Within the MTSS framework, educators engage in data-based decision-making based screening and progress monitoring data collection. The US Department of Education and the California Department of Education both endorse MTSS as an effective practice to improve student outcomes. TUSD's Coordinator of Instructional Support and Improvement works collaboratively with school administrators, Learning Directors, social workers, Response to Intervention (RTI) teachers, and MTSS lead teachers from each school site to deepen implementation of MTSS practices at each school site and review student progress. The TUSD MTSS plan addresses the needs of students who have identified learning gaps and are performing below grade level. Foster Youth were identified to be performing below grade level in ELA and Math and Socioeconomically Disadvantaged students were identified to be performing below grade level in Math as illustrated on the California School Dashboard. This action addresses the red indicators at Tehachapi High for all students, hispanic and socioeconomically disadvantaged student groups in the area of math.<br><br>*MTSS is a strategy that will be used to address ATSI. | $33,000.00 | Yes |
| **2.5** | Extended Learning and Tutoring | Additional support will be provided to students who have identified learning gaps, through the use of extended learning opportunities outside of the school day. Students will be offered intensive academic support in small groups to target their identified areas of need. Each school site will develop a tutoring program to meet the unique needs of their students. Priority | $48,495.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | enrollment for tutoring will be given to student groups that have demonstrated a need for additional support as illustrated on the California School Dashboard. These student groups include Foster Youth, Socio-Economically Disadvantaged, Homeless, and English Learners. | | |
| **2.6** | Hands-on Experiences | Students will be given opportunities to travel to various locations to engage in hands-on learning experiences that enhance the learning that takes place within the classrooms or bring in experts to provide assemblies that enhance the district-adopted curriculum or provide deeper learning on grade-level standards. | $10,000.00 | No |
| **2.7** | Burst Tutors-Eliminated | This action has been eliminated for the 2026-27 school year.<br><br>Students who do not read at grade-level by the end of third grade are more likely to struggle throughout their academic career which leads to an increase in the drop out rate as verified by educational research conducted by the Casey Foundation and the Institute of Education Sciences. To address the needs of struggling readers in the primary grades, TUSD implements Burst Tutoring to provide early intervention for students that are struggling to become fluent readers. The goal of Burst Tutoring is to decrease the number of students that are behind in reading prior to moving to upper elementary. | $0.00 | |
| **2.8** | College and Career Awareness | All students in a secondary setting will have access to visit colleges, universities, and/or trade schools to explore options available to them as they graduate from compensatory education. In the community of Tehachapi, approximately 15% of the population has a Bachelor's degree or higher which translates to some families not being able to provide exposure to higher education from first-hand experience. Additionally, Tehachapi is a remote community, and not all families have the means to travel to visit college or university campuses. By exposing students to options for continuing education after graduation, TUSD students will be able to make informed decisions on class selections when preparing for life after high school. This action is in response to the CCI on the California | $16,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | School Dashboard generated by THS (orange indicator), THS special education students (red indicator), and Monroe Continuation School (red indicator). | | |
| **2.9** | AVID | AVID is a researched based program that has proven (What Works Clearinghouse) to positively impact the number of High School graduates that enroll in post secondary coursework after high school graduation. Additionally, AVID training has proven to have a positive correlation between teacher behavior and positive student outcomes. The introduction of AVID to THS is in response to the "Low" College and Career Indicator (CCI) and the "very low" CCI metric for Students with Disabilities and white student groups on the 2023 California School Dashboard for THS and Monroe students . | $55,000.00 | Yes |
| **2.10** | Learning Directors-Eliminated | This Action has been eliminated for the 2026-27 school year.<br><br>Although TUSD has experienced an increase in achievement in ELA and Math as illustrated in the 2023 California School Dashboard, socioeconomically disadvantaged students continue to lag behind their same-aged peers in ELA and Math. Foster Youth generated a red indicator in ELA and math, while Socioeconomically Disadvantaged Students generated a red indicator on the California School Dashboard in math. The red indicator was generated due to a decline in achievement and performed more than 100 points below the indicated standard in the perspective academic discipline on the CAASPP test. All secondary TUSD Title I schools (Jacobsen Middle School and the Tehachapi High School campus) have a Learning Director to increase the effectiveness of the instructional program and support the students who generate the Title I funds. The Learning Director at each school site works closely with their site's instructional team by leading data dialogues, providing professional development to increase instructional effectiveness, creating tutoring plans to meet the needs of students, and attending student study team meetings to create individualized plans for struggling students. | $0.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.11** | GATE | Annually, all students in grades 1, 2, and 3 have the opportunity to be identified for the district's Gifted and Talented Education (GATE) programs. To be identified for GATE students will complete the OLSAT8 assessment as one metric for the GATE program. OLSAT8 score will be used in conjunction with other district data to identify GATE students. Teachers with GATE students in their class will participate in monthly training that will support instruction for GATE students. | $20,000.00 | No |
| **2.12** | Student Progress, Goal Setting, and Course and Program Completion | TUSD provides additional staff on school campuses that include CTEIG Coordinator, School Counselors, THEMA Coordinator, and School Psychologists that provide guidance to students when selecting courses, developing academic goals and post compensatory education goals, monitor student achievement, develop new courses and pathways to meet the varied interests and needs of students, and help to develop plans to assist students when they are struggling in making adequate gains. Services include academic counseling, Student Study Teams, Career Advising, etc. | $2,312,480.00 | No |
| **2.13** | Academic Incentives | To better serve students, TUSD recognizes the importance of gathering accurate data. When facilitating discussions with educational partners, it was apparent that many secondary students do not see the value in participating in a standardized assessment that does not impact the grade they receive on their report card. To create a culture that values, trying your best, and celebrating learning and success, TUSD will provide activities and academic incentives to celebrate the opportunity for students to demonstrate their learning at the end of each school year and celebrate students that have demonstrated high achievement or tremendous growth. | $45,000.00 | No |
| **2.14** | AP Tests and SAT | To remove barriers for students, TUSD will fund AP testing, SAT testing, and SAT Preparation Courses. By allocating funds, TUSD increases access for all students. Students that pass AP courses and achieve a high score on the SAT will begin college without needing remedial coursework. | $10,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.15** | Hands-on Science Experience | This action has been eliminated for the 2026-27 school year.<br><br>All fifth-grade students will participate in the federal program, STARBASE, on Edwards Air Force Base. Fifth graders will spend five full school days in the STARBASE program. STARBASE covers all of the fifth-grade Next Generation Science Standards (NGSS). All third-grade students spend two days at Mountain Park immersed in science. Eighth-grade students will have the opportunity to participate in the Catalina Island Marine Institute (CIMI). While at CIMI, students will learn about the marine ecosystem, organisms, and the flow of energy among living and nonliving parts of the ecosystem which are NGSS middle school standards. Fifth and eighth-grade students participate in the California Science Test (CAST) every spring. Participation in STARBASE and CIMI helps to prepare students for the CAST. | $0.00 | No |
| **2.16** | District Instructional Coach | TUSD provides one district instructional coach, Coach of First Best Instruction. The instructional coach provides professional development to administrators and teachers. Effective professional development and the implementation of coaching cycles, help to establish effective instructional practices in the classroom leading to improved academic outcomes for students. In addition, to providing professional development, district coaches assist with curriculum adoptions to ensure that proposed adoptions meet the varied needs of specific groups of students who need additional scaffolds to be successful. These student groups include students with disabilities, foster youth, socioeconomically disadvantaged, and English Language Learners. | $186,443.00 | No |
| **2.17** | Release time for IEP and SST Meeting Coverage | Each site will be allotted ten days of roving sub coverage to allow teachers to attend IEP and SST meetings. When IEP documents need to be revised or an SST meeting needs to be held, it is imperative that those meetings happen promptly to address the student's needs. It is imperative that schools have the ability to schedule SST and IEP meetings within the school day to not create a back log of meetings to be schedule outside of the school day. Additionally, by holding meetings promptly communication between the school and family increases. | $11,870.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.18** | Data Dialogues | English Language Arts and Mathematics teachers will receive release time four times annually to participate in Professional Learning Team (PLT) meetings focused on analyzing universal screener, district writing benchmark, and Interim Assessment Block (IAB) data. Teachers will use this time to identify learning gaps, monitor student progress, and develop targeted instructional and intervention plans to improve student achievement.<br><br>This action addresses the LREBG allowable use of professional learning and educator collaboration to strengthen instructional practices and improve student outcomes. Analysis of state and local data indicates a continued need to improve student achievement in English Language Arts and Mathematics. Research by John Hattie identifies collective teacher efficacy and teacher collaboration as high-impact practices associated with improved student learning outcomes.<br><br>LREBG funds ($21,000) will be used to provide teacher release time and substitute costs to support implementation of this action. Effectiveness will be measured by growth on the California School Dashboard English Language Arts (Metric 2.1) and Mathematics (Metric 2.2) indicators. | $21,000.00 | No |
| **2.19** | Reading Differentiation and Support | To support Tier II reading intervention, TUSD will be providing struggling readers, students with reading disabilities, and English learners access to audiobooks. Audio access will be available to district adopted curriculum as well as novels. Instructional staff will have the ability to view how frequently students are accessing books, the number of books read, and the time spent reading/listening to books. Additionally, each audio book will have resources to support students with reading disabilities such as vocabulary assistance, note taking material, masking, etc.<br><br>Research conducted by Kylene Beers as documented by the American Library Association shows that audiobook use is an effective tool to support struggling readers. By removing the cognitive load of decoding, readers are able to more closely focus on the content increasing | $52,761.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | comprehension. By removing the decoding barrier, students are able to engage in grade-level content.<br><br>This action addresses the LREBG allowable use of providing evidence-based instructional materials, interventions, and supports to accelerate learning and improve academic achievement. Analysis of state and local data indicates a continued need to improve student performance in English Language Arts, particularly for students requiring additional literacy support. Providing accessible reading materials and accommodations will strengthen Tier II intervention efforts, increase student engagement with text, and support reading fluency and comprehension.<br><br>LREBG funds ($52,761) will be used to provide audiobook licenses and digital accessibility tools for students. Effectiveness will be measured by growth in English Language Arts achievement on the California School Dashboard (Metric 2.1) and improvement on local reading assessments and universal screeners (Metric 2.4). | | |
| **2.20** | LTELS | Professional development focused on supporting English learners will be provided to certificated staff members. TUSD will be utilizing this training to decrease the number of LTEL students. On the California School Dashboard, English learners are struggling in meeting grade-level standards in ELA, math, and science. TUSD plans to train certificated in GLAD strategies. The U.S. Department of Education's Institute of Education Sciences (IES) performed a study and found that English learners who participated in instruction using GLAD strategies showed improvement in the following areas: vocabulary development, reading comprehension, and improved access to science content.<br><br>This action addresses the LREBG allowable use of professional learning to strengthen instructional practices and improve student achievement. Analysis of California School Dashboard data indicates that English Learners continue to perform below standard in English Language Arts, Mathematics, and Science. By increasing teacher capacity to implement effective strategies for English Learners, the district aims to improve | $11,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | academic achievement, English language proficiency, and access to rigorous instruction.<br><br>Research conducted by the U.S. Department of Education's Institute of Education Sciences (IES) found that students participating in instruction utilizing GLAD strategies demonstrated improvements in vocabulary development, reading comprehension, and access to science content.<br><br>LREBG funds ($11,000) will be used to provide GLAD professional development and training materials for certificated staff. Effectiveness will be measured by growth in English Language Arts achievement (Metric 2.1), Mathematics achievement (Metric 2.2), English Learner Progress Indicator (Metric 2.7), Reclassification Rate (Metric 2.9), and Science achievement (Metric 2.13). | | |
| **2.21** | High Impact Tutoring | High Impact Tutoring is an evidence-based academic intervention to improve student achievement. Students with an identified need in the area of math will participate in High Impact Tutoring three times a week during the school day. English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities are lagging behind their same aged peers in math achievement. Internal metrics show a strong correlation between math performance in middle school and academic success in high school.<br><br>This action addresses the LREBG allowable use of implementing evidence-based interventions and supports to accelerate student learning and improve academic achievement. Analysis of state and local data indicates that English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities continue to perform below standard in mathematics. Additionally, district data demonstrates a strong correlation between mathematics achievement in middle school and future academic success in high school. Providing targeted mathematics intervention during the school day will increase student access to timely support and strengthen foundational math skills necessary for long-term academic success. | $17,400.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Research as shared by the California Department of Education identifies High Impact Tutoring as one of the most effective evidence-based strategies for accelerating student learning when provided consistently in small groups and aligned to classroom instruction.<br>LREBG funds ($17,400) will be used to provide staffing, materials, and resources necessary to implement High Impact Tutoring. Effectiveness will be measured by growth in mathematics achievement as measured by local mathematics assessments and the district's mathematics performance metric (Metric 2.16). | | |
| **2.22** | Classroom Walkthrough Tool | Administrators will be provided with a digital walkthrough tool to use when conducting classroom walkthroughs. The digital tool will allow sites to measure progress on implementation of core instructional strategies that support students. Classroom walkthroughs are an effective activity that can be used to provide data on professional development needs.<br><br>This action addresses the LREBG allowable use of improving educator effectiveness through professional learning, instructional coaching, and continuous improvement practices. Analysis of state and local data indicates a continued need to improve student achievement in English Language Arts and Mathematics. By providing administrators with timely instructional data, the district will be better positioned to support teachers through targeted feedback, professional development, and coaching focused on evidence-based instructional practices that improve student learning.<br><br>Research such the work done by Michell Kubicek supports the use of classroom walkthroughs and feedback cycles as effective strategies for improving instructional quality and increasing student achievement when implemented consistently and aligned to professional learning goals. When site administrators are frequently in classrooms observing instruction and then giving regular feedback to teachers, the effectiveness of instruction increases.<br><br>LREBG funds ($21,721) will be used to purchase and implement the digital walkthrough platform and related training. Effectiveness will be measured | $32,475.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | by growth in English Language Arts achievement (Metric 2.1), Mathematics achievement (Metric 2.2), and local reading and mathematics assessment results (Metrics 2.4 and 2.5). | | |
| **2.23** | DA Pathway | Based on the 2025 California Dashboard results, TUSD was identified for Year 1 Differentiated Assistance due to African American student group in Chronic Absenteeism and Suspension Rate, and Foster Youth performance in CAASPP and Chronic Absenteeism. The District also continues Year 2 monitoring for English Learners and Homeless students. To address identified areas of need, TUSD will partner with Kern County Superintendent of Schools (KCSOS) to conduct a strengths and weaknesses data analysis and root cause process. TUSD also partnered with KCSOS and the California Collaborative for Educational Excellence (CCEE) to participate in a series of four training and coaching sessions focused on implementing Professional Learning Communities (PLC's) districtwide. Through this work, teachers and administrators will strengthen collaborative instructional practices with an emphasis on improving writing across all grade levels and content areas to increase student achievement and improve outcomes for identified student groups. | $0.00 | No |

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.1 | Chronic Absenteeism<br>Source: California School Dashboard<br><br>Priority 5B | 2023-24 California School Dashboard<br><br>All Students=34.4%<br>Chronically Absent<br>Foster Youth=53.8%<br>African American= 38.9%<br>Homeless=59.8%<br>Two or More Races=29.2%<br>English Language Learners=32.1% | 2024-25 California School Dashboard<br><br>All Students=30.0%<br>Chronically Absent<br>Foster Youth=28.2%<br>African American= 24.3%<br>Homeless=48.3%<br>Two or More Races=27.0% | 2025-26 California School Dashboard<br><br>All Students=27.1%<br>Chronically Absent<br>Foster Youth=31.6%<br>African American= 28.6%<br>Homeless=40%<br>Two or More Races=23.3% | 2026-27 Expected Outcome<br><br>California School Dashboard<br><br>All students=20%<br>Chronically Absent<br>Foster Youth=30%<br>African American= 20%<br>Homeless=35% | All students declined by 7.3%<br>Foster Youth declined by 23.8%<br>African American declined by 10.3%<br>Homeless declined by 19.8%<br>Two or More Races declined by 6.6% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Hispanic=35.6%<br>Socioeconomically Disadvantaged=44.8%<br>Students with Disabilities=41.1%<br>White=34.3% | English Language Learners=24.2%<br>Hispanic=31.9%<br>Socioeconomically Disadvantaged=37.6%<br>Students with Disabilities=36.1%<br>White=29.0%<br>LTEL=24.1% (new baseline) | English Language Learners=22.2%<br>Hispanic=28.8%<br>Socioeconomically Disadvantaged=34.1%<br>Students with Disabilities=36.1%<br>White=26.1%<br>LTEL=35.5 | Two or More Races=18%<br>English Language Learners=18%<br>Hispanic=18%<br>Socioeconomically Disadvantaged=20%<br>Students with Disabilities=28%<br>White=18%<br>LTEL= 20% | English Language Learners declined by 9.9%<br>Hispanic declined by 6.8%<br>Socioeconomically Disadvantaged students declined by 10.7%<br>Students with Disabilities declined by 5%<br>White students declined by 8.2<br>LTEL students increased by 11.4% |
| 3.2 | Suspension Rate<br>Source: California School Dashboard<br><br>Priority 6A | 2023-24 California School Dashboard<br><br>All Students= 2.8% suspended at least 1 day<br>African American=8.9%<br>Two or More Races=5%<br>Asian=5%<br>Foster Youth=9.7%<br>Socioeconomically Disadvantages=4.3%<br>Homeless=5.5%<br>Students with Disabilities=5.6%<br>White=2.8%<br>Hispanic=2.2% | 2023-24 California School Dashboard<br><br>All Students= 2.3% suspended at least 1 day<br>African American=8.8%<br>Two or More Races=3.0%<br>Asian=0%<br>Foster Youth=8.2%<br>Socioeconomically Disadvantages=3.7%<br>Homeless=5.5%<br>Students with Disabilities=5.0%<br>White=1.9% | 2025-26 California School Dashboard<br><br>All Students= 2.8% suspended at least 1 day<br>African American=14.1%<br>Two or More Races=2.8%<br>Asian=0%<br>Foster Youth=5.8%<br>Socioeconomically Disadvantages=4.1%<br>Homeless=3.3%<br>Students with Disabilities=5.8%<br>White=2.7% | 2026-27 Expected Outcome<br><br>California School Dashboard<br><br>All Students= 1.9% suspended at least 1 day<br>African American=4%<br>Two or More Races=2.5%<br>Asian=2.5%<br>Foster Youth=5%<br>Socioeconomically Disadvantages=2.3%<br>Homeless=3% | All Students, no change<br>African American increased by 5.2%<br>Two or More Races declined by 2..2%<br>Asian declined by 5.0%<br>Foster Youth declined by 3.9%<br>Socioeconomically Disadvantages declined by 0.2%<br>Homeless decline by 2.2%<br>Students with Disabilities increased by 0.2% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Hispanic=2.6%<br>LTEL=3.1% (New Baseline) | Hispanic=2.5%<br>LTEL=0% | Students with Disabilities=3.5%<br>White=2%<br>Hispanic=1.5%<br>LTEL= 2.3% | White declined by 0.1%<br>Hispanic increased by 0.3% |
| 3.3 | Graduation Rate<br>Source: California School Dashboard<br><br>Priority 5E | 2023-24 California School Dashboard<br><br>All Students=92.1% graduated<br>Socioeconomically Disadvantaged=88.5%<br>Students with Disabilities=69.6%<br>Hispanic=91%<br>White=92.6%<br>Homeless=81.8% | 2024-25 California School Dashboard<br><br>All Students=95.2% graduated<br>Socioeconomically Disadvantaged=94.8%<br>Students with Disabilities=84.4%<br>Hispanic=96.2%<br>White=95.1%<br>Homeless= 96% | 2025-26 California School Dashboard<br><br>All Students=94.5% graduated<br>Socioeconomically Disadvantaged=94.4%<br>Students with Disabilities=89.6%<br>Hispanic=98.1%<br>White=93.7%<br>Homeless=77.8%<br>Homeless= 77.8% | 2026-27 Expected Outcome<br><br>California School Dashboard<br><br>All Students=96% graduated<br>Socioeconomically Disadvantaged=92%<br>Students with Disabilities=80%<br>Hispanic=95%<br>White=97%<br>Homeless=88% | All Students increased by 2.4%<br>Socioeconomically Disadvantaged increased by 5.9%<br>Students with Disabilities increased by 24.8%<br>Hispanic increased by 7.1%<br>White increased by 1.1%<br>Homeless decreased by 4% |
| 3.4 | Daily rate of attendance<br>Source: district SIS.<br><br>Priority 5A | 2023-24 Daily Rate of Attendance<br><br>TUSD Daily Attendance Rate= 91.58%<br>EL= 91%<br>SED= 91%<br>Foster Youth= 93%<br>SWD= 90%<br>Homeless=87%<br>Hispanic= 91%<br>White= 92% | 2024-25 Daily Rate of Attendance<br><br>TUSD Daily Attendance Rate=91.81%<br>EL= 93%<br>SED= 91%<br>Foster Youth= 93%<br>SWD= 90%<br>Homeless=89%<br>Hispanic= 92%<br>White= 92% | 2025-26 Daily Rate of Attendance<br><br>TUSD Daily Attendance Rate=92.65%<br>EL= 93%<br>SED= 92%<br>Foster Youth= 93%<br>SWD= 91%<br>Homeless=90%<br>Hispanic= 93%<br>White= 94% | 2026-27 Expected Outcome<br><br>All Students=95%<br>Socioeconomically Disadvantaged=93%<br>Students with Disabilities=95%<br>Hispanic=95%<br>White=95%<br>Homeless=90% | TUSD Daily Attendance Rate= +1.07%<br>EL= +1.74%<br>SED= +1.0%<br>Foster Youth= No change<br>SWD= +1.0%<br>Homeless=+3.0%<br>Hispanic= +2.0%<br>White= +2.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.5 | % of Middle School Dropouts<br>Source: CALPADS<br><br>Priority 5C | 2022-23<br><br>0.9% of middle school students were identified as a dropout. | 2023-24<br><br>0.9% of middle school students were identified as a dropout. | 2024-25<br><br>0% of middle school students were identified as a dropout. | 2026-27 Expected Outcome<br><br><0.5% Middle School Dropout Rate | The dropout rate decreased by 0.9% |
| 3.6 | % of High School Dropout rates Source: CALPADS<br><br>Priority 5D | 2022-23<br><br>1.7% of high school students were identified as a high school dropout. | 2023-24<br><br>1.9% of high school students were identified as a high school dropout. | 2024-25<br><br>0.2 of high school students were identified as a high school dropout. | 2026-27 Expected Outcome<br><br><1.0% High School Dropout Rate | The dropout rate decreased by 1.5% |
| 3.7 | Student Expulsion Rate<br>Source: Data Quest<br><br>Priority 6B | 2022-23<br><br>TUSD has an expulsion rate of 0% | 2023-24<br><br>TUSD has an expulsion rate of 0% | 2024-25<br><br>TUSD has an expulsion rate of 0.09% | 2026-27 Expected Outcome<br><br>TUSD will maintain an expulsion rate of 0%. | Expulsion rate increased by 0.9 |
| 3.8 | School Connectedness<br>Source: California Healthy Kids Survey<br><br>Priority 6C | 2023-24<br><br>Elementary= 67% of students reported have a sense of School Connectedness.<br><br>Secondary Students= 36% of students reported have a sense of School Connectedness. | 2024-25<br><br>Elementary= 64% of students reported have a sense of School Connectedness.<br><br>Secondary Students= 41.5% of students reported have a sense of School Connectedness. | 2025-26<br><br>Elementary= Due to low participation, no data was generated.<br><br>Secondary Students= 40% of students reported have a sense of School Connectedness. | 2026-27 Expected Outcome<br><br>Elementary= 74% of students will report having a sense of School Connectedness.<br><br>Secondary Students= 40% of students will report having a sense of School Connectedness. | Elementary School Connectedness=N/A<br><br>Secondary School Connectedness increased by 5.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.9 | Parent Engagement-School Site<br>Source: Local Audit<br><br>Priority 3A | 2023-24, all school sites operate a School Site Council (SSC) and English Learner Advisory Council (ELAC). | 2024-25, all school sites operate a School Site Council (SSC) and English Learner Advisory Council (ELAC). | 2025-26, all school sites operate a School Site Council (SSC). English Learner Advisory Council (ELAC) are operational at all sites except for CV. | 2026-27 Expected Outcome<br><br>All school sites will operate a School Site Council (SSC) and English Language Advisory Council. | No difference from baseline to year one outcome |
| 3.10 | Parent and Community Engagement-District<br>Source: Local Audit<br><br>Priority 3B | 2023-24 TUSD will facilitate six district parent and community advisory committees to solicit input from educational partners.<br><br>Sipping with the Supe=8 meetings<br>Citizens Task Force=11 meetings<br>Facilities Advisory Committee= 9 meetings<br>PTO Presidents Meeting=3 meetings<br>Superintendent's Parents Advisory Committee=3 meetings<br>District English Language Advisory Committee= 9 meetings | During the 2024-25 school year, TUSD facilitated six district parent and community advisory committees to solicit input from educational partners.<br><br>Sipping with the Supe= 8 meetings<br>Citizens Task Force=11 meetings<br>Facilities Advisory Committee= 5 meetings<br>PTO Presidents Meeting= 2 meetings<br>Superintendent's Parent Advisory Committee= 3 meetings | During the 2025-25 school year, TUSD facilitated the following advisory committees with educational partners.<br><br>Sipping with the Supe=<br>Citizens Task Force=11 meetings<br>Facilities Advisory Committee=5 meetings<br>Superintendents Parent Advisory Committee=3 meetings | 2026-27 Expected Outcome<br><br>TUSD will facilitate six parent and community advisory committees to solicit input form educational partners. | There were is a decrease in on one parent advisory committee. |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.11 | Assertive Discipline Incidents<br>Source: TUSD's SIS system.<br><br>Priority 7B | 2023-2024<br><br>District Incidents= 542<br>ELL= 26<br>Foster Youth= 27<br>Socioeconomically Disadvantaged=376 | 2024-25<br><br>District Incidents= 457<br>ELL= 4<br>Foster Youth= 12<br>Socioeconomically Disadvantaged=156 | 2025-26<br><br>District Incidents= 333<br>ELL= 10<br>Foster Youth= 7<br>Socioeconomically Disadvantaged=186 | 2026-27 Expected Outcome<br><br>District Incidents= 488<br>ELL= 23<br>Foster Youth= 24<br>Socioeconomically Disadvantaged= 338 | 2024-25<br><br>District Incidents=decrease of 209 incidents<br>ELL= decrease of 16 incidents<br>Foster Youth= decrease of 20 incidents<br>Socioeconomically Disadvantaged=decrease of 190 incidents |
| 3.12 | Parental Participation for Students with Disabilities<br>Source: Local Audit<br><br>Priority 3C | 2023-24 TUSD will facilitate district advisory committees that include special education parents. DELAC and CTF both have parent members who have students in special education. | 2024-25 TUSD facilitated district advisory committees that included special education parents. DELAC and CTF both have parent members who have students in the TUSD special education program. | 2025-26 TUSD facilitated district advisory committees that included special education parents. Due to political influences, parents elected not to participate in DELAC. However, special education parents participated in Citizens Task Force and attended Sipping with the Supe. | 2026-27 Expected Outcome<br><br>TUSD will continue to involve special education parents in district advisory committees, DELAC and CTF. | Parents elected not to serve on DELAC for the 2025-26 school year. However, special education parents served on CTF. |

# Goal Analysis [2025-26]

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.

3.1 Positive Behavior Intervention and Support (PBIS)- Fully Implemented
TUSD has maintained staffing for an ABA therapist. The ABA therapist provides support to students at all school sites who struggle with their behavior. All school sites implement a PBIS program to explicitly teach students appropriate behavior while at school. Within each PBIS program there is a token economy that incentivizes demonstrating desirable behavior.

3.2 In-School Intervention (ISI) Classes- Fully Implemented
Consistent staffing has maintained one ISI classes, one class at THS to serve students at JMS and THS. ISI has been an effective tool as an alternative to suspension.

3.3 SRO and Anonymous Reporting System- Fully Implemented
TUSD has staffed one SRO to serve students at all school sites and support staff members. The SRO develops positive relationships with students by having a consistent presence on campus. When negative student behavior occurs, the SRO is able to quickly address behaviors that requires law enforcement to intervene. Consistently, TUSD has utilized an anonymous reporting system, Say Something. Say Something has been useful in allowing students to make anonymous reports when they have a concern about the safety of another student or the safety of the school campus.

3.4 SEL Intervention-Fully Implemented
All school sites were allocated funds to support the school site's SEL program. Funds were used to provide materials to support students when working with the school social worker. Expenditures include coloring books, games, snacks, etc.

3.5 Positive Student/School Staff Relationships (CKH)- Fully Implemented
All school sites implement the tenets of Capturing Kids Hearts to strengthen relationships between staff and students and to create a positive school culture. Although most staff members have participated in Capturing Kids Hearts training, as new staff join the TUSD team, it is difficult to provide the two day training due to cost and availability. TUSD utilizes the CKH surveys to measure implementation of CKH and school climate. According to the CKH student, staff, and parent survey results, all TUSD school sites have deepen their implementation of CKH at their school sites.

3.6 School Climate and Safety Survey- Partially Implemented
TUSD uses the California Healthy Kids Survey (CHKS) to measure school climate and safety at all school campuses. Students in grades five, seven, nine, and eleven were administered the CHKS. However, fifth grade participation is an opt in model, and some school sites struggle with participation rates. In addition to student surveys, surveys were administered to all staff members and parents.

3.7 Social Emotional Learning- Fully Implemented

TUSD has maintained staffing at school sites by providing one full time social worker and one full time intervention specialist. The social workers and intervention specialists provided SEL lessons to students to actively prevent bullying behavior and explicitly teach positive behavior traits. Additionally, social workers and interventions provided group support and one on one support for students in need.

3.8 School Attendance Review Team- Fully Implemented
TUSD staffed one full time Director of Student Services and one full time Deputy of Security and Truancy. The Deputy of Security and Truancy conducted home visits throughout the school year to students who struggled with regular attendance. During home visits, the deputy would share available resources with families to address barriers that were preventing students from attending school. The Director of Student Services, monitors attendance through the A2A system and provides professional development around attendance monitoring for staff members.

3.9 Fifth Grade Camp- Not Implemented
Fifth grade camp was cancelled due to staffing reductions in response to budgetary concerns.

3.10 Family Engagement- Fully Implemented
At school sites and through the district office there are many opportunities for parents to get involved and provide input in site and district policies. Each school site operates a School Site Council, an English Language Advisory Council, and a Parent Teacher Organization or Boosters Club. At the district office, there are monthly Sipping with the Sup meetings that allow parents and community members to drop by to meet with the superintendent. Additional opportunities through the district include: Citizens Task Force, Facilities Advisory Committee, District English Language Advisory Committee, Early Student Literacy literacy events, Parent Advisory Committee, and PTO Presidents Committee.

3.11- Student Engagement -Not Implemented
Due to budgetary concerns. This action was not implemented.

3.12 Transportation- Fully Implemented
Opportunities for school provided transportation has been offered to all students who live outside of the walking boundary. However, in some areas, there are some areas where the need for transportation exceeds TUSD's ability to provide transportation services.

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

3.1 Positive Behavior Intervention- No material difference

3.2 In School Intervention- No Material Difference

3.3 SRO and Anonymous Reporting System- Increase in spending by 21% due salary changes.

3.4 SEL Intervention- Material Difference

Approximately 50% of the allocated funds to sites were used. Not all sites, expended their full allocation.

3.5 Positive Student/School Staff Relationships (CKH)- No Material Difference

3.6 School Climate and Safety Survey- Material Difference. The cost to implement the California Healthy Kids Survey was less than what was projected by approximately $3,000.

3.7 Social Emotional Learning- No Material Difference

3.8 School Attendance Review Team- No Material Difference

3.9 Fifth Grade Camp- Material Difference
Fifth grade camp was cancelled due to budgetary and staffing limitations.

3.10 Family Engagement- Material Difference
Ten percent of the budget has been utilized. Most of the materials utilized during the family engagement events were materials that had little cost. Presenters and facilitators used during these events were internal staff members and did not provide a cost to the district.

3.11 Student Engagement- Material Difference
TUSD utilized 60% of allocation. Due to budgetary concerns some of the expenditures listed in the action item was not implemented such as after school clubs.

3.12 Transportation- No Material Difference

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

3.1 Positive Behavior Intervention- TUSD has maintained a low suspension rate 2.3%, and demonstrated a decline of 0.5% in suspensions on the 2025 California School Dashboard. The implementation of PBIS at all school sites has provided the support for students to learn appropriate school behavior that helps students to be behaviorally successful when on school campuses. This action is effective.

3.2 In School Intervention- In School Intervention has been a successful intervention to address student behavior while keeping students on campus. TUSD suspension rate has declined by 0.5% and maintained it's low expulsion rate. Suspension rate for foster youth and homeless youth declined. There was a slight increase in the expulsion rate (0.09%), however, this did not impact foster or homeless youth. This action is effective.

3.3 SRO and Anonymous Reporting System- The SRO provides a consistent law enforcement presence at TUSD's secondary school sites while the anonymous reporting system, Say Something, provides a platform to notify school administration of school safety concerns. According to the California Healthy Kids Survey students at secondary school sites have an increase positive perception of school safety at

their schools. However,  elementary students reported that they feel less safe while at school. Although student perceptions of safety differ from elementary to secondary, school discipline that violates ed code 48900 has declined. This is an effective action.

3.4 SEL Intervention- When compared to the 2023-24 school year, school suspensions increased by 0.5%. Most schools demonstrated an increase in their suspension rate except for Cummings Valley Elementary who demonstrated a significant decline in the rate of suspensions and was in the low range. The majority school sites were in the medium range for suspension with Tompkins being in the high range. However, suspension rates for English learners, long-term English learners, foster youth and homeless youth declined. This is an effective action.

3.5 Positive Student/School Staff Relationships (CKH)- When reviewing survey data from CKH, student and staff relationships are strong. Areas of strength include: teachers celebrate student success,  students have good relationships with their teachers, students are comfortable speaking with their teachers, and students like their teachers. Suspension rates for English learners, long-term English learners, foster youth and homeless youth declined. Chronic absenteeism declined for all student groups including English learner, foster youth, and socioeconomically disadvantaged. This action is effective.

3.6 School Climate and Safety Survey- The California Healthy Kids Survey results shows that secondary students are feeling an improvement in school climate and safety while elementary students show a decline in both areas. The survey has been an effective tool to monitor school climate. The survey has been an effective tool to monitor school climate. This action is effective.

3.7 Social Emotional Learning- School social workers and intervention specialists provide explicit social emotional lessons to students to strengthen student relationships and provide a positive school climate. During parent advisory committee meetings, parents consistently share positive reviews of interactions that their students have had with the school social worker and intervention specialist. Suspension rate for foster youth and homeless youth declined. There was a slight increase in the expulsion rate (0.09%), however, this did not impact foster or homeless youth. This action is effective.

3.8 School Attendance Review Team- School attendance has continued to improve, however, TUSD still has growth to be made to reach the goal of a daily attendance rate of 95%. The percentage of students who are identified as chronically absent has decreased by 3% which shows effectiveness.  On the 2025 California School Dashboard, Chronic Absenteeism for foster youth increased by 3.4%. This action is not effective.

3.9 Fifth Grade Camp-Due to budgetary concerns and changes in staffing, this action was not implemented.

3.10 Family engagement- According to the California Healthy Kids Survey, promotion of parent involvement exceeds the state averages in elementary and middle school. Although the promotion of parent involvement has increased by 4% at the high school, but does not exceed the state average. In addition, TUSD provides many opportunities to participate in district and site meetings (listed in metric 3.10) to provide input into district and site decision making. This action is effective.

3.11 Student Engagement-Chronic absenteeism has decreased and daily attendance has hovered around 93% demonstrating that students are attending school regularly. When reviewing California Healthy Kids Survey data students have responded that students are academically

motivated and feel that they are participating in a meaningful way while at school which are two areas of continuous growth over the past three years.This action is effective.

3.12 Transportation- Students who reside outside of the walking boundary are able to sign-up for district provided transportation. When transportation has not been available for students and students have been placed on a waiting list, some parents have reported that their student would not be able to attend school regularly or have moved to independent study while waiting for an opening for bussing. TUSD's chronic absenteeism rate declined by 5.0% and attendance slightly increased which signals 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.

Actions:
3.1 Positive Behavior Intervention- Slight increase to reflect increasing costs.

3.2 In School Intervention- No planned changes.

3.3 SRO and Anonymous Reporting System- No planned changes.

3.4 SEL Intervention- Slight increase to budget to reflect increasing costs.

3.5 Positive Student/School Staff Relationships (CKH)- The budget for this item has been adjusted to the renewal of CKH services and a two-day training for staff members who have not yet been trained.

3.6 School Climate and Safety Survey- No planned changes.

3.7 Social Emotional Learning- Due to budgetary concerns, this action has been reduced. Instead of having one school social worker at each school site, TUSD will provide one roving social worker to provide support at all school sites. However, all school sites will have one intervention specialist who will provide social-emotional support to students.

3.8 School Attendance Review Team- No planned changes

3.9 Fifth Grade Camp- This action will not be implemented for the 2026-27 school year due to budgetary concerns and reductions to staffing.

3.10 Family Engagement- Funding allocation has been adjusted to reflect previous year's spending.

3.11 Student Engagement- The allocation has been reduced to reflect site participation levels.

3.12 Transportation- No planned changes

3.13 Attendance Incentive Program- This action was added to goal 3 to address TUSD's chronic absenteeism rate. TUSD has three student groups generating a red indicator due to chronic absenteeism: African American, Foster Youth, and Long-Term English Learners. However, chronic absenteeism in TUSD is higher than the county average and has generated an orange indicator on the California School Dashboard.

3.14 PBIS Training- This action was added to address the increase in suspension rates. Tompkins Elementary was identified for TSI due to an increase in suspension rates of students with disabilities along with their chronic absenteeism rate.

**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** | Positive Behavior Intervention and Support (PBIS) | Research (American Psychology Association, 1975, Contemporary Educational Psychology, Volume 27, Issue 2, April 2002, and The American Economic Journal, 2016) found that behavior can have a predictable negative impact on student achievement not only on the student who is displaying the negative behavior, but also have a negative effect on their peers. To encourage positive behavior from students, build student confidence, and develop the ability to replace negative behaviors with more desirable behaviors, TUSD has a robust PBIS program at all school campuses. PBIS provides clear expectations for students on the behavior that is expected in all settings on a school campus. At most school sites, behavior is reinforced through the implementation of a token economy. When some students continue to struggle with behavior the school social worker or the district's applied Behavior Analyst can provide more intensive support by developing an individualized plan to meet the behavioral needs of the students. School administrators closely monitor student behavior and have a team to identify students who need more intensive behavioral support.<br><br>The California School Dashboard has identified African American and students of Two or More Races as two student groups who need additional support. The suspension rate of both student groups increased during the 2023 school year. Additionally, Tompkins Elementary's white students generated a red indicator in the area of suspension. | $214,468.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.2** | In-School Intervention (ISI) Class | TUSD will continue to offer ISI to serve JMS and THS. ISI classes are an alternative to suspension  intervention that allows students to remain on campus to engage in targeted interventions to change negative behaviors rather than students being sent home through the suspension process. While in ISI, students engage in social emotional learning, skill coaching to replace the negative behaviors, and continue to work on their classwork. | $146,369.00 | Yes |
| **3.3** | SRO and Anonymous Reporting System | To create a safer school environment,  TUSD will employ one School Resource Officer to serve all school sites. The SRO will address student behavior in conjunction with site administrators in a timely manner preventing the opportunity for disruptive behavior to escalate. TUSD utilizes the, "Say Something," program that allows students or parents to anonymously report safety concerns to the school and District. Say Something is monitored 24 hours a day by the Say Something staff and TUSD administrators. | $130,000.00 | No |
| **3.4** | SEL Intervention | All school sites have one Intervention Specialist to provide SEL support for students. Many times intensive SEL support to students involves play, coloring, or snacks. Each school site's SEL team has been allocated funds to provide materials to support the work that they do with students. | $3,500.00 | No |
| **3.5** | Positive Student/School Staff Relationships-CKH | TUSD will implement the strategies taught through Capturing Kids Hearts to strengthen relationships between students and staff. Students who have positive relationships with school staff have a higher rate of attendance and improved academic student outcomes. | $72,650.00 | Yes |
| **3.6** | School Climate and Safety Survey | Students in grades five, eight, nine, and eleven annually participate in the California Healthy Kids Survey (CHKS) to measure school climate, safety, student wellness, and student resiliency through anonymous and confidential survey tool. In addition to surveying students, the California Healthy Kids Survey gathers input from staff and parents through a digital | $5,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | survey. The CHKS data is used to measure growth and the effectiveness of interventions in place at each school site. | | |
| **3.7** | Social Emotional Learning | All school sites within TUSD will have one full-time Social Worker and one full-time Intervention Specialist to address the social emotional needs of students. Social Workers and Intervention Specialists will provide direct instruction around positive character traits and antibullying lessons. Social Workers provide resources to parents to better support students at school and home. | $456,766.00 | Yes |
| **3.8** | School Attendance Review Team | The district will provide one Director of Student Services and one Deputy of Security and Truancy to reduce chronic absenteeism. School sites and the district will utilize the A2A system to monitor absenteeism and record outreach to families regarding their students' chronic absenteeism. TUSD will continue to implement a truancy reduction program as well as refer students to the TUSD School Attendance Review Team (SART) for chronic absenteeism and truancy.<br><br>This action addresses Foster Youth, African American, and Long-term English learner who were red on the California School Dashboard for chronic absenteeism. | $373,553.00 | Yes |
| **3.9** | Fifth Grade Camp | This action has been eliminated for the 2026-27 school year.<br><br>Prior to matriculating to middle school, all fifth grade students will attend a three day camp at Mountain Park. At camp, fifth grade students will engage in activities to strengthen relationships amongst their peers. Additionally, Jacobsen Middle School leadership team members attend the camp which assists in students become familiar with the JMS administrative staff and learning about the middle school prior to matriculation. | | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.10** | Family Engagement | Parent engagement is a vital role in the education of students. TUSD supports site and district opportunities for parents to meaningfully participate in their child's education by providing ample opportunities to serve on district and site committees and attend district and site parent events. Events and committees include, but are not limited to Kindergarten Round-up, Back to School Night, Open House, Math Night, Reading Night, Fifth Grade Parent Camp, ELAC, DELAC, School Site Council, Superintendents Parent Advisory Committee, Citizens Task Force, Sipping with the Sup, and Facilities Advisory Committee. | $7,700.00 | No |
| **3.11** | Student Engagement | Research shows that students who participate in extracurricular activities have an increase in sense of engagement, improved grades, regular attendance, and a decline in negative behaviors (National Center for Education Statistics, 1995 and National Association of Secondary Principals, 2017). TUSD provides opportunities for all students to participate in extracurricular activities by providing enrichment classes outside of the school day, athletic programs, clubs, leadership opportunities through the Associated Student Body (ASB), Orator Club, Mathletes, School Site Ambassadors, etc. | $171,020.00 | No |
| **3.12** | Transportation | Tehachapi is a rural district that encompasses 522 square miles with turbulent weather patterns that include rain, snow, and ice. Transportation is provided to students who live outside of the one-mile walking zone. Families apply for transportation through an online application system. By removing the burden of transportation from parents, students are more likely to have regular attendance, be on campus on time, and remain on campus for the duration of the school day. Additionally, TUSD provides one day of a late bus after school removing a transportation barrier for students to participate in enrichment (elementary) or tutoring (secondary). Priority for transportation is given to students who have been identified as Socioeconomically Disadvantaged. | $2,422,331.00 | Yes |
| **3.13** | Attendance Incentive Program | There is a strong positive correlation between higher attendance with higher academic performance as demonstrated through grades and test scores. A study by Attendance Works found that missing two days per | $40,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | month is associated with lower reading proficiency by third grade. Attendance rate is a strong predictor of course completion rate, dropout risk, and GPA. Research from Attendance Works finds that attendance incentives can improve student attendance rates.<br><br>This action addresses high chronic absenteeism rate for African American, Foster Youth, and Long Term-English Learners who have a red indicator on the dashboard. LREBG funds ($40,000) will be used to support this action. Metric 3.1 and 3.4 will be used to measure progress on this action. TUSD's Instructional Services department will be monitoring monthly attendance rates by class and students. Rewards will be provided to classes/students who maintain a monthly attendance rate of 95% or better. | | |
| **3.14** | PBIS Training | All schools within TUSD implement a PBIS program, it has been many years since professional development has been provided in this area. Within TUSD, there has been a large turn-over of staff members due to retirement and staff that has relocated out of the area. To increase/improve implementation of PBIS at school sites, training will be provided. Additionally, there is a new PBIS Framework that staff is not familiar with. PBIS has been extensively researched researched program that has been proven as highly effective in improving student behavior, school safety, and academic performance. Dr. Catherine Bradshaw from the University of Virginia is one of the lead researchers in this area that has found the positive impact of implementing PCIS.<br><br>TUSD has one student group generating a red indicator on the California School Dashboard (African American) and three student groups (Socioeconomically Disadvantaged, Students with Disabilities, and White) generating an orange indicator.<br><br>After PBIS training, implementation will be monitored by site administration and the district office in relation to the impact on suspension rates.<br><br>This action addresses the increasing suspension rate and Chronic Absenteeism. This action will be supported with LREBG Funds ($10,000). The impact of this action will be measured through Metric 3.2. | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| | | | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $4,188,758 | $0 |

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

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 9.083% | 0.000% | $0.00 | 9.083% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.1** | **Action:**<br>Professional Development<br><br>**Need:**<br>Foster Youth, English Learners, Socioeconomically Disadvantaged students are performing below their peers in the area of English language arts and mathematics. Educational partners have provided feedback during LCAP feedback sessions that | Professional development was selected as the most effective use of funds based on educational research (e.g., John Hattie's Visible Learning findings on collective teacher efficacy) and district-level evaluation demonstrating that teacher practice has the single largest school-based impact on student achievement. We considered providing direct individual student interventions alone, but determined that building district-wide instructional capacity provides a systemic, scalable, and long-term benefit for our | CAASPP Metric 2.1, 2.2<br>iREADY Diagnostic results Metric 2.4, 2.5<br>Graduation rate Metric 2.3<br>All metrics will be used to identify if professional development that has been provided is effective. |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | professional development is valuable in improving student outcomes.<br><br>**Scope:**<br>LEA-wide | unduplicated students across all grade levels. District experience shows that targeted PD directly improves classroom differentiation and Tier 1 instruction, ensuring our English Learners, Foster Youth, and low-income students receive high-quality first instruction daily. | |
| **2.2** | **Action:**<br>Digital Instructional Resources<br><br>**Need:**<br>Data from internal metrics and state testing have identified that many students are significantly behind in meeting grade-level standards. Students that are socio-economically disadvantaged, foster youth, or English Language Learners are performing behind their same aged peers. Many students have significant learning gaps that prevent students from meeting grade-level standards. Staff members and parents have indicated, the digital programs are a valuable tool that increasing student engagement and allows for an increase in differentiation.<br><br>**Scope:**<br>LEA-wide | Utilizing supplemental digital instructional tools is the most effective use of funds to address severe learning gaps among unduplicated students because these programs provide adaptive, real-time diagnostic data and personalized learning paths. We considered relying solely on traditional paper-based supplemental materials or hiring additional tutors; however, research on adaptive learning technologies demonstrates that digital resources allow for immediate, real-time differentiation tailored to individual student reading and math levels. Our prior implementation experience confirms that these resources significantly increase student engagement while providing actionable data for teachers to adjust instruction effectively across all school sites. | CAASPP Metric 2.1, 2.2<br>iReady Diagnostic Metric 2.4, 2.5 |
| **2.3** | **Action:**<br>English Language Learner Support-Para Professionals and Ellevation<br><br>**Need:**<br>English Language Learners (ELL) need additional support in academics and in making progress towards becoming a fluent English | ELL need additional support to make gains in developing the English language while still making progress towards meeting grade-level standards in all academic area. Bilingual para educators provide students with opportunities to receive support in a small group setting and many times get support in the native language. ELL are enrolled at all school sites, hence, ELL | Reclassification rate Metric 2.9<br>English Language Proficiency Indicator on the California School Dashboard Metric 2.7<br>CAASPP results Metric 21., 2.2 |

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

| 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 |
|---|---|---|---|
| | | students since there are multiple student groups who can benefit. | |
| **2.8** | **Action:**<br>College and Career Awareness<br><br>**Need:**<br>Students from families that are socioeconomically disadvantaged, are less likely to have the means to travel to visit college or university campuses. Lack of exposure can lead to fewer students adequately prepared to transfer to a university from high school. Our socioeconomically disadvantaged student group is graduating at a rate below the all student group and we believe this action will assist TUSD in targeting their needs, as well as our English learners and foster youth. Parents and students both indicated that they wanted to keep this action from the previous LCAP document.<br><br>**Scope:**<br>Schoolwide | By providing exposure to colleges, universities, and trade schools students will be able to develop an informed goal for their future and take the course work in high school that will allow them to make progress towards a goal for the life outside of compensatory education. This action will benefit all students so we are providing it on an LEA-wide basis. | A-G completion rates Metric 2.10<br>College and Career Indicator on the California School Dashboard Metric 2.6 |
| **2.9** | **Action:**<br>AVID<br><br>**Need:**<br>Many students from unduplicated populations come from a home where a parent or guardian is not college-educated. Without college experience, many of these parents/guardians are unable to provide the support that is needed to guide students toward college. AVID embeds a focus on the continuation of | Through AVID, students are exposed to college campuses, possible careers, and build study skills through direct instruction that correlates to a focus on higher education and possible careers which is why we are providing this action at Tehachapi High. Students who participate in AVID have higher rate of academic success in high school. 3.4% of THS seniors have A-G completion and completion of at least one CTE pathway. | Graduation rates Metric 2.3<br>A-G completion/ CTE completion rates Metric 2.10 |

| 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 |
|---|---|---|---|
| | education post-graduation allowing students to transition into a career. In the 2022-23 school year, 26.3% of graduating seniors were identified as being prepared for College and Career as measured by the California School Dashboard. Although the CCI metric continues to increase, Long-term English Learners, Students with Disabilities, Homeless, and Socioeconomically Disadvantaged students lag behind their peers. Staff members voiced support for AVID siting that parents are unable to provide college readiness support at home due to lack of experience in higher ed.<br><br>**Scope:**<br>Schoolwide | | |
| **3.2** | **Action:**<br>In-School Intervention (ISI) Class<br><br>**Need:**<br>Foster youth and students that socioeconomically disadvantaged are suspended at a higher rate than their peers. Additionally, these are the students who need to be in school to address identified learning gaps. In School Intervention allows students to stay on campus, receive intervention, and continue to participate in instruction. Educational partners have expressed that In School Intervention is an effective tool to prevent students from being suspended.<br><br>**Scope:** | In School Intervention provides support for students to change negative behaviors and replace those behaviors with positive behaviors. This service will be provided LEA-wide since there is a need to support all students. | Suspension rate Metric 3.2<br>Expulsion rate Metric 3.7 |

| 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 |
|---|---|---|---|
| | Schoolwide | | |
| **3.5** | **Action:**<br>Positive Student/School Staff Relationships-CKH<br><br>**Need:**<br>When students have a strong connection to their school and positive relationships with the staff that work at their school, students are more likely to have regular attendance, and improved academic outcomes. Foster youth chronic absenteeism rates generated a red indicator on the California School Dashboard and an orange indicator in suspensions. ELL, Foster Youth, and socioeconomically disadvantaged students are lagging in achievement levels behind their same-aged peers. Staff, parents, and community members have expressed strong support in the continual implementation of Capturing Kids Hearts strategies in the classroom.<br><br>**Scope:**<br>LEA-wide | Implementing Capturing Kids' Hearts district-wide is the most effective use of funds to reduce chronic absenteeism and discipline disparities among Foster Youth and socioeconomically disadvantaged students. Educational theory and research around Social-Emotional Learning (SEL) and Relational Leadership indicate that strong student-teacher relationships directly improve attendance, reduce behavioral disruptions, and enhance academic performance. Alternative strategies—such as relying solely on traditional punitive discipline or isolated counseling services—do not address the root environmental causes of chronic absenteeism. District pilot data and partner feedback demonstrate that establishing a consistent, positive school climate district-wide yields the best measurable outcomes for our most vulnerable students. | Chronic Absenteeism Metric 3.1<br>Suspension Rates. Metric 3.2 |
| **3.7** | **Action:**<br>Social Emotional Learning<br><br>**Need:**<br>Foster youth and socioeconomically disadvantaged students are suspended more frequently then their same-aged peers. Student feedback revealed that frequently these students have experienced trauma, food | Providing dedicated School Social Workers and Intervention Specialists LEA-wide is the most effective use of funds to address trauma, food insecurity, and housing instability impacting our unduplicated students. Research on Trauma-Informed Care in schools shows that multi-disciplinary behavioral and emotional support directly mitigates out-of-school suspensions and keeps high-risk students engaged in instruction. | Suspension Rate Metric 3.2<br>Expulsion Rates. Metric 3.7 |

| 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 |
|---|---|---|---|
| | insecurity, and housing insecurity which causes them to act out negatively on the school campus.<br><br>**Scope:**<br>LEA-wide | We considered outsourcing mental health services to third-party community providers, but district experience proved that embedded, site-based staff allow for immediate crisis de-escalation, consistent case management, and seamless integration with classroom teachers. | |
| **3.8** | **Action:**<br>School Attendance Review Team<br><br>**Need:**<br>Foster Youth have a high absenteeism rate generating a red indicator on the California School Dashboard.School staff have identified this action as necessary to improve attendance rates for students who are in the most need of being on campus regularly such as our foster youth.<br><br>**Scope:**<br>LEA-wide | The A2A system is the most effective tool that allows school office staff and school administrators to closely monitor and address school attendance. The school staff develops plans with the parents by meeting with parents, signing attendance contracts, and conducting home visits to improve student attendance. This action is being provided LEA-wide since we believe that all students can benefit from extra supports. | Chronic Absenteeism rate Metric 3.1 |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.3** | **Action:**<br>English Language Learner Support-Para Professionals and Ellevation | Bilingual para educators provide support to ELL students in the classroom during instructional times. Bilingual paras provide clarity on instruction | Reclassification rate Metric 2.9 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Many ELL students have limited English skills and require additional support in developing the English language and accessing instructional material. The ELLevation program is a tool that allows teachers and administrators to monitor the progress of ELL students.<br>Feedback from staff members and district community groups support this action.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | by translating into the students native language and working with ELL students on a 1:1 basis or in a small group. | English Language Proficiency Indicator on the California School Dashboard Metric 2.7<br>CAASPP results Metric 2.1, 2.2<br>Graduation rates Metric 2.3 |
| **2.14** | **Action:**<br>AP Tests and SAT<br><br>**Need:**<br>36.1% of TUSD students are identified as socio-economically disadvantaged. Not all students can afford to pay to participate in SAT Preparation courses or pay to participate in AP and SAT testing. In the 2022-23 school year, 26.3% of graduating seniors were identified as being prepared for College and Career as measured by the California School Dashboard. This action will ensure that all students will be able to participate in AP and SAT testing. During LCAP feedback meetings, parents requested that TUSD provide opportunities for students to complete the SAT.<br><br>**Scope:** | By funding SAT Preparation courses, AP and SAT testing, all students will have the opportunity to participate in this college preparatory assessment which can lead to admittance to a university and the opportunity to bypass remedial courses. This action will benefit all students so we are providing it schoolwide at Tehachapi High School. | AP completion rate Metrics 2.8<br>SAT participation rate 2.12 |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Limited to Unduplicated Student Group(s) | | |
| **3.12** | **Action:**<br>Transportation<br><br>**Need:**<br>Socioeconomically Disadvantaged students do not always have reliable transportation available to transport them to and from school. Both the socioeconomically disadvantaged student group and English learner attendance rates are below the all student rate.<br>During LCAP development meetings, parents have expressed that district provided transportation is a necessity for the child to attend school regularly.<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | This action prioritizes transportation for students identified as Socioeconomically Disadvantaged. Ensuring that Socioeconomically Disadvantaged student receive bus passes to provide students with free transportation to and from school. We are providing this action LEA-wide because there is a need for all students to have transportation to school. | Attendance Rates Metric 3.4 |

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

N/A

## Additional Concentration Grant Funding

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

Not applicable.

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | 1:21.4 | N/A |
| Staff-to-student ratio of certificated staff providing direct services to students | 1:18.58 | N/A |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 46,115,415 | 4,188,758 | 9.083% | 0.000% | 9.083% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $33,356,403.00 | $7,071,212.00 | $691,039.00 | $4,242,567.00 | $45,361,221.00 | $42,461,422.00 | $2,899,799.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Basic Facilities | All | No | | | All Schools | Annually | $3,600,221.00 | $0.00 | $2,839,844.00 | $69,338.00 | $691,039.00 | $0.00 | $3,600,221.00 | |
| 1 | 1.2 | Teacher Credentials -(Basic Service, Teacher Credentialing) | All | No | | | All Schools | Annually | $24,722,417.00 | $0.00 | $19,572,821.00 | $4,929,596.00 | | $220,000.00 | $24,722,417.00 | |
| 1 | 1.3 | Basic Services (Students Have Standards Based Instructional Materials) | All | No | | | All Schools | Annually | $0.00 | $450,000.00 | | $450,000.00 | | | $450,000.00 | |
| 1 | 1.4 | New Teacher Support | All | No | | | All Schools | Annually | $84,453.00 | $7,194.00 | $91,647.00 | | | | $91,647.00 | |
| 1 | 1.5 | Support Staff | All | No | | | All Schools | Annually | $6,757,425.00 | $0.00 | $2,804,599.00 | $234,966.00 | $0.00 | $3,717,860.00 | $6,757,425.00 | |
| 1 | 1.6 | Student Technology | All | No | | | All Schools | Annually | $0.00 | $350,000.00 | $350,000.00 | | | | $350,000.00 | |
| 1 | 1.7 | School Library Staff | All | No | | | All Schools | Annually | $464,403.00 | $67,900.00 | $532,303.00 | $0.00 | $0.00 | $0.00 | $532,303.00 | |
| 1 | 1.8 | Technology Staff | All | No | | | All Schools | Annually | $599,414.00 | $60,900.00 | $660,314.00 | $0.00 | $0.00 | $0.00 | $660,314.00 | |
| 1 | 1.9 | Tehachapi Independent Learning Academy | All | No | | | Specific Schools: Tehachapi Independent Learning Academy | Annually | $20,292.00 | $325,000.00 | $345,292.00 | | | | $345,292.00 | |
| 2 | 2.1 | Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2026-27 | $69,441.00 | $8,000.00 | $77,441.00 | | | | $77,441.00 | |
| 2 | 2.2 | Digital Instructional Resources | English Learners Foster Youth Low Income | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | 2026-27 | $0.00 | $402,500.00 | $402,500.00 | | | | $402,500.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 2.3 | English Language Learner Support-Para Professionals and Ellevation | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2026-27 | $410,985.00 | $23,895.00 | $320,891.00 | | | $113,989.00 | $434,880.00 | |
| 2 | 2.4 | Multi-tiered Systems of Support | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-27 | $30,000.00 | $3,000.00 | $33,000.00 | | | | $33,000.00 | |
| 2 | 2.5 | Extended Learning and Tutoring | All | No | | | All Schools | 2026-27 | $46,995.00 | $1,500.00 | $19,533.00 | $28,962.00 | | | $48,495.00 | |
| 2 | 2.6 | Hands-on Experiences | All | No | | | All Schools | 2026-27 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |
| 2 | 2.7 | Burst Tutors-Eliminated | | | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.8 | College and Career Awareness | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Jacobsen Middle School, Tehachapi High School, and Monroe Continuation | 2026-27 | $0.00 | $16,500.00 | $16,500.00 | | | | $16,500.00 | |
| 2 | 2.9 | AVID | English Learners<br>Foster Youth<br>Low Income | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Tehachapi High School and Jacobsen Middle School Six through 12 | 2026-27 | $55,000.00 | $0.00 | | $55,000.00 | | | $55,000.00 | |
| 2 | 2.10 | Learning Directors-Eliminated | | | | | | | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| 2 | 2.11 | GATE | All<br>GATE | No | | | All Schools | 2026-27 | $15,000.00 | $5,000.00 | $5,000.00 | $15,000.00 | | | $20,000.00 | |
| 2 | 2.12 | Student Progress, Goal Setting, and Course and Program Completion | All | No | | | All Schools | 2026-27 | $2,312,480.00 | $0.00 | $1,398,820.00 | $913,660.00 | | | $2,312,480.00 | |
| 2 | 2.13 | Academic Incentives | All | No | | | All Schools | 2026-27 | $0.00 | $45,000.00 | $45,000.00 | | | | $45,000.00 | |
| 2 | 2.14 | AP Tests and SAT | Low Income | Yes | Limited to Unduplicated Student Group(s | Low Income | Specific Schools: Tehachapi High School Eleventh | 2026-27 | $0.00 | $10,000.00 | $10,000.00 | | | | $10,000.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | ) | | and Twelfth Grade | | | | | | | | | |
| **2** | **2.15** | Hands-on Science Experience | All | No | | | Specific Schools: Cummings , Tompkins, Golden Hills, and Jacobsen Middle School | 2026-27 | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| **2** | **2.16** | District Instructional Coach | All | No | | | All Schools | 2026-27 | $186,443.00 | $0.00 | | | | $186,443.00 | $186,443.00 | |
| **2** | **2.17** | Release time for IEP and SST Meeting Coverage | Students with Disabilities | No | | | All Schools | 2026-27 | $11,870.00 | $0.00 | $11,870.00 | | | | $11,870.00 | |
| **2** | **2.18** | Data Dialogues | All | No | | | All Schools | 2026-27 | $21,000.00 | $0.00 | | $21,000.00 | | | $21,000.00 | |
| **2** | **2.19** | Reading Differentiation and Support | All | No | | | All Schools | 2026-29 | $0.00 | $52,761.00 | | $52,761.00 | | | $52,761.00 | |
| **2** | **2.20** | LTELS | All LTEL's | No | | | | 2026-27 | $0.00 | $11,000.00 | | $11,000.00 | | | $11,000.00 | |
| **2** | **2.21** | High Impact Tutoring | All | No | | | Specific Schools: Jacobsen Middle School | 2026-27 | $0.00 | $17,400.00 | | $17,400.00 | | | $17,400.00 | |
| **2** | **2.22** | Classroom Walkthrough Tool | All | No | | | All Schools | 2026-27 | $0.00 | $32,475.00 | $10,754.00 | $21,721.00 | | | $32,475.00 | |
| **2** | **2.23** | DA Pathway | Foster Youth | No | | | All Schools | 2026-27 | $0.00 | $0.00 | $0.00 | | | | $0.00 | |
| **3** | **3.1** | Positive Behavior Intervention and Support (PBIS) | All | No | | | All Schools | 2026-27 | $198,808.00 | $15,660.00 | $15,660.00 | $198,808.00 | | | $214,468.00 | |
| **3** | **3.2** | In-School Intervention (ISI) Class | Foster Youth Low Income | Yes | Schoolwide | Foster Youth Low Income | Specific Schools: Jacobsen Middle School and Tehachapi High School | 2026-27 | $145,369.00 | $1,000.00 | $146,369.00 | | | | $146,369.00 | |
| **3** | **3.3** | SRO and Anonymous Reporting System | All | No | | | All Schools | 2026-27 | $0.00 | $130,000.00 | $130,000.00 | | | | $130,000.00 | |
| **3** | **3.4** | SEL Intervention | All | No | | | All Schools | 2025-26 | $0.00 | $3,500.00 | $3,500.00 | | | | $3,500.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | 3.5 | Positive Student/School Staff Relationships-CKH | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2026-27 | $0.00 | $72,650.00 | $72,650.00 | | | | $72,650.00 | |
| 3 | 3.6 | School Climate and Safety Survey | All | No | | | All Schools | 2026-27 | $0.00 | $5,000.00 | $5,000.00 | | | | $5,000.00 | |
| 3 | 3.7 | Social Emotional Learning | Foster Youth<br>Low Income | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | 2026-27 | $456,766.00 | $0.00 | $456,766.00 | | | | $456,766.00 | |
| 3 | 3.8 | School Attendance Review Team | Foster Youth | Yes | LEA-wide | Foster Youth | All Schools | 2026-27 | $338,453.00 | $35,100.00 | $373,553.00 | | | | $373,553.00 | |
| 3 | 3.9 | Fifth Grade Camp | | | | | | | | | | | | | | |
| 3 | 3.10 | Family Engagement | All | No | | | All Schools | 2026-27 | $1,000.00 | $6,700.00 | $7,700.00 | | | | $7,700.00 | |
| 3 | 3.11 | Student Engagement | All | No | | | All Schools | 2026-27 | $147,820.00 | $23,200.00 | $164,745.00 | $2,000.00 | | $4,275.00 | $171,020.00 | |
| 3 | 3.12 | Transportation | Low Income | Yes | Limited to Unduplicated Student Group(s) | Low Income | All Schools | 2026-27 | $1,715,367.00 | $706,964.00 | $2,422,331.00 | | | | $2,422,331.00 | |
| 3 | 3.13 | Attendance Incentive Program | All | No | | | All Schools | 2026-27 | $40,000.00 | $0.00 | | $40,000.00 | | | $40,000.00 | |
| 3 | 3.14 | PBIS Training | All | No | | | All Schools | 2026-27 | $10,000.00 | $0.00 | | $10,000.00 | | | $10,000.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 46,115,415 | 4,188,758 | 9.083% | 0.000% | 9.083% | $4,332,001.00 | 0.000% | 9.394 % | **Total:** | $4,332,001.00 |
| | | | | | | | | **LEA-wide Total:** | $1,415,910.00 |
| | | | | | | | | **Limited Total:** | $2,753,222.00 |
| | | | | | | | | **Schoolwide Total:** | $162,869.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **2** | **2.1** | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $77,441.00 | |
| **2** | **2.2** | Digital Instructional Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $402,500.00 | |
| **2** | **2.3** | English Language Learner Support-Para Professionals and Ellevation | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $320,891.00 | |
| **2** | **2.4** | Multi-tiered Systems of Support | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $33,000.00 | |
| **2** | **2.8** | College and Career Awareness | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Jacobsen Middle School, Tehachapi High School, and Monroe Continuation | $16,500.00 | |
| **2** | **2.9** | AVID | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Tehachapi High School and | | |

| 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 (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Jacobsen Middle School<br>Six through 12 | | |
| 2 | 2.14 | AP Tests and SAT | Yes | Limited to Unduplicated Student Group(s) | Low Income | Specific Schools: Tehachapi High School<br>Eleventh and Twelfth Grade | $10,000.00 | |
| 3 | 3.2 | In-School Intervention (ISI) Class | Yes | Schoolwide | Foster Youth<br>Low Income | Specific Schools: Jacobsen Middle School and Tehachapi High School | $146,369.00 | |
| 3 | 3.5 | Positive Student/School Staff Relationships-CKH | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $72,650.00 | |
| 3 | 3.7 | Social Emotional Learning | Yes | LEA-wide | Foster Youth<br>Low Income | All Schools | $456,766.00 | |
| 3 | 3.8 | School Attendance Review Team | Yes | LEA-wide | Foster Youth | All Schools | $373,553.00 | |
| 3 | 3.12 | Transportation | Yes | Limited to Unduplicated Student Group(s) | Low Income | All Schools | $2,422,331.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $45,866,104.00 | $43,288,616.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **1** | **1.1** | Basic Facilities | No | $3,511,840.00 | $3,473,099.00 |
| **1** | **1.2** | Teacher Credentials -(Basic Service, Teacher Credentialing) | No | $25,215,880.00 | $24,002,055.00 |
| **1** | **1.3** | Basic Services (Students Have Standards Based Instructional Materials) | No | $500,000.00 | $198,743.00 |
| **1** | **1.4** | New Teacher Support | No | $91,647.00 | $58,746.00 |
| **1** | **1.5** | Support Staff | No | $7,154,463.00 | $6,499,410.00 |
| **1** | **1.6** | Student Technology | No | $25,000.00 | $1,000.00 |
| **1** | **1.7** | School Library Staff | No | $532,303.00 | $486,041.00 |
| **1** | **1.8** | Technology Staff | No | $822,286.00 | $640,522.00 |
| **1** | **1.9** | Tehachapi Independent Learning Academy | No | $345,292.00 | $60,000.00 |
| **2** | **2.1** | Professional Development | Yes | $103,254.00 | $65,770.00 |
| **2** | **2.2** | Digital Instructional Resources | Yes | $202,200.00 | $413,043.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| **2** | **2.3** | English Language Learner Support-Para Professionals and Ellevation | Yes | $434,880.00 | $402,906.00 |
| **2** | **2.4** | Multi-tiered Systems of Support | Yes | $211,339.00 | $96,924.00 |
| **2** | **2.5** | Extended Learning and Tutoring | No | $48,495.00 | $7,595.00 |
| **2** | **2.6** | Hands-on Experiences | No | $10,000.00 | $16,044.00 |
| **2** | **2.7** | Burst Tutoring | Yes | $165,134.00 | $79,692.00 |
| **2** | **2.8** | College and Career Awareness | Yes | $16,500.00 | $5,575.00 |
| **2** | **2.9** | AVID | Yes | $44,997.00 | $50,784.00 |
| **2** | **2.10** | Learning Directors | Yes | $307,636.00 | $254,426.00 |
| **2** | **2.11** | GATE | No | $20,000.00 | $16,503.00 |
| **2** | **2.12** | Student Progress, Goal Setting, and Course and Program Completion | No | $1,892,639.00 | $2,230,554.00 |
| **2** | **2.13** | Academic Incentives | No | $50,000.00 | $39,065.00 |
| **2** | **2.14** | AP Tests and SAT | Yes | $15,000.00 | $7,000.00 |
| **2** | **2.15** | Hands-on Science Experience | No | $98,721.00 | $64,643.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 2 | 2.16 | District Instructional Coaches | Yes | $186,443.00 | $157,537.00 |
| 2 | 2.17 | Release time for IEP and SST Meeting Coverage | No | $11,870.00 | $7,309.00 |
| 3 | 3.1 | Positive Behavior Intervention and Support (PBIS) | No | $199,225.00 | $205,067.00 |
| 3 | 3.2 | In-School Intervention (ISI) Class | Yes | $115,594.00 | $139,871.00 |
| 3 | 3.3 | SRO and Anonymous Reporting System | No | $130,000.00 | $114,000.00 |
| 3 | 3.4 | SEL Intervention | No | $3,000.00 | $700.00 |
| 3 | 3.5 | Positive Student/School Staff Relationships-CKH | Yes | $69,750.00 | $66,148.00 |
| 3 | 3.6 | School Climate and Safety Survey | No | $5,000.00 | $2,160.00 |
| 3 | 3.7 | Social Emotional Learning | Yes | $1,047,772.00 | $1,044,742.00 |
| 3 | 3.8 | School Attendance Review Team | Yes | $368,557.00 | $412,789.00 |
| 3 | 3.9 | Fifth Grade Camp | No | $15,000.00 | $1,060.00 |
| 3 | 3.10 | Family Engagement | No | $8,000.00 | $2,356.00 |
| 3 | 3.11 | Student Engagement | No | $171,020.00 | $144,972.00 |
| 3 | 3.12 | Transportation | Yes | $1,715,367.00 | $1,819,765.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $3,988,481.00 | $4,188,016.00 | $4,353,544.00 | ($165,528.00) | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 2 | 2.1 | Professional Development | Yes | $103,254.00 | $3,500.00 | | |
| 2 | 2.2 | Digital Instructional Resources | Yes | $202,200.00 | $413,043.00 | | |
| 2 | 2.3 | English Language Learner Support-Para Professionals and Ellevation | Yes | $320,891.00 | $357,127.00 | | |
| 2 | 2.4 | Multi-tiered Systems of Support | Yes | $3,000.00 | $8,500.00 | | |
| 2 | 2.7 | Burst Tutoring | Yes | $165,134.00 | $79,692.00 | | |
| 2 | 2.8 | College and Career Awareness | Yes | $16,500.00 | $5,575.00 | | |
| 2 | 2.9 | AVID | Yes | $44,997.00 | $50,727.00 | | |
| 2 | 2.10 | Learning Directors | Yes | $0.00 | $0.00 | | |
| 2 | 2.14 | AP Tests and SAT | Yes | $15,000.00 | $7,000.00 | | |
| 2 | 2.16 | District Instructional Coaches | Yes | $0.00 | $0.00 | | |
| 3 | 3.2 | In-School Intervention (ISI) Class | Yes | $115,594.00 | $139,871.00 | | |
| 3 | 3.5 | Positive Student/School Staff Relationships-CKH | Yes | $69,750.00 | $61,750.00 | | |
| 3 | 3.7 | Social Emotional Learning | Yes | $1,047,772.00 | $1,044,742.00 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **3** | **3.8** | School Attendance Review Team | Yes | $368,557.00 | $362,252.00 | | |
| **3** | **3.12** | Transportation | Yes | $1,715,367.00 | $1,819,765.00 | | |

# 2025-26 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $44,241,906 | $3,988,481.00 | 0 | 9.015% | $4,353,544.00 | 0.000% | 9.840% | $0.00 | 0.000% |

# Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

# Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues 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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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

## *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 #

- Enter the metric number.

Metric

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

## Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

## Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

## Required Actions

### 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 32627(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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